

## NEW EDUCATION POLICY 2020 AND ITS IMPACT ON HIGHER EDUCATION

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**Abstract :** *The vision of the National Education Policy-2020 is to deliver a high-quality education that will help India's economy flourish. From schooling to higher education, the new policy aims to achieve three primary goals: greatest quality, equity, and honesty. The new strategy aims to pave the ground for transformative reforms in the country's school and higher education sectors. This article focuses mostly on NEP 2020 and its implications for higher education. This paper also discusses the key aspects of NEP and how they impact the current educational system.*

**Keywords:** *Higher Education, New Education Policy, Private and government college.*

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### **Introduction:**

The National Policy on Education (NPE) is a government of India policy aimed at promoting education among Indian citizens. The policy applies to both rural and urban India, from elementary school to colleges. The first NPE was issued 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 Union Cabinet of India approved the National Education Policy 2020 (NEP 2020) on July 29, 2020, which defines the goal for India's new education system. The new policy has replaced the 1986 National Policy on Education. This programme provides a comprehensive framework for basic through higher education, as well as vocational training, in both rural and urban India. The initiative aims to totally transform India's educational system by 2021. The NEP's language policy is intended to be a broad, advising guideline, with governments, organisations, and schools selecting how to implement it. The NEP 2020 makes numerous modifications to India's education policy. It aspires to raise public education spending from roughly 4% to 6% of GDP as quickly as practicable.

### **Objectives of the study :**

The primary goal of this study is to examine the New Education Policy 2020 and its implications for higher education. The research also examines the key elements of NEP and how they affect the current educational system.

### **Research methodology :**

This study is a descriptive one. Secondary data was gathered from a variety of sources, including the Government of India's website, magazines, journals, and other publications. To get at the deductions and conclusions, the data was then analysed and examined.

### **Discussion:**

#### **Silent features of National Education Policy-2020:**

NPE 2020 has implemented numerous changes and innovative advancements in the higher education sector. The following are some important features:

#### **Higher Education Commission of India:**

The NEP proposes to establish a single regulating agency for higher education, with the exception of legal and medical education

#### **Several entry and departure possibilities:**

Those who desire to leave the course in the middle will have multiple entry and exit alternatives. Academic Bank of Credits will be used to transfer their credits.

#### **Apps and TV channels provide a tech-based option for adult learning:**

Apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centers, among other technology-based adult learning possibilities, will be developed.

#### **Regional language e-courses:**

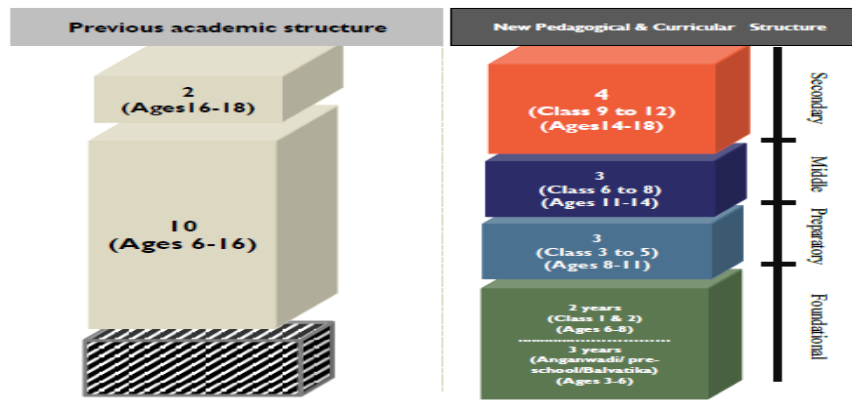
Technology will be used in educational planning, teaching, learning, assessment, teacher, school, and student training. The e-content will be offered in regional languages, beginning with eight major languages — Kannada, Odia, Bengali, and others – to complement the Hindi and English e-courses.

#### **International universities to open campuses in India:**

A new law would make it easier for the top 100 international colleges in the world to conduct business in India. According to the HRD Ministry document, “foreign universities will be accorded special dispensation respecting regulatory, governance, and content criteria on par with other autonomous institutions of India.”

#### **All colleges take the same entrance exam:**

The National Testing Agency will conduct a common entrance exam for all higher education institutions (NTA). It will be a choice whether or not to take the exam.



**Fig. 1. Source: NEP Report**

**Drawbacks of the New Education Policy :**

- Language is a negative factor in the National Education Policy 2020 because India has a troublesome teacher-to-student ratio, making it difficult to introduce mother tongues for each subject in academic institutes. Finding a qualified instructor can be difficult at times, and the introduction of the NEP 2020, which includes study materials in mother tongues, has added to the difficulties.
- According to the national education policy 2020, students who wish to finish their graduation must study for four years, although a diploma degree can be completed in as little as two years. This may encourage the student to drop out of the course in the middle.
- Students in private schools will be introduced to English at a far younger age than students in government schools, according to the national education policy 2020. The academic curriculum will be taught to Government school students in their various regional languages. This is one of the biggest new education policy flaws since it will increase the number of pupils who are uncomfortable talking in English, deepening the social divide.

