

The New Education Policy 2020 has had a significant effect on higher education

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Abstract- the Government of India proposed the New Education Policy (NEP) 2020, which was a surprising and timely step among the global difficulties caused by the COVID-19 epidemic. Educationists were taken aback by the unexpected scope and magnitude of the planned reforms in the NEP 2020. This research study examines the notable consequences of NEP 2020 on higher education, providing a comprehensive examination of its prominent characteristics and their influence on the current education system. This research primarily examines the impact of the policy on higher education, but it has also brought significant changes to school and college education. The NEP 2020 includes innovative modifications, including the reorganisation of the undergraduate programme, the encouragement of interdisciplinary education, and the incorporation of vocational training into higher education. Furthermore, the strategy places strong emphasis on the integration of technology into education, a change that has been expedited by the epidemic. This study intends to evaluate the possible impact of NEP 2020 on higher education in India by examining the proposed reforms. It will analyse how these reforms may bring about significant changes in the present system and identify any obstacles that may arise during their implementation. This research provides insights into the future of higher education in India by examining policy papers, current literature, and empirical data related to NEP 2020.

Keywords- New education policy, Covid-19, Higher education

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1. INTRODUCTION

The National Policy on Education (NPE), which serves as a crucial foundation for these efforts, mostly guides the Indian government's attempts to democratize education and improve the quality of education throughout the nation. Developed to foster education among India's diverse population, the strategy encompasses all educational stages, starting from basic schooling and extending to higher education and vocational training. The National Policy on Education (NPE) aims to fulfill the educational needs of both rural and urban communities. Its purpose is to guarantee that all individuals, regardless of their socioeconomic standing, have access to appropriate educational opportunities. There have been several substantial adjustments made to the NPE over the course of several decades, each of which reflects the socio-economic concerns and goals of the moment.

The first National Policy on Education was presented to the public in 1968, and Prime Minister Indira Gandhi was the one who spearheaded its implementation. It was a reaction to the rising desire for a unified educational system that could integrate the varied educational practices throughout the states and offer a uniform level of education across the country that this policy was developed. Both the promotion of regional languages and the implementation of mandatory education for children up to the age of 14 were

ground-breaking aspects of the programme that was implemented in 1968. Additionally, it created the framework for a national education system that attempted to eliminate inequities in educational access and results, therefore laying the groundwork for an education system in India that is more inclusive and equitable.

The National Policy on Education was amended in 1986 in order to meet new problems and possibilities that were brought about by the rapidly changing social and economic context. In 1986, while Rajiv Gandhi was serving as Prime Minister, a programme was implemented with the intention of eliminating educational inequities, especially those that were associated with gender and social equality. The strategy put a significant amount of focus on the creation of programmes for adult education, the incorporation of vocational education into the curriculum of schools, and the use of technology to improve educational opportunities. Additionally, it acknowledged the need for major curricular changes as well as advances in teacher training in order to guarantee that the educational system would be able to fulfil the requirements of a society and economy that are undergoing modernisation.

Most recently, the National Policy on Education was amended with the National Education Policy 2020 (NEP 2020), which represents the most

comprehensive reform of India's educational system to date. The Union Cabinet gave its approval to the New Education Policy (NEP) 2020 on July 29, 2020. Under Prime Minister Narendra Modi's leadership, it is meant to supersede the earlier National Policy on Education (NPE) from 1986. Beginning with pre-school and continuing through college and career training, it will provide a thorough and extensive foundation for education. Aiming to revamp India's educational system by 2021 and beyond to meet the demands of the modern era, the plan has a wide-ranging mission.

