



## NATIONAL EDUCATION POLICY 2020 AND HIGHER EDUCATION: A BRIEF REVIEW

\* Dr. Megha Krishna Khedekar

\* Assistant Professor, GhanshyamDas Saraf College of Commerce &amp; Arts, Malad W, Mumbai-400064

**Abstract**

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. 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. Education in India is a Concurrent List subject.

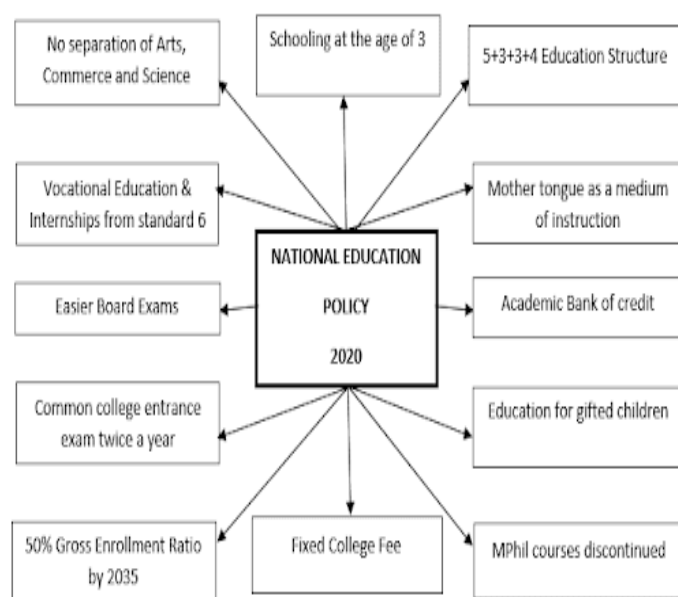
**Keyword:** Higher Education, National Education Policy 2020

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**Introduction:**

The National Education Policy 2020 is a welcome and ambitious re-imagining of India's education system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come.

Given that there are around 350 million Indians today in school-going or college-going age groups, the NEP calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. This presents substantial execution challenges, both quantitative and qualitative.



### Review of Literature:

1. Aithal S. and Subra Jyothsna A. analyzed the new education policy 2020 effectiveness in achieving the objectives. The study highlighted the summary of National education policy 2020 associate degree compared with associate degree existing education policy through that they found the drawbacks lined up with an existing education policy and trends that area unit aiming to be created with the new education policy 2020 within the future. The study had additionally provided major suggestions for the tutorial departments relating to implementation of recent education policy 2020 like providing appreciation relating to article business enterprise, school coaching and pH scale. D necessary therefore on.
2. Praveen J. and Pooja P. [2], examined the updates done by the ministry of education from last 3 instructional policy and it's additionally criticized the factors that is conducive for holistic development within the education sector. The study had focused on the changes to be adopted by the tutorial establishments, universities, schools etc. for the effective implementation of National education policy 2020.

### Objectives of the Study:

- 1) The study also outlines the salient features of NEP
- 2) To analyse the potential roadblocks in implementation of New Education Policy 2020

### Research Methodology:

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.

**Salient Features of Nep Related to Higher Education:** There are a lot of reforms and new developments which have been introduced by NEP in

the higher education sector. Some of the salient features are:

- **Single regulatory body for higher education:**

The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

- **Multiple entry and exit programme:**

There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.

- **Tech- based option for adult learning through apps, TV channels:**

Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

- **E-courses to be available in regional languages:**

Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.

- **Foreign universities to set-up campuses in India:**

World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India."

- **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 enrollment 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).

### **Some Critical Issues in Implementation of NEP-2020:**

#### **1) Skill Development**

One of the major highlights of the policy is skill development, especially life skills and vocational training. The life skills training prepares children to be skillful in social behaviour, making children socially adaptable and is comparatively easier to implement. The major challenge, however, lies in imparting vocational training as there is a danger of attributing certain vocations to certain specific communities who have been traditionally dependent on certain occupations for many generations. The proposed vocational training should be based on the identified aptitude of the students. The people need to change their perception towards vocational education while the policymakers and administrators have to introspect the

reasons why India is still far from achieving the target set by Kothari Commission in 1964-66 (Kukreti, 2020)

#### **2) Requirement of Trained Teachers**

Implementing this policy will need trained teachers, facilitators and support staff supplemented by a pool of inspiring mentors, Learning need to be made an engaging and enjoyable activity rather than monotonous routine mental work which eventually produces unemployable youth. Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools (Gupta, 2020).

#### **2) Change Management**

NEP 2020 endeavours not only to improve the cognitive skills in students wherein developing high order thinking skill and critical thinking along with building the foundation of literacy but also life skills which will prepare the students for the varied challenges in their adult life. Hence the change in the curriculum and teaching methods is the need of the hour so that maximum benefit can be incurred from the new policy. NEP demands a value-based education system along with pedagogical and curriculum changes. Hence, new methods need to be improvised and innovated for the successful application of the policy.

