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The Impact of The New 2020 Education Policy on Higher Education

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ABSTRACT

With all the negative things going on in the world today as a result of the issues brought on by the Covid-19 epidemic, the Government of India's New Education Policy (NEP 2020) has been warmly received as a change and a new news. Many people weren't expecting the NEP 2020 announcement. Many academic specialists had never anticipated many of the modifications which were included in the NEP 2020 proposal. The use of technology in education is also emphasised by the policy, with a focus on creating digital infrastructure, such as online learning environments and digital libraries. By investing in research infrastructure, encouraging collaborations between academics and industry, and giving the funding for research projects, this policy seeks to establish an environment that fosters research and innovation. This policy strives to widen educational access and provide students more freedom over when and how they learn. By fostering a more flexible and multidisciplinary approach, improving the use of technology, and encouraging research and innovation, the new 2020 education policy has the potential to transform higher education. However, its success will depend on efficient execution and cooperation between stakeholders, including legislators, educators, and students. Even though school and college education have both been impacted by the education policy, this article concentrates on NEP 2020 and its effects on higher education. This paper examines the NEP's main features as well as their impact on the current educational system. What is the National Education Policy 2020's stance on online/digital education? What initiatives does it recommend for ensuring equitable use of technology in education? Is it an efficient way in the current society of India?

Keywords: National Education Policy, Higher Education, Universalization, impact on teachers, Online and digital education.

I. INTRODUCTION

The National Education Policy (NPE) was established by the Indian government to advance education among Indians. The policy applies to both rural and urban parts of India's elementary education system. Prime Minister Rajiv Gandhi declared the second NPE in 1986, Prime

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Minister Narendra Modi announced the third in 2020, and Prime Minister Indira Gandhi made the initial announcement on behalf of the Indian government in 1968. The aim for India's future educational system is laid forth in the National Education Policy 2020 (NEP 2020), which was enacted by the Indian Union Cabinet on July 29, 2020. The former National Education Policy, 1986, has been replaced with the new policy. This policy provides an extensive structure for basic education leading to higher education and vocational training in India's rural and urban areas. By 2021, the idea is to completely revamp India's educational system. The language policy at NEP is a thorough guide and advisory in nature; it is up to states, institutions, and schools to decide on its application.

Several changes to India's education policy have been included in NEP 2020. It seeks to swiftly raise government funding on education from around 4% of GDP to 6%. A committee led by former Cabinet Secretary T. S. R. Subramanian initiated an effort to discuss the New Education Policy in January 2015. A panel chaired by former Indian Space Research Organisation (ISRO) CEO Krishnaswamy Kasturirangan submitted the draft NEP in 2019 based on the committee's report from June 2017. Later, the Department of Human Resource Development announced the New Education Education Framework (DNEP) for 2019, which was followed by a number of public hearings. The NEP framework was 484 pages long. In order to create the policy framework, the Department went through a thorough consultation process. "More than 2 lakh proposals from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts were approved." The National Education Policy 2020 has a vision of an India-based education programme that directly contributes to the ongoing transformation of our country into a society of equal and living knowledge by offering higher quality education. It must give students the opportunity to learn about one or more specialised fields of interest and to develop their morals, ethics, and constitution as well as their curiosity, inventiveness in the sciences and the arts, work ethic, and 21st-century skills in a variety of fields, including science, social sciences, humanities, languages, personalities, and technical arts.

The most significant modifications being made by the new education policy are in the universities and colleges that teach various disciplines, with at least one school or nearly all districts, redesigning the student curriculum, delivering courses, conducting assessments, and providing assistance for advanced student experiences, thereby establishing higher education. The National Research Foundation will promote effective seed education at universities and colleges as well as peer-reviewed, peer-to-peer work, successful seed education at colleges and universities, as well as the lack of funding for peer-reviewed research and major affiliated universities that results in lower levels of graduate education.

The most crucial changes being made by the new education policy are in the universities and colleges that teach various disciplines, with at least one school or nearly all districts, redesigning the student curriculum, delivering courses, conducting assessments, and providing assistance for advanced student experiences, thereby establishing higher education. The reorganisation and integration of institutions aims to end the divisions of higher education by transforming institutions of higher learning into larger masses, creating smart and innovative people, and transforming other countries academically and economically, have increased the overall enrollment rate in higher education, including vocational training, from 26.3% (2018) to 50% by 2035. an integrated approach to developing all human- cultural, social, physical, emotional, and behavioural skills. In time, such extensive education will become a way for all degree programs, including those in medicine, technology, and crafts. Positive learning and student support conditions provide a comprehensive approach that includes adequate curriculum, interactive pedagogy, consistent constructive assessment, and adequate student support.