There was a particularly important significance to the timing of the unveiling of the NEP 2020. In the middle of the global COVID-19 epidemic, when educational systems all over the globe were struggling to cope with enormous upheavals, the launch of NEP 2020 served as a light of hope and optimism. The proposal came as a surprise to many people, but it was universally praised as a courageous and essential move towards reviving and modernising India's educational system. The pandemic had brought to light the weaknesses and vulnerabilities of the current educational infrastructure, especially with regard to the availability of digital learning and the need for educational frameworks that are more adaptable and robust. In this specific setting, the National Education Policy 2020 (NEP 2020) was seen as especially topical and pertinent due to its focus on the integration of technology, flexible learning routes, and interdisciplinary education. Several significant changes are being implemented by NEP 2020 with the intention of redefining higher education in India. One of the most important modifications is the reorganisation of the programmes that are offered to undergraduate students. Rather than the rigors, discipline-specific concentration that has historically characterised Indian higher education, the strategy argues for a more flexible and comprehensive undergraduate education. This is a departure from the typical characteristics of Indian higher education. Instead, the National Education Policy 2020 (NEP 2020) encourages interdisciplinary education, which gives students the opportunity to pursue an education that covers a wide range of subjects. The goal of this method is to cultivate abilities such as critical thinking, creativity, and problem-solving, all of which are critically important in the modern world, which is both complicated and constantly changing. Not only does the National Education Policy 2020 (NEP 2020) emphasise the need of integrating vocational education into mainstream education, but it also emphasises the redesign of curricula. This demonstrates that there is knowledge of the need to bridge the gap between the abilities necessary in the workforce and the skills that are taught in academic institutions. NEP 2020 intends to provide students with practical skills that boost their employability and prepare them for a broad variety of professional choices by integrating vocational training into higher education. This will be accomplished by include vocational training in the curriculum. The emphasis placed on vocational education is of utmost significance in a nation such as India, where a

sizeable proportion of the population is engaged in informal sectors that need the acquisition of practical skills and training.

NEP 2020 is committed to raising the amount of money that the state spends on education, which is another one of its cornerstones. An aim of raising public investment in education to 6% of GDP is established by the policy. This represents a significant increase from the existing level of around 4%. This increase in financing is considered to be very important for the implementation of the extensive changes that are specified in the policy, notably with regard to the enhancement of teacher training, the improvement of infrastructure, and the expansion of educational opportunities in regions that are currently underserved.

Developing the National Environmental Policy (NEP) 2020 was a comprehensive and all-encompassing process that included numerous rounds of discussions with various stakeholders from all across the nation. In January of 2015, the Government of India appointed a committee that would be in charge of the consultation process for a new education policy. This group would be chaired by T. S. R. Subramanian, who had previously served as Cabinet Secretary. The study that was compiled by this committee served as the foundation for the New Education Policy draft that was later prepared by a panel that was presided over by Dr. K. Kasturirangan, who had previously served as the head of the Indian Space Research Organisation (ISRO). The Draft New Education Policy (DNEP) 2019, which was a thorough document that was 484 pages long, was produced by the Ministry of Human Resource Development, which is now known as the Ministry of Education, and was submitted to a rigors consultation process. As a reflection of the broad and participatory approach taken by the policy, this process includes more than two lakh ideas from a wide variety of stakeholders, such as gramme panchayats, urban local bodies, and districts located all across the nation.

Ambitious and revolutionary are two words that best describe the concept of NEP 2020. The plan envisions an education system that is centred on India and that makes a direct contribution to the development of the country into a knowledge society that is both egalitarian and dynamic. The objective of the policy is to ensure that all persons have access to an education of superior quality, with the goal of cultivating individuals who are not just academically successful but also well-rounded, insightful, and creative. Over a wide variety of subject areas, the National Education Policy 2020 places an emphasis on the cultivation of 21st-century skills, as well as the development of intellectual curiosity, scientific temper, creativity, and constitutional and ethical principles. The goal of this all-encompassing kind of education is to generate people who are capable of

tackling difficult problems and making contributions that are important to society.

