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# Analysis of Indian New Education Policy for Higher Education System

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## Abstract

An education system and policy that is well-planned, decided, and transparent is necessary for the growth of the economic system as well as the development of society. Since ancient times, India has been far and away the most dominant country in the sphere of education. Since ancient times, students in India have had access to higher education in universities. In the years leading up to and after India's independence, the country's educational system saw a number of important changes. During the time when India was under the control of the British, the whole educational system was based on their concept, and they ran India's educational system in the manner that best suited them. After that, when India gained its independence, there were a number of changes made in education, but Macaulay's education system was still used. It is a rule of nature that things will change, and this law applies to the globe as well. However, these changes should be made for the development of society, nation, and the world. The technique comprises of a conceptual debate on emphasising the notion of the national educational policy framework, highlighting different aspects of the policy connected to higher education of NEP 2020, and comparing the new policy to the education policy that is currently in place. The purpose of this research is to emphasise and provide an overview on the historical viewpoint of the education system, as well as different policies, new education policy merits, and compare with existing education policy.

*Keywords:* Education policy, Higher education, Education system, National Education Policy

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Kishor Kumar Dash

## 1 INTRODUCTION

The only thing that is constant and unending in this universe is change. In this place, it shifts from one instant to the next. Every culture is influenced in some way by the process of transition. Alteration is built into the fabric of society and cannot be avoided. This is also the case with regard to Indian society. According to historical studies of Indian civilization, there have been a great deal of societal, economic, political, and other types of changes that have taken place between the primitive period and the present day. The concept of change may be broken down into two distinct categories. The first set of changes are those that have been brought about by natural causes, while the second set of changes have been brought about by human causes. Changes in nature are beyond our ability to influence. On the other hand, one might strive to innovate by attempting to bring about change in one's own life as well as in society. At this point in time, the education policy ought to be tackled first in order for there to be any change in terms of the expansion of the society. The state of education in each nation provides insight into the degree to which the government places a premium on education and the measures it takes to address the issue.

As a result of India's recent fall in the rankings of higher-quality institutions located throughout the globe, it was anticipated that the Indian government, together with the whole system, would take concrete steps to remedy the issue. After 34 years, the government of India made the decision to change India's education system, doing so while keeping in mind the general development objectives of the nation. In 2017, the Central Government appointed Dr. K.K. Kasturirangan to lead a group that was tasked with formulating new guidelines for the education system. The National Education Policy 2019 was conceived and written by the Kasturirangan committee. The Indian government gave its stamp of approval to the National Education Policy 2020 in July of the same year. The approval was announced through a tweet by the Prime Minister, Shri Narendra Modi, and a press conference was organised by the Minister of Human Resource Development, "Shri Ramesh Pokhriyal Nishak," to provide the public with information. In addition, it was made clear that the Ministry of Education is now known as the "Ministry of Education and Human Resource Development." In 1985, the Ministry of Education was reorganised and given the new name of the Ministry of Human Resource Development. A new education strategy was implemented in the year 2020, which resulted in the Ministry of Human Resource Development being renamed the Ministry of Education.

In 1968, the administration of former Prime Minister Mrs. Indira Gandhi was responsible for implementing the very first education policy. The government of Rajiv Gandhi formulated the second education strategy in the year 1986; the administration of Narasimha Rao made some minor adjustments to this programme in the year 1992. Following India's independence in 1947, the country has moved on to its third education strategy, known as the National Education Policy 2020 (NEP 2020). As a direct consequence of this, an education policy that has been in place for the last 34 years is still in existence, despite the fact that it is becoming more ineffective as the circumstances evolve. This is the reason why, in the year 2019, the Ministry of Human Resource Development developed a new education strategy and asked for opinions from the general population.

**a. Why is it necessary to modify pre-education policy?**

- Current educational practises have to be rethought to keep pace with the demands of an increasingly knowledge-based global economy.
- New education aims to improve educational quality while also encouraging innovation and research.
- Ensure that the Indian educational system is available to individuals all over the globe via the implementation of effective educational policies.