(A) Purpose of research

The main purpose of this paper is to study the impact of the New Education Policy 2020 on higher education. The study also highlights key features of the NEP and analyzes how it affects the existing education system. Also analyze the relevance of the provision of online education in the current Indian Society.

(B) Research method

This study is a descriptive study. The required second data was collected on various websites including those of the Government of India, magazines, journals, other publications, etc. This data was then analysed and revised to reach the assumptions and conclusions.

II. SCHOOL EDUCATION

The NEP 2020 recommends that the existing school curriculum be redesigned to suit the needs of learners at different stages of development. The current 10 + 2 school education framework will be redesigned into a 5-3-3-4 project covering: (i) five years of foundation phase (3 to 8 years old), (ii) three years of preparatory phase (8 to 11-year-olds or three- to five-year classes), (iii) three-year middle-aged (11 to 14 year-olds or sixth to eighth year classes), and (iv) four year- secondary stage (14-18 years olds) or ninth to twelfth classes

Early Childhood Care and Education: ECCE contains play-based learning and work-based learning that includes alphabets, language, riddles, drawings, and music for children in their early years of life. The Committee noted that more than 85% of child cerebral palsy occurs

before age six. It recommends that ECCE for 3-6 year olds should be included in the school building according to the 5 + 3 + 3 + 4 school curriculum design. ECCE will do involved in policy-making and general oversight, but not in school management. The independent State School Standards Authority should be established in each district. It will set the same basic standards for public and private schools. A self-regulation or accreditation system will be established in schools.

Higher Education: India's higher education regulatory framework will be restructured to ensure that the various functions of governance, accreditation, funding and standardisation of education are carried out by various, independent organisations. This will reduce the conflict of interest and eliminate the focus on power. To ensure this, the Indian Higher Education Commission (HECI) will be established in four separate constituencies: (i) National Higher Education Regulatory Council as a single director (including teacher education, excluding legal and medical education), (ii) National Institutional Accreditation Council, (iii)) The Council for Higher Education Grants to fund higher education institutions, and (iv) the Council for General Education to define curriculum frameworks and standards for higher education. Disputes between the four direct issues will be resolved by a panel of experts under HECI.

III. INTERNATIONALIZATION AT HOME

NEP 2020 also allows foreign universities and colleges to come to India and this poses a challenge to indigenous institutions to improve the quality of education provided by them. India's higher education sector is roaring around as an opportunity to pave the way for foreign universities to establish campuses in the country. India has the largest network of higher education programs in the world, with more than 900 universities and 40,000 colleges. But India's GER (Gross Enrolment Ratio) in higher education is 26.3%, which is very low compared to other BRICS countries like Brazil (50%) or China (51%), and very low compared to European and North America. about 80% of countries. India must achieve significant growth in the field of international higher education in order to achieve sustainable economic growth, which should not be driven by natural resources, but by information resources. According to reports, India will need more than 1,500 other institutions of higher learning by 2030 to be able to accommodate a large number of students, which is why the Indian government wants to promote it.

The department is also trying to enhance the image of India as an educational institution as there are already more than 7 Lakhs of Indian students studying abroad. The purpose of this policy, therefore, is to allow foreign universities to make world-class education available at a much

lower cost without travel and will significantly reduce the number of people emigrating to study and job prospects. According to a separate international survey, cross-border education is economically viable and offers a broad range of global awareness, cultural awareness, and competitiveness. International collaboration enables local institutions to design their curriculum in line with international studies and provide a diverse portfolio of technical courses for students.

Century intellectuals with significant skills in the fields of art, humanities, languages, science, social sciences, and the fields of technology, technology, and crafts; social behavior; soft skills, such as communication, dialogue and debate; and strong expertise in the field or fields selected. NEP 2020 envisions the Institute of Higher Education (HEI) in a number of areas, or near all regions, by 2030. To achieve that multi-sectoral and multi-sectoral education, the flexible and youth curriculum for all HEIs will include credit-based courses and projects in areas of community service and service, environmental education, and value-based education. Environmental education will include areas such as climate change, pollution, waste management, sanitation, biodiversity conservation, biological and biodiversity management, forest and wildlife conservation, and sustainable development.

