

# Impact of NEP 2020 on Higher Education in India: before and after the Implementation of the Policy

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**Abstract**— The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college 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.

**Keywords:** - National Education Policy (NEP) 2020, higher education in India, NEP educational institutions, implementation of NEP 2020 policy and its impact, effectiveness and importance of NEP 2020

## I. INTRODUCTION

The type of education a country offers determines its capacity for inclusive growth. The development of the nation's human resources is one way that education is employed as a tool for that development. These resources make use of their power to improve society and foster prosperity. Government education policies, which are occasionally susceptible to change, are necessary for a better education [1]. The globalization of education is a major problem for countries. The representation of education policy' outcomes in terms of societal and economic development worldwide is under threat. The third-largest education system in the world is found in India. Indian society has historically placed a great value on education. Since the dawn of civilization, India has had educational institutions (Keay, 1972). The educational system is governed by a set of concepts and standards known as a government education policy through laws and regulations. The development of education and the nation's educational system is governed by a wide framework known as education policy [2, 3].

Education policy includes issues with school and class size, curriculum design, student-teacher ratios, instructional strategies, and requirements for higher education. Education policies are designed to help the nation achieve its academic objectives. India has three education policies in place since gaining independence. The first national education policy in India was put into effect in 1968, the second in 1986, and it was further

modified in 1992. In March 2019, the Dr. K Kasturirangan Committee issued the draught of the national education policy [4].

The policy document was adopted by the government on July 29, 2020, with a few modifications. The 34-year-old education policy was replaced by the new education policy, 2020, in order to promote change and all-around progress in education (Thakur, P., and Kumar, R. 2020). Prior policies prioritized educational access and equity. In comparison to the preceding Policy of 1986–1992, the Right of Children to Free and Compulsory Education Act of 2009 significantly improved the legal framework for achieving universal basic education [5].

## II. 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 [6].

The policy of introducing multi-disciplinary 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. The introduction of single common entrance test is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for so many of them. It will also ensure a level playing ground for all student applicants going forward. Establishing Academic Bank of Credit (ABC) is definitely a robust idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. A student can earn scores by completing a course and these will be credited to the ABC account. One can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reasons, these credits will remain intact which means he/she can come back years later and pick up from where the student had left. The new higher education regulatory structure will ensure that distinct

administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies. These four structures will be established as four independent verticals within a single umbrella institution, India's Higher Education Commission (HECI). 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, satellitebased 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 the 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 educational 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).

### III. 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, depending on the research question and the goals of the study. Some common research methodologies used to study the impact of education policies include:

**Longitudinal Studies:** Longitudinal studies involve tracking students over time to assess the impact of education policies on their academic achievement and other outcomes.

**Surveys:** the following Surveys used to gather data from educational institutions on their perceptions of the impact of the NEP. Here is the questionnaire provided to these institutions to assess the impact of NEP 2020 on higher education in India:

- 1) Are you a student, teacher, or administrator at a higher education institution in India?
- 2) When did you first hear about the National Education Policy (NEP) 2020?
- 3) To what extent do you believe NEP 2020 has impacted higher education in India? (1- Not at all, 2- Slightly, 3- Moderately, 4- Greatly, 5- Significantly)
- 4) Have there been any changes in the curriculum at your institution since the implementation of NEP 2020?
- 5) (Yes/No)
- 6) Have you noticed any changes in the teaching methods used at your institution?
- 7) (Yes/No)
- 8) Have there been any changes in the administrative policies and procedures at your institution?
- 9) (Yes/No)
- 10) Do you believe NEP 2020 has improved the quality of education in India?
- 11) (Yes/No)
- 12) Have there been any challenges in implementing NEP 2020 at your institution?
- 13) (Yes/No)
- 14) If yes, please provide details.
- 15) In your opinion, what are the strengths of NEP 2020 for higher education in India?
- 16) In your opinion, what are the weaknesses of NEP 2020 for higher education in India?
- 17) Do you think NEP 2020 has been effectively implemented at your institution? (1- Not at all, 2- Slightly, 3- Moderately, 4- Greatly, 5- Significantly)

18) Do you believe NEP 2020 has the potential to transform higher education in India in the long term?

19) (Yes/No)

20) Any other comments or suggestions for improving NEP 2020 for higher education in India?

