



## NEW EDUCATION POLICIES 2020 CHALLENGES AND ROLE IN REFORMING HIGHER EDUCATION

**RICHA AUDICHYA**

(RESEARCH SCHOLAR), DEPARTMENT OF MANAGEMENT STUDIES, JNVU, JODHPUR

**DEEPAK BHATIA**

(RESEARCH SCHOLAR), DEPARTMENT OF MANAGEMENT STUDIES, JNVU, JODHPUR.

### ABSTRACT:

Higher education must focus on producing decent, considerate, well-rounded, and creative people to meet 21st-century standards. Achieving personal goals and enlightenment, actively participating in society, and making a positive societal contribution are all made possible through higher education. It is the key to creating more thriving, socially active, cooperative communities and a happier, more unified, culturally advanced, creative, inventive, forward-thinking, and prosperous country. For decades, Indian higher education systems have been dealing with the following issue: several HEIs offer instruction in local languages, a lack of competitive peer-reviewed research funding across disciplines, an ineffective regulatory system, and large affiliating universities leading to low standards of undergraduate education, etc. Previous education policies had few limitations, as the new education policy has been framed to bring reforms in education. The government of India has made many recent amendments to the new education policy. It emphasizes institutional reform, comprehensive and multidisciplinary education, reimagining vocational education, and catalyzing high-caliber academic research across all fields through a new National Research Foundation. The primary goal of this study is to determine how new educational policies affect higher education and the adjustments needed following the previous educational system. This paper aims to highlight NEP 2020 and examine India 2.0's goal for a comprehensive educational system reform to meet the challenges of the twenty-first century. This study is exploratory and is based on secondary sources. Findings are based on a systematic review of existing literature.

### KEYWORDS:

**NEW EDUCATION POLICY 2020, INDIA, HIGHER EDUCATION, INDIAN HIGHER EDUCATION SYSTEM.**

### INTRODUCTION

The Indian government created the National Policy on Education (NPE) to encourage education among its citizens. The aim for India's future educational system is described in the "National Education Policy 2020 envisions an India-centric education system that contributes to building our country sustainably into an equal and thriving knowledge society by offering high-quality education to everyone". Quality higher education must aspire to educate exceptional, intelligent, well-rounded, and creative persons. The new education policy makes some fundamental changes to the current system. 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. It establishes a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges. The key issues confronting the Indian higher education system include a lower proportion of enrolment in colleges and universities, the apparent absence of a coherent long-term policy, higher education excellence against equity, and issues of autonomy versus regulations in institutions. This study focuses on the challenges and key policies of the new education policy of 2020. It finds the future implications of NEP 2020 on stakeholders.

### THE OBJECTIVE OF THE STUDY:

1. To highlight NEP 2020 and examine India 2.0's goal for a comprehensive higher education system reform to meet the challenges of the 21st century.
2. To identify the future opportunities of higher education under the new education policy.

### RESEARCH METHODOLOGY:

The design used for this study was that of a descriptive research design that sought to examine, evaluate and assess the New Education Policy 2020 and its impact on higher education in India. This study is exploratory and is based on secondary sources. Studies were conducted on existing literature, textbooks, related literature, articles, journals, and online resources.

### REVIEW OF LITERATURE:

This paper begins with an overview of NEP-2020, distinguishing the policy's strengths and weaknesses in higher education and research, evaluating the policy's implementation suggestions, and identifying and analyzing possible generic strategies for NEP-2020 implementation to meet its objectives based on focus group discussions. This article can be considered as a resource for the Government of India's policy implementation teams. [G., P. \(2022\)](#). This research paper discussed how the new education policy affects higher education in India. The