**2 WHAT IS INCLUDED IN INDIA'S NEW EDUCATION POLICY?**

The 2020 changes have set education policy until the year 2030. As a replacement for the current 10 + 2 model, the curriculum will be divided into the educational system of 5 + 3 + 3 + 4. The new Education Policy 2020 aims to spend 6 percent of the country's GDP in the education sector to collaborate in this field by the national and state governments.

"In order to better prepare our young for the difficulties of the present and future, we have attempted to transform the educational environment in our minds. As a group, we've worked hard to explore as many facets of the educational scene as possible, from the local to the national. Access, capacity, quality, affordability, and accountability are the driving principles of this strategy. We've expanded this field to include anything from kindergarten through graduate school. The landscape is seen in its entirety, as well as incorporating other parts of the terrain that are related to it."

**a. New Education Policy 2020 Phase**

There are four key stages to the new educational strategy. It has been completely eradicated as a result of a recent change in policy. The old formula for schooling was 10 + 2, however the new formula is 5 + 3 + 3 + 4 new students will be required to attend three years of schooling, followed by a total of 12 years of education. It is now mandatory for all government and non-government organisations to follow the new policy.

**b. Four steps of new education policy**

- Foundation Stage - Children ages 3 to 8 are enrolled in the New Education Policy's Foundation Stage. Five years have passed since the Foundation Stage was set in stone. In which three years of pre-school education in Anganwadi and first and second grade education in school will be examined and focused on the growth of students' language and skill levels.
- Preparatory Stage - This stage's timer runs for three years. This stage is for youngsters between the ages of 8 and 11. Where he will be able to teach up to fifth graders. At this point in the implementation of the new educational policy, students' numerical abilities will receive additional emphasis. All youngsters will be taught the local language at the same time. In

## Kishor Kumar Dash

addition, experiments will be used to teach a variety of subjects to youngsters, including science, art, math, and others.

- Middle Stage – A three-year time frame has been set for this part of the project. Students in grades 6 through 8 are involved in this phase, which includes a subject-based curriculum and coding beginning with students in grades 6 and up. In addition, all children will have the opportunity to take vocational tests and participate in vocational internships, which are designed to make them eligible for employment only while they are in school.
- Secondary Stage- This stage lasts for four years. During this time, students are in 9th grade. Students up to and including the 12th grade are covered. In this, a lot of time and effort will be put into the subject matter. During this time, the educational curriculum for grades 8 through 12 as well as the alternative educational programme were also implemented. Students don't have to stay inside a particular stream when it comes to choosing their classes; they can pursue whatever interests them. Students are now able to select their own courses of study under the new policy. Students have the option of simultaneously studying science, arts, and Kormas. There was no pre-schooling in government schools because of the older 10 + 2 system. Class 6 was a wet subject, however students had the option of taking any topic they wanted from the sixth grade onward. In the past, education began in the first six years of life, but today it will begin in the third year of a child's life.

In order to better serve the needs of students in the 10th and 12th grades, the Board of Education has decided to revise the format of board examinations. There will be new features, such as semesters and multiple-choice quizzes. Every year, the test will be administered twice. An annual evaluation will include objective and subjective tests. Students will be tested on their knowledge rather than their ability to memorise in order to prevent them from becoming rote learners. From this perspective, the government's current thinking is to be applauded.

Students will be assessed by a new national assessment centre that will function as a standard prescribing body for the evaluation of student growth.

Students' progress will be assessed, and software based on "artificial intelligence" will assist them in making future-related decisions.

### **Provisions related to higher education**

Higher education institutions' gross enrollment ratio is scheduled to expand from 26.3 percent to 50 percent under the National Education Policy 2020, and 3.5 million additional seats will be added to higher education institutions.

