

NEP-2020: Role in Reshaping the Indian Higher Education System

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Abstract - A clear and specific national education policy is essential for any country. Every nation's social and economic progress depends in large part on its uniform national education policy. India has implemented three national education programs since gaining independence: 1968, 1986, and 2020. On July 29, 2020, the Indian Union Cabinet approved the NEP 2020. A group led by former ISRO Chairman Dr K. Kasturirangan was established by the Ministry of Human Resource Development, and it was charged with developing India's new educational system. In this study, the researcher investigated how NEP 2020 transform every aspect of the Indian education system. The library method was used in this study. The researcher utilised secondary data to conduct this research. Journals, reports, print media and government websites have been taken as sources of data collection. In this research paper, we have seen how NEP 2020 defined the new direction of the Indian education system.

Keywords: NEP-2020, New direction, Higher education.

I. INTRODUCTION

Education is a fundamental element of human as well as National development. Without education, we cannot achieve any goal. And to maintain uniformity in this field of education, we need a national education policy. The previous National Education Policy of India was adopted in 1986. After 34 years, the current National Education Policy was adopted on July 29, 2020. The policy will turn India into a thriving knowledge hub and is built on the pillars of "Access, Equity, Quality, and Affordability & Accountability" (Shubhada *et al.*). National Education Policy 2020 is the first education policy of the 21st century. This education policy has been formulated keeping in mind the needs of our country. (NEP2020). Higher education plays a very important role in human life and society. The implementation of the values mentioned in the constitution is not possible without higher education. Keeping in mind the requirements of the 21st century, the National Education Policy 2020 has adopted a

comprehensive plan for higher education. In higher education, the key policy is to transform educational institutions into large and multidisciplinary universities, colleges and knowledge hubs creating and maintaining the flow of higher education (NEP2020). The Higher Education Commission of India (HECI), which now oversees various higher education (HE) regulatory bodies, would become the sole regulator of HEIs in India. A new National Certificate Council will be established in place of certification organisations like NAAC and NBA. The National Research Foundation will support research and innovation in higher education. The multidisciplinary education model has been mandated in higher education institutions (Sarta, A).

II. REVIEW OF LITERATURE

Choudhari, D. (2022). This study focuses on NEP 2020 and its impact on stakeholders, notably associated to college who are informed about the NEP 2020 and their views regarding the policy. This study also discusses the outcomes and potential downsides of the NEP 2020. Venkateswarlu, B. (2020). This report focuses on a variety of NEP 2020 concerns, including its strategy, obstacles, and prospects. In this paper, schools and higher education are discussed. Apart from this, the NEP 2020 critical aspects are also discussed here. Kaurav, R,P,S. Suresh, K.G. Narula, S and Baber, R. (2020). For the higher education sector, this research emphasised three critical policy aspects: courses, languages, and students. The sentiment analysis in relation to NEP 2020 is also included in this study. It was discovered that the majority of individuals view the policy as a welcome and constructive development. Kumar, A. (2022). This essay seeks to define the issues and priorities of NEP 2020. This paper begins with an overview of NEP-2020, identifies the policy's advantages and disadvantages in the higher education and research sectors, evaluates the implementation advice provided in the policy, and identifies and analyses potential generic strategies for NEP 2020 implementation to achieve its goals based on focus group discussions. The paper also makes a number of prognostications on topics like creating top-notch