#### **3) Legal Complexities**

To implement any policy, it must be in coherence. with various laws and acts. There is a legal complication. in implementing this policy as per The Right Education Act, 2009 with respect to age. Certain provisions such as the age of starting school will need to be clarified, to resolve any problem between the Act and the recently introduced policy in the long run.

#### 4) Inter- disciplinary Higher Education

An inter-disciplinary educational regime is a great initiative that will provide flexibility to the students to study the subjects of their choice. For ages, Indian universities have developed in a very compartmentalized manner, scholars and professors have remained fiercely protective of their subject speciality turf. This culture. Is deep-rooted with very few exceptions and the new policy calls for changing the same. To implement antinterdisciplinary higher education model the teaching faculty need not only to be a subject expert but also leanon into other disciplines, which is not an easy task to accomplish. In order to make the system successful, there is a need to have a disruptive cultural shift over the next decade or so.

#### 5) Learning or certificate/degree

Though flexibility in the higher education model through the concept of multiple exits is an important step for reducing the number of dropouts, a question still arises on the value of such certifications and diplomas. The Indian psyche closely associates jobs with the degrees acquired. Hence, to implement the new system, we first have to dismantle the archaic thinking that only with a degree can one successfully secure a job. This is a dangerous paradigm which undermines and discourages other innate talents of an individual.

#### 6) Digital connectivity

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counselling sessions and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade

#### 7) Re-thinking assessment

The boards that conduct school leaving examinations will have to re-think their assessment parameters for students and also identify the appropriate learning content rubric. School textbooks will have to be accordingly realigned. Formative assessment is virtually absent. How do we adapt and implement it seamlessly? As majority of K-12 learners in India are enrolled in schools with annual tuition fee below Rs 12,000; the proposed changes will have to be conveniently cascaded across different tiers of schools.

#### 8) Curriculum and Content

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals. The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify the textbooks accordingly.

#### 9) Examination Structure

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students. According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools'. Hence, deploying a continuous assessment framework is a

challenging task in these schools.

### Findings:

The National Education Policy 2020 (NEP-2020) is a comprehensive framework introduced by the Government of India to revamp the country's education system. While the policy includes some positive aspects, it also has certain limitations that warrant critical analysis. Here is a critical examination of NEP-2020:

**Emphasis on Holistic Education:** One of the notable strengths of NEP-2020 is its emphasis on holistic education, focusing on the overall development of students. The policy recognizes the importance of skills such as critical thinking, problem-solving, creativity, and socio-emotional learning. This shift from rote learning to a more comprehensive approach is commendable.

**Early Childhood Education:** NEP-2020 recognizes the significance of early childhood education and proposes the integration of preschool education into the formal schooling system. This is a positive step as it lays a strong foundation for children's cognitive, social, and emotional development.

**Multidisciplinary Approach:** The policy promotes a multidisciplinary approach, allowing students to choose subjects beyond the traditional science, commerce, and arts streams. This flexibility encourages students to explore diverse fields and pursue their interests. It also helps in breaking the stereotype that academic success is solely defined by stream selection.

**Skill Development and Vocational Education:** NEP-2020 acknowledges the importance of skill development and vocational education to enhance employability. The policy aims to integrate vocational education into mainstream curriculum and emphasizes internships, apprenticeships, and hands-on learning. This is a positive step towards addressing the skill gap and promoting practical knowledge.

**Digital Education and Technology Integration:** The policy recognizes the role of technology in education and advocates for the integration of digital tools and platforms. This can enhance accessibility, improve pedagogy, and enable personalized learning. However, the implementation of digital infrastructure across the country, particularly in remote areas, remains a significant challenge.

### Suggestions:

The stakeholders should begin analyzing the NEP 2020 operating factors in order that it helps to spot the talents needed for operating with NEP 2020.

The stakeholders should develop the desired skills and adopt the NEP2020 completely in order that it results in quicker growth of economy.

Students community should analyze their talent set before choosing the course as a result of the NEP 2020 aims for outcome based mostly learning if the scholars decide on the course supported their skills then they'll succeed their goals quicker.

There's a large scope for the study on NEP 2020 as a result of the foremost cluster of individuals area unit still lacking the information on the operating of NEP 2020 hence the researchers should bear huge analysis beneath this field to enhance the information among the stakeholders that ultimately results in adoption of NEP 2020 at bigger speed and results in development of economy.

### Conclusion:

NEP2020 is an advanced regime that will facilitate value-based education and scientific learning. It will replace the older system of 'curriculum' which is rigid and unimaginable to change with changing time dues to the unwieldy bureaucratic system to change it. the NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education. However, in order to accomplish all these goals, we must overcome all the execution challenges in a sustained manner for years to

come. The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learner industry and future ready

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