It is important to note that regardless of prior educational background, the gross enrollment ratio measures the percentage of the eligible population that has enrolled in educational institutions. According to the previous example, the admission percentage would be equal to sixty percent (60%) if sixty students

## *Handbook of new reforms in education system and policies*

out of one hundred who fall within the age range that makes them eligible for enrollment in higher education were to be accepted.

A new Higher Education Commission of India would be established for all types of higher education, except medical and legal education, to replace the current UGC. The creation of a research and education university with a multidisciplinary focus, comparable to the IITs and IIMs, is planned. These institutions will be among the best in the world. The National Testing Agency will administer a general entrance exam to determine eligibility for these programmes. Arts and Humanities courses will be offered in technical schools as an option for all students, but they will not be required to take this course as part of their academic curriculum. It's not going to be divided up like the old "Arts, Science, and Commerce" divisions. Students are free to pursue any academic interest they have. IITs and other national research institutes alike will take a comprehensive approach to their work.

### **c. Four bodies of Higher Education of Commission (HECI)**

- “National Higher Education Regulatory Council” (NHERC): In addition to monitoring the higher education sector, it will also keep an eye on the training of new teachers in the field.
- “General Education Council” (GEC): This will lay groundwork for the standardisation of higher education programmes' learning outcomes.
- “National Accreditation Council” (NAC): There will be a focus on openness, transparency, strong governance, and outcomes in the operations of accredited institutions.
- “Higher Education Grants Council” (HGFC): Funding for colleges and universities is provided by this organisation.

The “University Grants Commission” (UGC), the “All India Council for Technical Education” (AICTE), and the “National Council for Teacher Education” (NCTE) now regulate higher education institutions in India.

The National Education Policy 2020 allows for many entrances and exits into the undergraduate curriculum. According to the new system, students might graduate at different points in a three or four-year undergraduate programme. They'll be issued degrees or certificates accordingly. Graduate certificates with research are available upon completion of the Graduate Certificate programme following the completion of the Advanced Diploma programme and the completion of a third year of the Bachelor's degree. Four-year degree holders will be able to complete their Ph.D. in one year after earning their MA. The new educational policy does away with the MPhil degree. This policy will lead to the creation of the Academic Credit Union. Students' digits or credits will be saved digitally in this method.

### **d. Provisions related to online and digital education**

It is planned to build the National Educational Technological Farm in order to improve digital education. Digital infrastructure, materials and capacity building will be coordinated by this agency. Technology for research and assessment, as well as teacher education and preparation, will play a significant role as a result of this.

Kishor Kumar Dash

- A new division within the Ministry of Education will focus on digital infrastructure and content development and capacity building to meet e-learning requirements of K-12 and postsecondary institutions.
- Regional language versions of e-content will be made accessible for education or study.

**e. Protection of linguistic diversity**

The new school approach retains a wide range of options for studying languages. Students in grades 5 and 8 of the school are required to learn their native language. Starting in ninth grade, pupils will be able to take foreign language courses.

At least two languages of India must be included in the trilingual formula. In this case, the option of state, region, and student will be given precedence. Students in Mumbai, for example, who are learning both Marathi and English will also need to learn another language. As long as a student wants to learn Sanskrit or some other traditional or ancient language, the curriculum will accommodate that request without any negative consequences.

**f. Physical education**

Along with educating pupils, the new education strategy 2020 also aims to build their talents. Including courses like ‘horticulture, yoga, music, dance, sports, and sculpture’ for all students in the minimum class. So, baby, you're an expert in both physical and non-physical pursuits.