paper noted that the NEP, such a holistic approach, is bound to improve "creativity and innovation, critical thinking and thinking capacities, problem-solving abilities, teamwork, and communication skills." All of these are required to be an active learner and instill social and moral awareness. [Jagadesh Kumar, M. \(2020\)](#). This paper investigated the National Education Policy 2020 and its implications for stakeholders. This article is sponsored by Brain Impression [brainimpression@outlook.com]. Brain Impression is using Dermatoglyphics to study the unexplored potential skills of a child or an adult to find the right path to success. [Kalyani, P. \(2020\)](#). The paper identified three essential aspects of the new education policy for the higher education sector: course, language, and students. This paper also covered sentiment analysis about NEP 2020. It is discovered that most people view the policy as a positive and welcoming step. Kaurav, [R. P. S., et.al \(2020\)](#). Higher education is becoming increasingly crucial in policymaking as the importance of knowledge in the growth process tends to grow. With the adoption of the New Education Policy 2020, the affordability issue now raises concerns about the role of the public sector in financing higher education in India. This study discussed the significant challenges of maintaining national competitiveness while providing quality but affordable education across the country to people of all socioeconomic backgrounds. [Kazmi, S. S. H., et.al \(2021\)](#). This paper is the first attempt to highlight NEP 2020 and study India 2.0 vision towards overall education system transformation to meet the challenges of the twenty-first century. The research emphasized that one of the main objectives of NEP 2020 is to increase student enrollment in all educational institutions, such as elementary schools and professional and higher education, by 2030. [Kumar, A. \(2021\)](#). Research provided insights into the various contours of NEP 2020 and how they align with the 2030 targets of the UN Sustainable Development Goals (SDGs). This paper examined how India should proceed with caution to achieve its goals. The paper identified some significant gaps and execution challenges that must be addressed to foster "quality education for all" and add value to the world. [Kumar, K., et.al \(2021\)](#). India is celebrating its 73rd year of independence, and the country's goal is to achieve 100 percent literacy or universal literacy. Considering the vision and goals established for an independent India is critical. The purpose of this paper was to trace the history of India's educational system, review the NEP about HE, analyze the impact of the NEP on teachers, express the opportunities and challenges in implementing the NEP, and describe the road ahead to the NEP. [Tejashwini, K. C. \(2022\)](#). The Indian higher education system faces daunting challenges from inside—forces from within the institutions, within the country, and from global forces. It claimed here that some dilemmas are redundant, a few are legitimate and authentic, and some require a little daring re-thinking—drawing from ancient knowledge and modern global experience. The study discusses these many forms of educational difficulties. [Tilak, J. B. \(2020\)](#). This

conceptual research article focused on Higher Education and is based on the NEP 2020. (HE). The authors seek to explore background and emergence; highlight vision, focal thrust areas, and principal guidelines; and highlight features, impact areas, and opportunities for stakeholders. Finally, they emphasized the need for planned, methodical, and meticulous policy implementation. [Umachagi, A. E., et.al \(2022\)](#).

### NEP 2020: A ROADMAP FOR INDIA 2.0

1. **HECI as a single regulator for HEIs:** In India, various higher education authorities will be merged into the Higher Education Commission of India as a single regulator for higher education institutions. The certification establishment will be replaced with the solid national certification council will be established. The national research foundation would provide research and innovation funds in higher education.
2. **Multidisciplinary education model for higher education institutions:** The multidisciplinary education model for higher education institutions will be mandated by NEP 2020. The deadline to achieve this vision is 2030, and it will take the lead to increase the strength of 3000 students by 2040.
3. **Modifying the evaluation assessment model:** NEP has made some changes to the evaluation assessment model. NEP has turned the end-semester examination system into a continuous assessment system. As traditional education becomes more market-driven, it will undergo the tremendous upheaval.
4. **Providing aid for education abroad:** The government of India will establish world-class educational institutes to attract international students. Under the new education policies, the government will give weight age to students who have completed their studies abroad and consider them equivalent in India. Students can start studies abroad and later on complete them in India. (NEP, 2020) (2)

### CHALLENGES AND ROLE OF NEP IN REFORMING HIGHER EDUCATION

#### THE NEW EDUCATION POLICY FACES THE FOLLOWING CHALLENGES:

1. **Less proportion of enrollment in colleges and universities:** Only one-fourth of our youngsters enrolled in colleges and universities, including open and distance learning programs. Rural-urban disparities and inequalities across regions and states remain widespread in higher education, with minor improvements.
2. **The conspicuous absence of a coherent extended-term policy:** The lack of a clear and cohesive policy approach is also supposed to allow for judicial intervention and, on occasion,

contradictory judgments by the judiciary, whether it relates to private institutions, minority status, fees admission, reservation, or the validity of degree offered by open universities via distance mode, etc.

3. **Higher education excellence versus equity:** Elite institutions are essential in producing high-quality research. They expand the frontiers of knowledge, while mass institutions ensure a greater diversity of student populations in higher education and contribute to the democratization of society by increasing people's participation in national development activities. We must strike a careful balance between the size of the elite and mass systems.
4. **Issues of autonomy versus regulations:** Academic institutions must be autonomous. Complete autonomy for the private institute might be risky. They are already entirely autonomous in practice. They must follow many of the norms the UGC and others imposed at such institutions. Both autonomy and regulations are required in the higher education system.