The construction of interdisciplinary universities and colleges all throughout the nation is one of the most major aspects of the National Education Policy 2020 (NEP 2020). To ensure that everyone has access to education of a high standard, the policy anticipates the establishment of at least one institution of this kind in or close to each and every district. Changing student curriculum, pedagogy, assessment methodologies, and support systems are some of the ways that the National Education Policy 2020 (NEP 2020) intends to improve the quality of education in addition to increasing access to school. The implementation of this policy acknowledges the need of a more student-centered approach to education, one that encourages active learning, critical thinking, and the application of information to issues that are encountered in the real world. In the context of the National Education Policy 2020, the formation of a National Research Foundation (NRF) is another key endeavour. In order to improve the research environment in India, the National Research Foundation (NRF) will provide money for research that is of high quality and has been assessed by peers in a variety of fields. When considering the backdrop of higher education in India, where there has historically been a lack of emphasis on research and innovation, this is of utmost significance. Through the promotion of outstanding research, the National Research Foundation (NRF) intends to establish India as a worldwide leader in the development of knowledge and innovation.

The National Education Policy 2020 (NEP 2020) aims to solve a number of structural difficulties that the Indian higher education sector is now facing. The imposed separation of degrees, early specialisation, and the influx of students into limited academic specialities are some of the problems that are being faced. Additionally, there is a lack of focus on research in a number of universities and colleges, which is worsened by inadequate funding for research that is competitive and goes through peer review. In addition, the huge number of colleges that are linked with universities has been a contributing factor to the poor quality of undergraduate education. Indeed, many educational institutions are having difficulty providing students with an education that is both comprehensive and well-rounded.

To address these challenges, the National Education Policy 2020 (NEP 2020) suggested a major restructuring and merging of universities. The plan's eventual goal is to streamline the college system by merging smaller schools into larger, more multidisciplinary universities that can provide students a well-rounded, flexible education. Aiming to produce individuals who are versatile, creative, and prepared to handle the complicated challenges of the modern world, this approach seeks to do just that. Aiming to update India's university system, the National Education Policy 2020 (NEP 2020) promotes interdisciplinary learning, increases research capacity, and incorporates vocational education. The system

would then be better able to adapt to societal and economic needs.

One of the long-term goals of the National Education Policy 2020 (NEP 2020) is to increase the gross enrolment ratio (GER) in higher education, which includes vocational training, from 26.3% in 2018 to 50% by 2035. This lofty goal reflects the policy's dedication to expanding access to higher education and creating additional opportunities for individuals to pursue further studies. Education that is both comprehensive and multidisciplinary is also highly valued in the guidelines. All aspects of a person's development—mental, emotional, social, physical, and moral—should be the focus of this kind of schooling. Eventually, this comprehensive curriculum is expected to be standard for all undergraduate courses, including those in the medical, technological, and vocational sectors. Finally, NEP 2020 stresses the need of providing pupils with optimal learning environments and support. An all-encompassing approach like this one needs a detailed curriculum, interactive pedagogy, regular formative assessment, and decent student support systems. For the purpose of supporting student achievement and ensuring that people are able to realise their full potential, the policy acknowledges that it is vital to provide a learning environment that is both helpful and engaging.

National Education Policy 2020 is an ambitious and forward-thinking framework for the future of education in India. The fact that the policy places such a strong focus on research excellence, flexibility, transdisciplinary learning, and inclusion demonstrates that a profound awareness of the issues that the Indian education system is now confronting occurred. It would be of the utmost importance for India to address the obstacles of implementation and make certain that the policy's lofty goal is realised in reality as it begins the process of putting the National Education Policy 2020 into action. Through the implementation of this plan, the National Education Policy 2020 (NEP 2020) has the potential to convert India into a worldwide knowledge centre, providing people with the information, skills, and values that are necessary to flourish in the 21st century.

1.1 Historical Context of the Education System in India

There are essentially three tiers to India's educational system. References are being made to the educational systems of modern India, pre-independence India, and ancient India. Hinduism, Jainism, Buddhism, and Islam were all part of ancient India's educational system. 'Guru' was the term used for the teachers and 'Shisya' for the students. Spirituality, yoga, martial arts, medicine, and other disciplines were among those that the Guru taught his students during this time. 'Ashram' was the name of the school that stood near the hill woodlands. The educational system has shifted its emphasis from spiritual growth to the quest of power,

driven by the demands for riches and power. Even though we live in a more interconnected world, people are still divided along racial, religious, and linguistic lines. As a result, the majority wants to take the land for itself and use it to dominate the minority. Schools place a premium on teaching students how to fight, how to plan attacks, and how to celebrate victories. Each student received training in a specific set of skills. Lord Thomas Babington Macaulay restructured the colonial British educational system in 1834. English is the medium of instruction in both secondary and tertiary institutions. Later on, in elementary and secondary education, the English language was included. During the allotted period, the buildings were constructed to house schools in both urban and rural areas. The spread of information in several areas, including agriculture, transportation, medicine, and others, is a priority in the education system.