universities and colleges, institutional consolidation and restructuring, more holistic and multidisciplinary education, the best learning environment and student support, changing the higher education regulatory system, technology usage and integration, and online and digital education. Finally, suggestions are given on how to successfully execute the NEP-2020 despite numerous limitations. Kumawat, M and Sharma, M (2021). In this paper, various policies announced for the higher education system are highlighted and compared with the system that is currently in place. Additionally, the predicted effects of NEP 2020 on the Indian higher education system are discussed, along with its benefits, and some recommendations are made for its efficient implementation to meet its goals. Kumar, A (2021). This essay is a first attempt to highlight NEP 2020 and examine India 2.0's goal for a comprehensive education system change to meet 21st-century issues. This study is exploratory in nature and is based on secondary data. Results are based on a thorough evaluation of the body of literature. It was discovered that one of NEP 2020's key goals is to boost student enrollment by 2030 throughout all educational institutions, including elementary, secondary, and higher education. To do so, it has recommended gradual reforms to the current educational and governmental systems. Sarta, A. (2022). The purpose of this paper is to analyse the provisions of the policy for school and higher education in India in terms of their contribution to the current educational system, to research the difficulties that will arise during the implementation of this policy, and to offer recommendations that can help NEP 2020 be implemented more effectively. The contribution of the National Education Policy 2020 to the improvement of school education and higher education is mentioned in this research paper. In addition to this, the challenges of applying this educational policy in the current education system are also mentioned here. Sawant, R.G and Sankpal, U.B (2021). This study is based on NEP 2020, and this conceptual research piece focuses on higher education. The author of the essay seeks to discuss the background and emergence, to emphasise the vision, the focal thrust areas, and the principal guidelines, as well as to bring forth necessary features, impact areas, and opportunities to stakeholders. Finally, they stress the importance of implementing the policy in a planned, systematic, and careful manner.

Statement of the Problem: The present study is stated as “NEP-2020 Set A New Direction for The Indian Higher Education System”.

III. OBJECTIVES OF THE STUDY

1. To know the effects of NEP 2020 on Higher Education policies.

2. To understand the merits of the Higher Education policies of NEP 2020.
3. To be aware of the drawbacks of the Higher Education Policies of NEP 2020.
4. To investigate the challenges of the Higher Education Policies of NEP 2020.
5. How to remove the challenges of the Higher Education Policies of NEP 2020.

IV. METHODOLOGY OF THE STUDY

The library approach was employed by the researcher in conducting this study. Secondary data are the main data source for the study. The study is carried out through a survey of the literature, not through any empirical investigation. Researchers used a lot of written material, including books, journal papers, magazine articles, and web databases (Jalil and Gond *et al.*).

V. ANALYSIS OF THE STUDY

1. **Effects of NEP 2020 on Higher Education Policies:** It's critical to consider the strategy in light of recent scandals at prestigious colleges, as well as what has been happening in public universities. The state has been gradually eroding university autonomy. Unconstitutional state violence directed at one of India's top public colleges did not occur in the distant past. Political appointments of university administrators who, at best, serve as the state's tools rather than those who are primarily concerned with teaching, learning, research, or administration. Although regulatory autonomy is emphasised in the agreement, it would be concerning if financial autonomy were also indicated. The replacement of the University Grants Commission and the All-India Council for Technical Education is intended to achieve this "imagined" autonomy. The concept of function separation and activity separation is the foundation of the new organisation, the Higher Education Commission of India. Additionally, the policy opposes the commercialisation of education. But in the same vein, it permits international universities to visit India. Indian providers have significantly increased the number of private institutions. It makes sense if the goal was to increase competition. Focusing on a futuristic curriculum makes sense, and setting up a distinct organisation to concentrate on technology integration in institutions is a vital step. Another excellent concept is the National Research Foundation. However, nothing may be anticipated if these positions are held by people with ideological goals. The establishment of campuses by Indian universities abroad would be permitted; the Gulf markets hold great potential for this to happen. The Indian

diaspora has a considerable need for high-quality education (B. Venkateshwarlu, 2020).

2. **To understand the merits of the Higher Education policies of NEP 2020:** The NEP-2020 is anticipated to close the gap in India's educational standards. It will foster innovation and aid in the internationalisation of the nation's educational system. The NEP 2020 draft was developed in a systematic manner following extensive stakeholder participation. It is recommended that children begin formal schooling around age 3. This policy's main areas of concentration include entrepreneurship, workforce development, and job creation. It is founded on the tenets of equality, gives people freedom, and strengthens the weakest members of society. NEP provides a foundation for HEIs to thrive. They will receive concessions from reservation quotas, freedom from admission restrictions, teacher appointment freedom, funding for research, and freedom from layoffs and staff reductions. The Sustainable Development Goals (SDGs) set forth by the United Nations are the inspiration for NEP 2020. Additionally, it placed a strong focus on lifelong learning and included provisions for various entry-exit points to allow students to finish their degrees at any point in their lives. Under RTE, education must be made available to all social groups, and it must be based on equality, with no room for caste or gender discrimination. Support for pupils from the economically underprivileged part of society is provided specifically. To enhance the quality of instruction in higher education institutions, changes have been proposed for teacher education and training. Through financing from the National Research Foundation, it is intended to stimulate intensive research at the undergraduate and graduate levels. Lecturers will have the freedom to create their own plans for teaching, evaluating students, and doing innovative research. Higher education degrees may now be offered online, and it is anticipated that this will be a useful tool for boosting GER. Universities and institutions in India can now freely partner with universities abroad for all kinds of educational and research collaboration. A 20000-crore starting capital for the National Research Foundation is envisaged. This organisation has the responsibility of providing financial support to all public and private organizations (Kumar, A. 2021)
3. **To be aware of the drawbacks of the Higher Education Policies of NEP 2020:** As can be seen from the text, it appears to have been written to support the privatisation of education in India. It mentions, among other things, promoting the top 100 international universities to establish offices in India. It is arguable whether this serves to promote profiteering or the purpose of education. Even though NEP 2020 mentions the need for increased openness, particularly with regard to price structures, it