#### **ROLE OF NEP IN REFORMING IN HIGHER EDUCATION:**

1. **QUALITY UNIVERSITIES AND COLLEGES: A FORWARD-LOOKING VISION FOR INDIA'S HIGHER EDUCATION SYSTEM:** The vision of the policy involves the following significant modifications to the present system:

- (a) Establishing a higher education system comprised of major, interdisciplinary universities and colleges, with at least one in or near each district, and additional HEIs throughout India that offer a medium of instruction or programs in local/Indian languages;
- (b) Redesigning curriculum, pedagogy, assessment, and student support for improved student experiences; and
- (c) Establishing a National Research Foundation to fund outstanding peer-reviewed research.
- (d) More opportunities for excellent public education; scholarships from private or charitable universities for underprivileged and disadvantaged students; online learning and open distance learning (ODL); and all educational resources accessible to and available to students with disabilities.

2. **INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION:**

- (a) The fundamental goal of this strategy on higher education is to stop the fragmentation of the field by making universities, colleges, and HEI clusters/Knowledge Hubs big,

multifunctional institutions with an enrolment goal of 3,000 students or more.

- (b) All institutions now linked with universities must ultimately meet the requirements for accreditation and become independent colleges that offer degrees. This will be accomplished through a coordinated national effort that includes effective mentorship.

#### **3. INTERNATIONALIZATION:**

To reach this objective of internalization, we need to draw global quality standards. It will include courses and programs in subjects like Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, modern India, and internationally relevant curricula in the sciences and social sciences. India will be marketed as an affordable worldwide study location that offers top-notch instruction, reclaiming its former status as a Vishwa Guru.

#### **4. EQUITY AND INCLUSION IN HIGHER EDUCATION:**

The government and HEIs have adopted the following actions specific to higher education.

- a. Earmark appropriate government funding for their education.
- b. Increase the gender balance in HEI admissions.
- c. Improve access by establishing more excellent HEIs in aspiration districts and Special Education Zones with higher concentrations of SEDGs .
- d. Develop and support high-quality HEIs that offer instruction in local/Indian languages or bilingually.
- e. Conduct outreach programs about higher education opportunities and scholarships for SEDGs (Socio-Economic Disadvantaged Groups). Develop and support technological tools for improved participation and learning outcomes.
- f. Offer more financial aid and scholarships to socioeconomically disadvantaged students.
- g. Boost the employability potential of higher education programs.
- h. Create more degree programs taught in Indian languages and bilingually.

#### **5. TEACHER EDUCATION:**

Teacher plays a vital role in shaping the future of students. All teacher education programs must be held at composite multidisciplinary institutions since teacher education needs input from several disciplines and instruction in pedagogy and high-quality content.

- a. Students who hold a Bachelor's degree in a specific field of study may enroll in the 2-year B.Ed. The program offered by the same HEI offers the 4-year integrated B.Ed. Candidates who have

completed a 4-year undergraduate degree in a specialized field may also be eligible for a 1-year B.Ed. Program. Establishing scholarships for deserving students will help draw top applicants to the 4-year, 2-year, and 1-year B.Ed. Programs.

- b. All new Ph.D. entrants, regardless of field, will be expected to attend credit-based courses in teaching/education/pedagogy/writing linked to their chosen Ph.D. subject during their doctorate training term.
- c. Technological platforms such as SWAYAM/DIKSHA for online teacher training will be encouraged, allowing for quickly delivering standardized training programs to many instructors.
- d. A National Mentoring Mission will be developed, with a massive pool of exceptional senior/retired professors, including those who can teach in Indian languages.

#### **6. REIMAGINING VOCATIONAL EDUCATION:**

- a. The leading causes of limited vocational education enrollment are that dropouts in Grades 8 and above and students in Grades 11–12 have received most of the attention in the past. Additionally, many students who completed vocational coursework in Grades 11–12 lacked clear avenues to pursue their chosen professions in higher school.
- b. This policy mandates the gradual integration of vocational education programs into mainstream education in all educational institutions to address the social status hierarchy associated with vocational education. High-quality vocational education will be seamlessly incorporated into higher education, starting with early exposure to the field in middle and secondary school.
- c. Further information on the National Skills Qualifications Framework will be provided for each subject, occupation, and profession. The International Labour Organization's International Standard Classification of Occupations will also be matched with Indian criteria. This Framework will serve as the cornerstone for prior learning recognition. Dropouts from the formal system will be reintegrated by matching their real-world experience with the appropriate Framework level. Additionally, the credit-based Framework will ease transitions between "general" and vocational education.

#### **7. CATALYZING STANDARD ACADEMIC RESEARCH IN ALL FIELDS THROUGH A NEW NATIONAL RESEARCH FOUNDATION:**

This strategy proposes the creation of a National Research Foundation to build on these diverse components synergistically and so really expand and stimulate high-quality research in the country

(NRF). The main objective of the NRF will be to make it possible for our institutions to develop a culture of research. In particular, the NRF will offer a consistent source of merit-based but equitable peer-reviewed research funding. It supports the growth of research at state universities and other public institutions where research capacity is lacking and fosters a culture of research in the nation through appropriate incentives for and recognition of outstanding research.