IV. MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION

The NEP 2020 claims that, 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 an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa),

scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

V. ONLINE AND DIGITAL EDUCATION

The National Education Policy 2020, which was approved by the Indian government in July 2020, acknowledges the importance of technology and digital learning in the education system in its 24th chapter. The policy states that technology should be used to enhance the teaching-learning process and make education more accessible, inclusive, and effective. As we are past the Covid 19 situation, online education plays an important role in today's education system. The NEP 2020 recommends several initiatives to ensure equitable use of technology in education.

One of the key initiatives recommended by NEP 2020 is the development of a National Educational Technology Forum (NETF), which would act as a platform for the exchange of ideas and best practices related to the use of technology in education. The NETF would also be responsible for developing a digital infrastructure for education, including digital repositories, online courses, and e-books.

Another important initiative recommended by NEP 2020 is the use of technology to provide personalised learning experiences to students. The policy recommends the development of adaptive learning software, which can adjust the pace and difficulty of instruction to suit the needs of individual students. This approach would help to ensure that all students receive the support they need to succeed, regardless of their background or learning style.

NEP 2020 also emphasises the need for equitable access to technology and digital resources. To this end, the policy recommends the establishment of digital libraries and repositories that can be accessed by students and teachers across the country. The policy also calls for the provision of affordable devices and internet connectivity to students from economically disadvantaged

backgrounds.

The COVID-19 pandemic has highlighted the importance of digital education in India. With schools and colleges closed for extended periods, online learning has become the norm for millions of students across the country. The NEP 2020 has provided a framework for the development of online and digital education, which has helped to ensure continuity of learning during the pandemic.

However, there are several challenges that need to be addressed for digital education to be an efficient way of learning in Indian society. One of the main challenges is the digital divide. While many students have access to devices and internet connectivity, there are still millions of students who do not have access to these resources. The government needs to take concrete steps to bridge this gap and ensure that all students have access to the technology and digital resources they need to learn effectively.

Another challenge is the need for effective teacher training. While digital education has many benefits, it requires a different set of skills and competencies from teachers. Teachers need to be trained in the use of digital tools and platforms, as well as in the development of digital content. The NEP 2020 recognizes this need and recommends the development of teacher training programs that focus on digital education.

VI. NEW EDUCATION POLICY: ADVANTAGES & DISADVANTAGES

The Government aims to make schooling available to everyone with the help of NEP 2020. Approximately two crore school students will be able to come back to educational institutes through this new approach. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted. According to the national education policy 2020,

Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academics. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.

The National Education Policy 2020 has recognized the importance of technology and digital education in the Indian education system. The policy recommends several initiatives to ensure equitable access to technology and digital resources, as well as personalised learning experiences for students. While digital education has many benefits, there are several challenges that need to be addressed for it to be an efficient way of learning in Indian society. The government needs to take concrete steps to bridge the digital divide and ensure effective teacher training to make digital education a reality for all students in India.

A developing country like India has students who belong to a rural poor family. They face challenges in this online learning and it may become a barrier rather than a pathway to education. The policy maker has to look upon the implementation of the online learning while taking into consideration these classes of people.

VII. IMPLEMENTATION

The New Education Policy 2020 is a comprehensive policy document that seeks to transform the education system in India. It was approved by the Union Cabinet on July 29, 2020, and replaces the National Policy on Education 1986. The policy aims to address the challenges facing the education system in India and make it more inclusive, flexible, and holistic.

The new education policy in 2020 is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academics. The implementation by the Government of India aims to set up the NEP by the year 2040.

The policy is being implemented in phases, with the first phase focusing on the foundational stage of education, including preschool and primary education. The implementation of the policy is being led by the Ministry of Education, with the involvement of state governments, universities, schools, and other educational institutions. To facilitate the implementation process, the government has set up various committees and working groups to provide guidance and support. The success of the implementation of the policy will depend on the effective coordination and collaboration among all stakeholders, as well as the allocation of adequate resources and funding to support the various initiatives proposed in the policy.

VIII. PROFESSIONAL EDUCATION

Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty. Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030. Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies. Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.

IX. CONCLUSION

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital perquisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset. The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives 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 addresses 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. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

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