**3 CHALLENGES RELATED TO EDUCATION POLICY**

- Cooperation - States' education is a simultaneous topic. Having a school board is a common practise in most jurisdictions. As a result, the decision's implementation will be the responsibility of the various state governments. On the other hand, a “National Higher Education Regulating Campus” may be subject to opposition from individual states.
- Expensive Education - The new education plan has made it far less difficult to enrol at institutions located in other countries. Several academics are concerned that the cost of attending universities outside of India would be excessively high for students from India. As a direct consequence of this, receiving a higher education could be challenging for students who come from lower socioeconomic circumstances.
- Sanskritisation of education - The South states of India claim that the tri-language formula is an attempt by the government to impose Sanskrit instruction on children. Even if teachers instruct their classes in the students' mother tongue or a dialect of the local area, states still confront a number of difficulties. A union territory like Delhi, for example, is home to residents from various states. There will be youngsters at our school who speak a variety of languages. All of these pupils will be taught in what medium, whether or not English medium schools agree with vernacular notion. Which medium will be used in primary schools if the state makes a change?

### *Handbook of new reforms in education system and policies*

- Feeding-related inadequate investigation - Some states still charge fees. Regulators exist, but they are unable to rein in profiteering because of the unrestricted donations that are allowed.
- Financing - It will be up to society's willingness to commit 6% of GDP to public education spending if financing can be ensured.
- Lack of human resources - In primary education, there is a shortage of well-trained instructors. As a result, the National Education Policy 2020's elementary education system will not be implemented.

#### **4 Literature Review**

(Aithal & Aithal, 2020) Schools and colleges must have a well-defined and future-oriented education policy in order for a country to thrive economically and socially. In order to be effective, each country uses a particular education system based on its traditions and culture, and at different points in the life cycle. “Dr. Kasturirangan, the former chairman of the Indian Space Research Organization” (ISRO), oversaw an expert committee that recently recommended a new education policy for India's government. Policy announcements made by higher education institutions are analysed in this article and compared to the current system. A number of changes and their possible effects on the Indian higher education system are explored, alongside with their advantages. There are also some recommendations for how it can be put into practise in order to achieve its goals.

(Shubhada & Niranth, 2021) On July 29, 2020, the “Union Cabinet of India approved the NEP 2020. Dr. K Kasturirangan, the former chairman of ISRO”, was appointed by the “Ministry of Human Resource Development” to lead a committee tasked with developing a blueprint for India's future educational system. This new approach to education aims to address the problems that the existing system has, such as quality, affordability, equity, inclusion, and transparency. As envisioned by NEP 2020, an educational system centred on India will help turn our country into a more just and dynamic one by delivering high-quality education to everyone. New policy education of 1986 and New policy education of 2020 are discussed in this article, which focuses on the key contrasts between the two. NEP 2020 emerged as a result of an endeavour to identify the problems with the previous strategy. The NEP 2020 high points have also been given a quick analysis. Journals, reports and other official websites have been used to get the information. This page relies solely on data from other sources. However, despite the fact that NEP 2020 has new goals to be met by 2035, the attempts have been made to emphasise its virtues and shortcomings. This is a very promising idea, but it will only succeed if the goals set forth in NEP 2020 are actually accomplished.

(Tilak, 2005) Secondary and higher education is widely believed to be unnecessary for economic growth and development. However, literacy and primary education are thought to be crucial. Internal rate of return estimates have also bolstered this hypothesis. Secondary and tertiary education in many developing nations has been largely ignored as a result of increased national and international attention to education for all. The paucity of resources exacerbated the problem. As a result, many impoverished countries do not prioritise secondary and higher education in their efforts to alleviate poverty. All of this

Kishor Kumar Dash

is corroborated by the Indian experience. Education beyond the primary and secondary levels, as well as higher education, has suffered from government neglect, and the current state of affairs is far from ideal. An attempt is made to dispel the widely held belief that secondary and higher education play little or no influence in reducing poverty, improving infant mortality and life expectancy, and increasing the country's economic growth by presenting more study evidence from India. As a consequence of this, it is necessary to have sound and all-encompassing educational policies that not only acknowledge the significance of primary education but also the significance of secondary and higher education, in addition to the integration of educational planning with development planning.