The NRF's primary responsibilities will be to:

- a. Finance competitive, peer-reviewed grant proposals from all disciplines.
- b. Mentor academic institutions to help them grow and support research, especially at universities and colleges where it is still in its infancy.
- c. Serve as a liaison between researchers, industry, and relevant government agencies to ensure that research scholars are consistently supported.

#### **8. TRANSFORMING THE REGULATORY SYSTEM OF HIGHER EDUCATION:**

- a. The National Higher Education Regulatory Council will be HCI's initial vertical. It will serve as the standard, single point of regulation for the higher education sector, excluding medical and legal education and including teacher education, removing redundancy and disjunction of regulatory efforts by the several regulatory authorities now in existence.
- b. Accreditation will be the primary tool for enabling such regulation. Consequently, a "meta-accrediting organization," known as the National Accreditation Council, will constitute the second HEI (NAC) vertical. Institutions will be accredited based mainly on fundamental standards, open self-disclosure, excellent governance, and results.
- c. The Higher Education Grants Council (HEGC), the third component of HEI, will manage the funding and financing of higher education based on open standards, including the IDPs created by the institutions and the status of their execution.
- d. The General Education Council (GEC), commonly known as "graduate characteristics," will define desired learning outcomes for higher education programs as the fourth vertical of HEI. To make the integration of vocational education into higher education more accessible, the GEC will develop a National Higher Education Qualification Framework (NHEQF) that will

align with the National Skills Qualifications Framework (NSQF). The NHEQF must define higher education credentials that lead to a degree, diploma, or certificate in terms of these learning goals. Through the NHEQF, the GEC will provide facilitative standards for problems like credit transfer and equivalence.

### THE FUTURE IMPLICATION OF THE POLICY ON HIGHER EDUCATION

While the NEP 2020 represents a significant shift in education policy in India, the proposals for transformation in higher education provide their obstacles. The only way ahead is to put the proposals into action and prepare educational institutions for the changes.

1. **The policy offers a transformational road map by diagnosing the challenges and vision to overhaul and re-energize it:** An umbrella organization was always required in a country to provide uniformity in educational standards. The Higher Education Commission of India (HECI) would be established to supervise higher education in India, except medical and legal education. The same regulations, accreditation, and academic requirements will apply to public and private higher education institutions. Its four distinct verticals - the National Higher Education Regulating Council (NHERC), the General Education Council (GEC), the Higher Education Grants Council (HEGC), and the National Accreditation Council (NAC) - are thought to simplify the regulatory process.
2. **The HEIs will be free to choose a mix between research and teaching as per their strengths:** This is the general structure of the United States and the United Kingdom. Another centerpiece of the proposal is the National Testing Agency's introduction of a single university admission exam (NTA). The program also permits universities to establish offshore campuses, and many international institutions can now establish institutes in India.
3. **Academic Bank of Credit for digitally holding the academic credits:** The government will also construct an Academic Bank of Credit to digitally store academic credits earned from different HEIs, allowing them to be transferred and counted toward the final degree achieved.
4. **The government will implement the concept of all branches of creative human endeavor:** The idea that all forms of creative human endeavor, including science, mathematics, vocational courses, professional subjects, and soft skills, should be deemed "arts" has deep roots in Indian culture. This concept of a 'knowledge of many arts,' or what is now often referred to as the 'liberal arts,' must be reintroduced into Indian education since it is precisely the type of

education necessary for the twenty-first century.

### CONCLUSION:

The movement from end semester evaluation scheme to continuous evaluation system will promote students to focus on understanding of the concept rather than mugging up. Setting up of NRF will foster quality research and improve the quality of education. NEP emphasis on experiential learning this will result in better attainment of course outcomes. National education policy 2020 was the need of the hour as for the economic development and social cultural development education is the base. NEP 2020 focuses on development of students as well as teacher; it will bridge the gap between industrial and academic expectations of the skill sets required by the students.

There are major challenges in implementing NEP 2020. **Firstly** the low enrollment ratio in higher education is a big cause of concern for the policy makers. **Second** the lack of uniformity in the interpretation and judgments given by the judges in matters related to quotas and minority status. **Thirdly** the lack of research culture is also a cause of concern in the higher education institutions.

The national education policy focuses on addressing all the issues related to this all the issues related mentioned above. Providing autonomy to the private institutions and uniformity in rules related to the policy matters of higher education institutions will bring about the positive change in the education system. The policy also focuses to address the issues related to the commercialization of higher education by the private institutes, this will encourage the enrollment in the institutions and aid in providing quality education to the students. If the policy is implemented with positive spirit and intentions, it will bring reforms in the education sector.

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