offers no clear guidance on how to address the rising problem of capitation fees at private institutions, the majority of which are controlled by influential political figures and religious organisations. Thus, universal education will always remain a pipe dream. NEP 2020 is silent on how to operationalise and guarantee the right to education, particularly for disadvantaged and marginalised groups (Kumar, A. 2021).

4. **To investigate the challenges of Higher Education Policies of NEP 2020:** The policy paper discusses the establishment of prestigious international colleges in India. It is questionable, though, how much of a problem it will actually solve for India because it will cost a sizable sum of money to establish institutions there, money that they will have to make up in tuition and other costs, which will make it harder for students to enroll in such institutions (Sarta, A., 2022). Higher education interdisciplinarity necessitates a paradigm shift. Many people have praised the shift towards dividing up inter-disciplinary learning. Because it will foster in learners a diverse range of experiences and views on everything that is around them. However, putting such a plan into effect calls for significant adjustments. Since the Indian educational system has been compartmentalised for many years, a cultural and behavioural shift would be required to accommodate this notion of multidisciplinary. Both the instructors and the students should grow in their esteem for one another and their excitement for learning new things across disciplines. To build a favourable environment for such change, it will take 20 to 30 good years (Viswanathan). If the policy is implemented as it is suggested, it will also present a challenge for higher education institutions where the medium of instruction is typically a common language like English or Hindi rather than a student's mother tongue. This is because a language barrier will be created between the students, and they may find it challenging to communicate with one another. It eventually turns into a tug-of-war between the professors and the pupils. In summary, there are still problems such as a shortage of qualified language teachers, poor training materials, and an unsuitable route plan. The government must find a middle ground to strike a balance between the two in order to ensure that people remain connected to their roots as well as be able to communicate with the outside world confidently. Language is used as a tool to protect a particular place's culture, but one should also not forget that English is a Global Language of communication and empowerment (Soni, R. 2022).
5. **How to remove the challenges of Higher Education Policies of NEP 2020:** Instead of multidisciplinary universities, we need "multidisciplinary education." The issue might not be resolved by making all institutions of

higher education degree-granting organisations. The system should develop at its own speed. Let the free market choose how evolution will proceed. Rather than controlling the independent educational institutions that want to expand should define the growth process and choose an environment, an ecology that supports growth while taking market demands and stakeholder perspectives into account. To advance interdisciplinary education, encouraging current disciplines to work together in degree-granting institutions in the humanities, social sciences, engineering, and the pure sciences. The fields of business, law, and medicine could be more practical. Focus on developing research capability for high-quality work: To put it mildly, the standard of research in practically all fields is pitiful. It is necessary to rethink the research process across all disciplines. Give vocational education a high priority and encourage students to pursue further education. By supporting incubation facilities and supporting new start-ups, an entrepreneurial spirit should be nurtured. Internships combined with vocational education. Although skill growth is taking place, its effects have not yet been seen. We must concentrate more. The job needs skills that need to be taught. The curriculum, activities, and connections to the industry need to be revised with the demand for skill sets and knowledge in mind. Establishing eminent institutions of top-notch quality is necessary. Release the current resources to provide the required knowledge. It is necessary to bring some policy issues to Parliament for additional modifications. The Indian Higher Education Commission Bill is to be approved as soon as possible. The Central and State Universities Acts must be amended, according to the Board of Governors for universities. NRF, an independent trust, must be published as an Act soon. Up to the fifth grade, the choice to use the mother tongue as the primary language of teaching must come from the student, not the State or the Centre. To become autonomous entities, affiliated colleges must get funding. Regulatory entities with democratic governance must have an elected body. Leadership and governance need to receive more attention. Massive funding for the establishment of massive higher education institutions would result in privatization; measures must be adopted to maintain a balance between public and private institutions. Avoid giving language and religion an excessive amount of emphasis. The Central Government must take part in the NEP's dissemination, promotion, and evolution process and execute it with the cooperation and understanding of nodal agencies. The government must prepare the teachers, administrators, and leaders to know the nuances. Plans for institutional development, faculty development, and technology introduction are required. Institutions need to collaborate