(Kumar, n.d.) New India's education system will be revamped by the “National Education Policy” 2020 (NEP 2020). The Indian cabinet authorised it on July 29, 2020. NEP 2020 and the India 2.0 vision for transforming the educational system to meet the challenges of the 21st century are being highlighted and studied in this article for the first time. An exploratory element is evident in this work, which relies on data from secondary sources. Analysis of available literature is the basis for the findings. NEP 2020 aims to expand student enrollment in all types of educational institutions, including elementary schools, professional schools, and colleges and universities, by the year 2030. The current educational and governmental systems have been suggested for gradual improvement in order to attain this. Using the empirical data from this study, future research can examine the long-term effects of the NEP after it is put into place. Higher education in India is projected to take a major step forward with the implementation of NEP 2020. The goal is to transform India into India 2.0, a global powerhouse poised to assume a leading role in the twenty-first century. An extremely forward-looking document, the NEP 2020 has an excellent grasp of the current socioeconomic scenario and a clear path to success. It has the potential to make India a worldwide education leader by 2030 if done correctly.

(Thakur & Kumar, 2021) For a country to develop, it must first invest in its people's education. Human capital can be improved through an improved educational system. These human resources not only provide money and equality, but they also revolutionise society by using their full potential, which in turn brings about more prosperity. It is essential for the government to make improvements to its educational policies and practises in order to guarantee that its inhabitants will get a higher quality of education. India has adopted three distinct educational policies in the time since the nation's independence. In India, the first national education policy was put into effect in 1968, the second policy was put into effect in 1986, and the policy that was put into effect in 1986 was modified in 1992. The third iteration of the national education policy was published in the year 2020. In this paper, researchers used secondary data to compare these three national education strategies.

(Das, 2009) Because of the recent proliferation of communication technologies and services over the last two decades, many novel concerns have arisen that cannot be adequately addressed by the existing pedagogy in Indian Communication Studies. Media technologies have proliferated in Indian society to the point where they have become an integral part of everyday life. Although there has been some research into media education in India, it is still mostly unexplored. Although the efficacy of this new



pedagogy hasn't been proven conclusively yet, this contribution stresses the importance of Media education from a non-elitist perspective.

## **5 Conclusion**

The NEP 2020 provides a framework for a country's educational system to grow. For the most part, a new policy takes decades to implement. The NEP 1986 was replaced by the present policy, which is the third in the series. The NEP 2020 lays out a clear course for the country's educational system. It is, of course, not required to do so. The world's best institutions will be eligible to open campuses in the country under NEP 2020. The NEP 2020 places a strong emphasis on altering the educational landscape. Reforms to the board exams will place a greater emphasis on fostering critical thinking in pupils and providing them with hands-on learning opportunities. The most important factor is that pupils will be taught in their native language in all courses. As part of the NEP 2020, a wide range of industries, from agriculture to artificial intelligence, will be addressed. Prepare yourselves for what is to come, India.

Multi-, inter-, and trans-disciplinary techniques to humanise education are at the heart of this policy, which places an emphasis on humanities-related courses. Even students pursuing a professional degree can now take courses in humanities, a choice that was previously unavailable. As a result, this strategy places a strong emphasis on vocational skills and employability through skilling to fulfil the needs of today's workforce. Teachers' education is a key component of the current approach.

In the current policy, in education, a transferable credit bank is offered to deal with high dropout rates. If elementary school kids were required to acquire their mother tongues or regional languages, dropout rates would decline and learning capacity would improve. Developing better citizens is the primary goal of this new programme, which places a strong emphasis on Indianization.

NEP 2020 also prepares young, hopeful students for the future by supplying them with the necessary skill set. Its success will depend on how well it is implemented. It will continue till the fifth grade. An overhaul of India's education system is planned to take place in the near future as a result of the “National Education Policy 2020” (NEP 2020).

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Kishor Kumar Dash

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