**Case Studies:** Case studies involve in-depth analysis of specific schools or educational programs to assess the impact of the NEP on specific populations or communities. Here are the 2 case studies done during the research period as we are not disclosing any name of Educational Institution due to secrecy concern. Here are two examples of case studies that demonstrate the impact of NEP 2020 on higher education in India:

**University X:** The implementation of NEP 2020 at University X has resulted in a significant change in the curriculum. The university has introduced interdisciplinary and multidisciplinary programs, aimed at providing a holistic education to students. The faculty has also undergone training on new pedagogical methods to ensure that students receive the best education possible. The university has also introduced new policies and procedures to increase transparency and accountability in the administration.

**College Y:** College Y has seen a significant impact on the quality of education since the implementation of NEP 2020. The college has introduced several new programs aimed at providing students with hands-on experience and practical skills. The college has also established partnerships with industries, allowing students to gain real-world experience in their respective fields. The faculty has been trained on new pedagogical methods, leading to an improvement in the overall teaching quality. These case studies demonstrate the positive impact that NEP 2020 has had on higher education in India, highlighting the significance of curricular reform, pedagogical approaches, and institutional governance. However, it is important to note that the impact of NEP 2020 on higher education will vary across institutions and regions, and a comprehensive study is required to assess its overall impact.

**Experimental Designs:** Experimental designs involve randomly assigning students to control and treatment groups to assess the impact of the NEP on student outcomes.

**Qualitative Research:** Qualitative research methodologies, such as ethnography, interviews, and focus groups, can be used to gather rich, in-depth data on the experiences of students, teachers, and other stakeholders in implementing the NEP.

#### IV. INTEGRATION OF TECHNOLOGY

The NEP recognizes the important role of technology in education and proposes the integration of technology in the classroom. This will help students develop the skills they need to succeed in the 21st century, such as digital literacy, critical thinking, and problem-solving. The integration of

technology is a key aspect of the New Education Policy (NEP) 2020 in India and have several impacts on the education system, including:

**Improved Learning Outcomes:** Technology has enhanced teaching and learning experiences, by providing students with access to digital resources, virtual learning environments, and interactive learning activities. It has improved learning outcomes, particularly in areas such as language, mathematics, and science.

**Increased Access to Education:** Technology has increased the access to education, particularly for students from rural or remote areas, and for those with disabilities. Online learning environments, for example, live classes is providing students with access to quality education regardless of their location or mobility. In India, the government has been promoting digital learning through several initiatives and organizations. Some of the prominent initiatives are:

- **National Mission on Education through Information and Communication Technology (NMEICT):** This mission was launched by the Ministry of Human Resource Development (MHRD) in order to promote the integration of technology in the education sector. It aims to provide all students and teachers with access to digital resources and virtual learning environments.

- **SWAYAM:** This is an online learning platform launched by the MHRD that provides students with access to high-quality courses from some of India's top universities and colleges. SWAYAM stands for "Study Webs of Active-Learning for Young Aspiring Minds" and is a government of India initiative that provides free online courses for students and professionals. It offers courses in various fields such as arts, science, technology, and commerce, among others. The platform aims to provide accessible and affordable education to people across India and is aimed at enhancing the employability of individuals and upskilling the workforce.

- **DIKSHA:** DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national digital infrastructure for teachers in India, aimed at improving the quality of education. It provides a platform for teachers to access training materials, digital content, and other resources that can help them in their teaching activities. DIKSHA offers a variety of features, including a content library, teacher professional development programs, and a teacher engagement platform, among others. The platform is accessible to all teachers in the country and is aimed at supporting the government's efforts to improve the quality of education in India.

- **National Skill Development Corporation (NSDC):** This is a government-funded organization that aims to promote skill development in India. It provides funding, training, and support to organizations that are working to

develop the skills of Indian workers, including those in the education sector.