with NGOs, businesses, and corporations to pool resources and ensure learning results. Perform with clearly stated objectives, precise metrics, accessible resources, and routine review. Change the policies while considering all levels of criticism. Another excellent concept is the National Research Foundation. However, nothing may be anticipated if these positions are held by people with ideological goals. Thus, caution must be used in this situation. Undergraduate-level projects and internships must become required penetration of technology into rural locations to eliminate the digital divide. Taking action to lower higher education dropout rates. Addressing diversity concerns and policy implementation in a fair manner. The practical demands of the booming economy must, in large part, govern the expansion of higher education in India. Only a systemic approach to change, as well as the growth of its human resources and networking the system through information and communication technology, can bring about the transformation. Ethnic and gender disparities must be eliminated. As we make the transition to a learning society, every human activity will require the competence of specialists, which will put the whole area of higher education into stark perspective. Both the business community and students look forward to the availability of specialised courses to make sure they obtain the most current and efficient education and are ready for the workforce. Vocational and diploma programs need to be more enticing for students to encourage them to join specialized programs. Incentives should be provided to these individuals in order to make teaching and research more interesting to the younger generation (Lakshmi, V V. et al 2023).

VI. FINDINGS OF THE STUDY

Findings of the study will encourage innovation and help the country's educational system become more global. Following substantial stakeholder input, the NEP 2020 draft was created methodically. It is advised that kids start going to school in a formal setting at age 3. The three major focuses of this policy are workforce development, entrepreneurship, and job creation. It is based on the principles of equality, grants freedom to individuals, and supports society's poorest members. It is projected that the NEP-2020 would narrow the educational standards gap in India. It will encourage innovation and help the country's educational system become more global. The three major focuses of this policy are workforce development, entrepreneurship, and job creation. Its principles of equality, freedom, and support for the weakest members are its cornerstones. NEP gives HEIs the foundation they need to succeed. Changes to teacher education and training have been suggested in order to improve the standard of instruction in higher education institutions. It aims to

promote intensive research at the undergraduate and graduate levels through funding from the National Research Foundation. It suggests encouraging the top 100 international institutions to have offices in India, among other things. It is debatable if this promotes profiting or education as a goal. NEP 2020 makes reference to the need for greater transparency, particularly with regard to price structures, but it provides no specific recommendations for how to deal with the growing issue of capitation fees at private institutions, the majority of which are governed by powerful political figures and religious organisations. NEP provides HEIs with the framework they require for success. To raise the calibre of instruction at higher education institutions, it has been proposed that changes be made to teacher education and training. With financing from the National Research Foundation, it seeks to encourage extensive research at the undergraduate and graduate levels. It advises encouraging, among other things, the top 100 foreign organisations to have offices in India. Whether this encourages profit-making or education as a goal is up for debate. The growing problem of capitation fees at private institutions, the majority of which are run by powerful political figures and religious leaders, is mentioned in NEP 2020, but it doesn't offer any specific recommendations for how to address it. This is because there will likely be a language barrier between the kids, making it difficult for them to converse with one another. The students and the instructors eventually engage in a tug of war. The alternative to multidisciplinary universities is "multidisciplinary education." Making all institutes of higher education degree-granting organisations might not be the best way to handle the problem. It is best for the system to evolve at its own rate. To enhance interdisciplinary education, degree-granting institutions in the humanities, social sciences, engineering, and pure sciences are encouraged to collaborate across present fields.

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