

IMPACT OF NEW EDUCATION POLICY-2020 ON HIGHER EDUCATION

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Abstract:

The education system plays a major role in the development of a country. The backbone of developed countries is behind in quality of education, especially at the higher education level. the higher education gateway to the development of a country. a weaker education system leads to creating less development in all aspect of the economic growth of nation. Quality education will be provided by quality, qualified and innovative teachers only. the teacher should be competent, qualified and trained professionals to achieve the goal of the new education policy (NEP). The new education policy focuses on providing quality, creative thinking and productive, practically viable educational service to the young minds of India. the changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and colleges education equally, this article mainly focuses on NEP-2020 and its impact on higher education. this paper also outlines the salient features of NEP and analyses how they affect the existing education system.

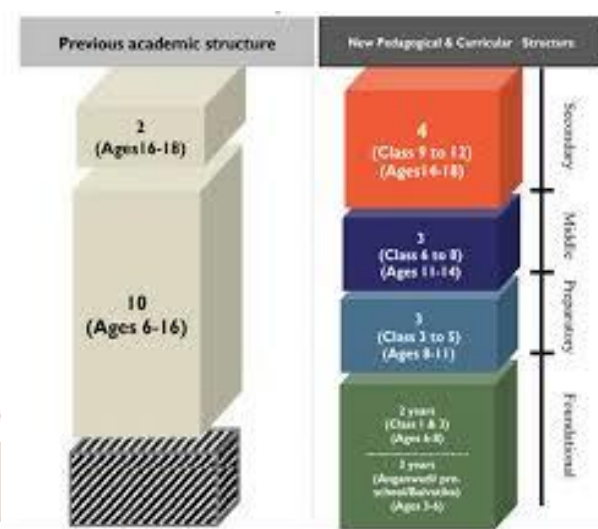
Introduction:

The national education policy (NEP) (2020) is a policy that aims to transform India's education system to meet the needs of the 21st century. it was introduced by the government of India. The national education policy of India 2020 (NEP 2020), which was started by the union cabinet of India on 29th July -2020, outlines the vision of new education system of India. The new policy replaces the previous national policy on education ,1986. Shortly, after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature, and it is up to the states, institutions and schools to decide on the implementation.

After India fell behind in the list of better-quality universities around the world in recent years, it was expected that the government and the entire system would take some concrete step to improve the matter so that some improvement could be made in this situation. The Indian government decided to change India's education policy after 34 years.to formulate a new education policy, the central government in 2017, Dr.K.K. Kasturi Rangan constituted a committee under the chairmanship of the Kasturi Rangan an committee drafted the national education policy,2019. In India in July,2020. The central government approved the national education policy 2020. In connection with this approval, prime minister Shri Narendra Modi tweeted and the minister of human resource development "Shri Ramesh Pokharia Nishak". made the public aware by the press conference. It was also clarified that the ministry of human resource development has been renamed as "ministry of education".

WHAT IS IN NEW EDUCATION POLICY IN INDIA?

The new education policy (NEP) in India, formerly known as the national education policy 2020, aims to revamp the education system by introducing a new 5+3+3+4 structure replacing the old 10+2 system, emphasizing foundational literacy and numeracy, promoting mother tongue education, integrating vocational training from class 6, facilitating flexible subject choices, and focusing on holistic development with experiential learning



across all levels of education, from early childhood care to higher education, all while striving for universal access to quality education for all irrespective of background.

OBJECTIVE:

The aim of this research paper is to assess the impact of the New Education Policy 2020 on the Higher education system. some of the goals and targets of the NEP include:

(a) **Universal Access to Schooling:** The NEP aims to achieve 100% gross enrollment ratio (GER) in school education by 2030, up from the current GER of approximately 96%.

(b) **Improved Learning Outcomes:** The NEP aims to improve learning outcomes, with a target of having at least 50% of all students achieve foundational literacy and numeracy by 2025.

(c) **Increased Access to Higher Education:** The NEP aims to increase the gross enrollment ratio in higher education from 26.3% in 2018 to 50% by 2035.

(d) **Greater Emphasis on Vocational Education:** The NEP aims to increase the proportion of students enrolled in vocational education from the current level of approximately 3% to at least 50% by 2035.

(1) the primary objective of this research is to study the impact of new education policy 2020 on higher education.

(2) The study also outlines the salient feature of NEP and analyses- how they affect the existing education system.