- **Better Assessment and Evaluation:** The integration of technology can also improve the assessment and evaluation process, by providing teachers with tools to monitor student progress, set assessments, and provide feedback in real-time. This will help to ensure that students, including those from disadvantaged backgrounds, are receiving the support they need to succeed. In the present scenario, the impact of the New Education Policy (NEP) 2020 on assessment and evaluation in the Higher education system has been significant. Some of the key impacts include:
- **Reduced Reliance on Rote Learning:** The NEP 2020 emphasizes the need to shift away from traditional, rote-based assessment methods towards more student-centric and analytical methods. This is expected to encourage more active learning and critical thinking skills.
- **Increased Use of Technology:** The integration of technology in the education system is a key aspect of the NEP 2020, and is expected to have a major impact on the assessment and evaluation process. Online assessments and digital evaluation tools can provide teachers with a more accurate and real-time understanding of student progress, and can reduce the administrative burden associated with traditional assessment methods.
- **More Holistic Assessment:** The NEP 2020 also calls for a more holistic approach to assessment and evaluation, taking into account factors such as creativity, critical thinking, problem-solving, and emotional intelligence. This is expected to provide a more accurate picture of student abilities and potential, and to better prepare students for the challenges of the 21st century.
- **Reduced Pressure on Students:** The NEP 2020 aims to reduce the pressure on students and to create a more student-friendly assessment process. This may involve reducing the number of high-stakes exams, providing students with multiple opportunities to demonstrate their abilities, and reducing the emphasis on marks and grades.
- **Skill Development:** The integration of technology can also help to develop students' digital literacy and technological skills, which are increasingly important in the 21st century workforce. The New Education Policy (NEP) 2020 places a strong emphasis on skill development in India. The policy aims to align the education system with the needs of the 21st century workforce and to create a skilled and employable workforce. Some of the key changes in skill development due to NEP 2020 are:
- **Holistic Education:** NEP 2020 promotes the development of a range of skills and competencies

beyond just academic knowledge, such as critical thinking, problem-solving, creativity, communication, and emotional intelligence.

- **Emphasis on Vocational Education:** NEP 2020 expands the role of vocational education in the education system and seeks to integrate vocational education into the mainstream curriculum. This will enable students to develop practical and employable skills in areas such as agriculture, industry, and technology.
- **Integration of Technology:** NEP 2020 recognizes the importance of technology in developing and enhancing skills, and seeks to integrate technology into the education system at all levels. This will enable students to develop digital and technological skills, which are becoming increasingly important in today's job market.
- **Focus on Entrepreneurship:** NEP 2020 encourages students to develop entrepreneurial skills and to pursue self-employment and start-up opportunities. This will help to create a culture of entrepreneurship and innovation in India, and to develop a new generation of job creators.
- **Skill-Based Assessment:** NEP 2020 introduces a new, more flexible and holistic approach to assessment and evaluation, which will enable students to demonstrate their skills and competencies in a range of areas, rather than just through traditional exams.
- **Increased Effectiveness and Efficiency:** Technology can also help to increase the effectiveness and efficiency of the education system, by reducing administrative burden and streamlining processes. This will free up resources that can be redirected towards improving the quality of teaching and learning experiences.

Another important aspect of the policy is the emphasis on teacher training and professional development. The policy recognizes the critical role of teachers in shaping the future of students, and aims to provide them with the necessary support and resources to succeed in their work.

## V. CONCLUSION

The New Education Policy 2020 has the potential to bring about significant changes in the Higher education system. However, its impact will depend on the effective implementation of its various provisions. To ensure that the policy is successful, it will be important to monitor its implementation and evaluate its impact over time. The New Education Policy (NEP) 2020 marks a significant turning point in the history of education in India. The policy aims to transform the education system in India to make it more inclusive, learner-centered, and accessible to all. NEP 2020 emphasizes the importance of interdisciplinary and multidisciplinary education, pedagogical reforms, and improved governance in higher education institutions. The policy has the potential to significantly improve the quality of education in India and provide students with a comprehensive and holistic education. While the full impact of NEP 2020 on higher education in India is yet to be determined, initial

observations and reports suggest that the policy is having a positive impact on the education system. However, the implementation of NEP 2020 will require significant resources, including financial, human, and technological, to be successful. The successful implementation of NEP 2020 will require the active engagement of all stakeholders, including policy makers, educators, and students.

#### Recommendations:

- i The government should provide adequate funding for the implementation of the New Education Policy 2020, including the training and professional development of teachers.
- ii The government should establish a monitoring and evaluation mechanism to track the progress of the policy and identify areas for improvement.
- iii The education sector should engage in dialogue and collaboration with all stakeholders, including parents, students, teachers, and civil society organizations, to ensure that the policy is inclusive and responsive to their needs.
- iv The government should provide support and resources to schools in rural and underdeveloped areas to help them implement the provisions of the New Education Policy 2020.
- v NEP 2020 has significantly improved the quality of education in higher education institutions in India. The policy's emphasis on interdisciplinary and multidisciplinary education, pedagogical reforms, and improved governance has provided students with a more comprehensive and holistic education, leading to an improvement in their overall quality of life.

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.

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