**NEP 2020's Impact on India's Higher Education System:**

**Only qualified role models are given the opportunity to rise to the top and become decision-makers:**

Higher Education policy decisions and implementation may be made by bureaucrats and phoney educationists in high-ranking posts such as Chairman of the UGC, AICTE, MCI, DCI, and Vice-Chancellors of Various Universities. For example, in India's current higher education system, a person with no scholarly publications can become Vice-Chancellor of Public Sector Universities, rise through the ranks, and even become Chairman of the University Grants Commission. A

person without a single patent, on the other hand, can become Director of Technical Institutions and eventually Chairman of the AICTE.

### **Cleaning of Higher Education Bureaucratic system:**

Institutional leaders in Research & Innovations are appointed on the basis of merit. Professors without at least five first author scholarly publications or patents in the recent five years will not be considered for institutional leadership positions such as directors, vice-chancellors, and so on, in contrast to the current system.

### **The Transformation of Single-Discipline Colleges into Multi-Disciplinary Autonomous Degree-Awarding Colleges:**

The Transformation of Single-Disciplinary Colleges into Multi-Disciplinary autonomous colleges. This will once again aid in the reduction of college corruption and lobbyists. Many colleges are unable to trace their own paths because they are bound by the affiliating University's stringent bureaucratic rules. All of this seriously jeopardises the notion of local governance as well as the local pursuit of excellence and innovation.

### **Focus on Research and Innovation at the Undergraduate and Graduate Levels:**

This encourages students and faculty members to think creatively and confidently, proposing and doing new things, resulting in originality.

### **A highly educated Board of Governors (BoG) is required to prevent individuals from misusing authority:**

Every autonomous institution should have a Board of Governors made up of highly qualified, competent, and motivated individuals who have proved their abilities and a strong sense of commitment to the organisation.

### **The Board of Governors is responsible for ensuring quality:**

The BoG shall be responsible and accountable for the HEI's outcomes to stakeholders through public disclosure of relevant documents. The National Higher Education Regulatory Authority has demanded that BOG follow all regulatory rules (NHERA).

### **HEIs as a whole are regulated by a single regulator:**

The National Higher Education Regulatory Authority (NHERA), a single HEIs regulator, ensures that financial probity, governance, open financial disclosure, faculty/staff, courses, and educational quality are all effectively regulated.

### **Elimination of Commercialization of Education:**

HEIs, both public and private, should ensure that they are not for profit, and any excess should be re-invested in institutional growth under the supervision of BoG members to prevent education from being co-multiplicated.

### **Private HEIs' Educational Philanthropy Responsibilities:**

Although private HEIs can determine their own tuition, they must offer at least 20% free-ship and 30% scholarships. This model enables them to recover their costs while meeting their social commitments in a reasonable manner.

### **Due to a 20 percent free-ship promise, private universities will overtake public universities:**

Due to the 20 percent free-ship and 30 percent scholarship, bright and intelligent students, regardless of their economic status, religion, or gender, will have the opportunity to study in private HEIs for free, resulting in a mobilisation of intelligent and self-motivated students to private institutions.

### **Public/Government College Transformation: There are two possible transformation processes:**

(a) The connected public/government colleges can become multidisciplinary and enhance their ability to admit 3,000 or more students annually, allowing them to become autonomous institutions. (b) Small colleges with limited resources and student feeding areas will become constituent colleges of the affiliating university, receiving mentorship and other forms of assistance in order to provide high-quality education.

### **Private College Transformation:**

Private colleges can eventually expand in terms of resources and educational quality, achieving a predetermined accrediting status to become autonomous degree-granting colleges.

### **Conclusion :**

The policy proposes a wide range of reforms and reads essentially as a forward-thinking text, with a firm grip of the existing socioeconomic landscape and the likelihood of future unpredictability. Education for a new generation of students must essentially connect with the increasing dematerialisation and digitization of economies, which necessitates the development of a completely new set of competences to keep up. With the pandemic hastening the trend toward digitisation and disruptive automation, this appears to be an even more critical prerequisite now. The National Education Policy of India 2020 is working towards achieving this goal by enacting innovative policies to improve the quality, attractiveness, affordability, and supply of higher education by opening it up to the private sector while maintaining strict quality controls in all higher education institutions. The Indian

higher education system is shifting from a teacher-centered to a student-centered approach, from information to knowledge, from grades to skills, from examinations to experiments, from learning to research, and from choice to competency.

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