RESEARCH METHODOLOGY:

This research paper will employ a qualitative research methodology. The research will be conducted through a review of existing literature and government reports, as well as interviews

with stakeholders in the education sector. The impact of the New Education Policy (NEP) 2020 can be studied using a variety of research methodologies, and the goals of the study. Some common research methodologies used to study the impact of education policies include:

- (a) Longitudinal Studies:
- (b) Case Studies:
- (c) Experimental Designs:
- (d) Qualitative Research:

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

NEW EDUCATION POLICY 2020 PHASE:

The phase of the new education policy is divided into four phases. In the new policy, it has been completely abolished. the old education policy was organized on 10+2 formula, but the new education policy is based on the 5+3+3+4 formula. The new pattern includes 3 years of schooling and 12 years of schooling. It has been made mandatory for government and non-government institution to follow the new policy

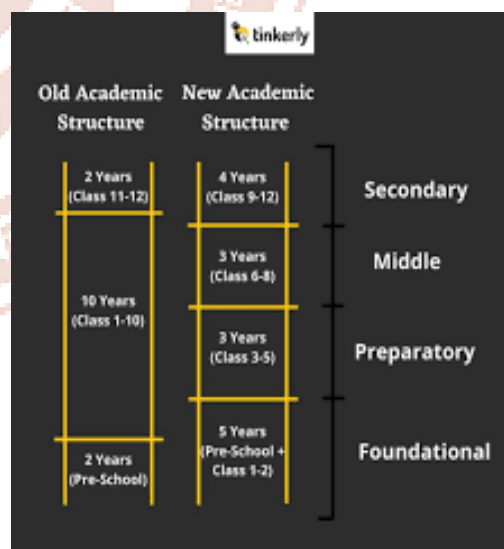
Four stages of new education policy:

The four stages of the National Education Policy (NEP) 2020 are:

Foundational Stage: Foundation stage of new education policy for 3 to 8 years children are included. the foundation stage has been fixed for 5 years. In which 3 years of pre-school education will be done in Anganwadi and class 1, 2 school education under which the language skills and skill level of the students will be evaluated and focused in its development.

Preparatory stages:

the time of this stages is kept for 3 years. this stage includes children from 8 to 11 years. In which he will have children up to class 5. In this stage of the new education policy, special attention will be focused on strengthening the numerical skill of the students. At the same time, all children will also



be given knowledge of the regional language. Along with this, children will be taught science, art, mathematics etc.

Middle stages:

The period of this stage has been fixed for 3 years. In this stage children from 6th grade to 8th grade have been included in which subject-based curriculum will be taught and coding will also be started from the children will be given opportunities for vocational testing as well as vocational internship, whose aim is to make the children eligible for employment only during school education.

Secondary stages: The period of this stage is 4 years .9th grade in this stage students from 12th standard are included. This stage provides a foundation for the knowledge gained in previous stages, and is customized to meet student's interests and career aspirations.

**SALIENT FEATURES OF NEP RELATED TO HIGHER EDUCATION:
THE VISION OF THIS POLICY**

- * An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.
- * The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.
- * To instill a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

**QUALITY UNIVERSITIES AND COLLEGES: A NEW AND
FORWARD-LOOKING VISION FOR INDIA'S HIGHER EDUCATION
SYSTEM:**

- *Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.

*It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity,

scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as

professional, technical, and vocational subjects.

* Some of the major problems currently faced by the higher education system in India include:

* Less emphasis on the development of cognitive skills and learning outcome

* Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages.

TOWARDS A MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION:

□ A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.

□ Such a holistic education shall be, in the long term, the approach of all undergraduate programs, including those in professional, technical, and vocational disciplines.

□ Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points.

□ Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.

□ The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option.

□ An Academic Bank of Credit (ABC) shall be established which would digitally store the

academic credits earned from various recognized HEIs so that the degrees from an HEI can

be awarded taking into account credits earned.

□ The 4-year program may also lead to a degree ‘with Research’ if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

OPTIMAL LEARNING ENVIRONMENTS AND SUPPORT FOR STUDENTS

□ Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications.

□ All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility.

COMMON ENTRANCE EXAM FOR ALL COLLEGES:

The common exam for all higher education institute to be held but national testing agency (NTA), the exam will be optional.

- A higher education council of India will be set up to regulate higher education.

The council goal will be to increase gross enrollment ratio. The higher education council of India will have 4 verticals:

- (1) National higher education regulatory council, to regulate higher education, including teacher education, while excluding medical & legal education.
- (2) National accreditation council (NAC), a “meta-accrediting body”
- (3) Higher education grants council, for funding and financing of universities & colleges. This will replace the existing national council for teacher education, all India council for technical education and the university grants commission.
- (4) General education council, to frame “graduate attribute”, namely the learning outcomes expected. It will also be responsible in framing a national higher education qualification frame work. The national council for teacher education will come under the, general education council, as a professional standard setting body.

CONCLUSION:

The new education policy has a laudable vision, but it’s strength will depend on whether it is able to effectively integrate with the other policy initiative of government like digital India,

skill India and the new industrial policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy address to and learns from skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success.

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