1.2 The Development of India's Educational Policy-

- **Indian Education Policy 1968-** The Kothari Commission's recommendations were the basis of the first educational strategy that Srimathi Indra Gandhi, the then-prime minister, presented in 1968. In the sake of national cohesion and progress, it advocated for universal access to quality education. It also ensures that all citizens are required to attend school until they are fourteen. We instituted the three-language system.
- **Indian Education Policy 1986-** In 1986, the new National Education Policy was launched by Sri. Rajeev Gandhi, the former prime minister of India. Removing discrimination based on educational opportunities is a key component of this educational approach. In 1985, the Indra Gandhi National Open University (IGNOU) was established with the aim of providing access to higher education for those residing in rural areas.
- **Indian Education Policy 1992-** Former Prime Minister P.V. Narasimha Rao revised the Indian Education Policy from 1986 in 1992. The policy's long-term goal is to standardise the admission test for all national professional programmes. Professional criteria for admission to top universities on a national scale are maintained by this policy.
- **New Education Policy 2020-** On July 29, 2020, the cabinet of India adopted the New Education Policy, which was unveiled by the current prime minister, Sri. Narendra Modi. Many arguments among specialists from different fields led to the introduction of this system. Learning, critical thinking, problem-solving abilities, idea generation, and analytical thinking about the subject matter are enhanced while the curriculum materials are reduced. The educational pattern's structure shifted to 5+3+3+4. Also last year, research technique was used in degree courses at the university level.

2. LITERATURE OF REVIEW

Jain et al. (2023) The National Education Policy (NEP) 2020 is an all-encompassing blueprint with the intention of bringing about a transformation in the higher education sector. The purpose of this research is to analyse the influence that the National Education Policy 2020 (NEP 2020) has had on higher education in India by conducting a comparative analysis of a number of educational institutions both before and after the policy was put into effect. A combination of qualitative and quantitative research approaches will be used in order to collect information from teachers, students, and administrators for the study. Insights into the changes that have taken place in the higher education sector, such as curriculum reform, pedagogical techniques, and institutional governance, will be provided by the outcomes of the research. Based on the findings, policymakers and other stakeholders will be better informed about the efficacy of the National Environmental Policy 2020 (NEP 2020) and the areas that need to be improved.

Naik (2022) Amidst all the pessimism that has engulfed the world, the New Education Policy (NEP 2020) that the Government of India released was a refreshing change and a response to the challenges brought about by the COVID-19 pandemic. Many were taken aback by the announcement of NEP 2020. Many educators were taken aback by the changes proposed by the National Education Policy 2020. This article primarily focuses on the National Education Policy 2020 and its effects on higher education; however the education policy has had an equal impact on schools and colleges. This research not only analyses the impact of NEP on the existing educational system, but it also discusses the most significant components of NEP.

Choudhari (2022) The National Education Policy-2020 aimed to deliver a high-quality education that is useful to the expanding economy as well as flourishing creative education policies at the school and college levels, since education promotes social and economic growth. In 2020, India made significant changes with the introduction of the New Education Policy (NEP). This article discusses the National Education Policy -2020, which focuses primarily on practical training for students to build creative potential, skills, and analytical thinking in order to satisfy industrial needs. This research focuses on NEP 2020 and its influence on stakeholders, particularly college students who are aware of the NEP-2020 and have opinions on the programme. The article also discusses NEP-2020's results and potential pitfalls.

Kurien et al. (2020) amidst the global negativity caused by the COVID-19 pandemic, the government of India's unveiling of their New Education Policy (NEP 2020) was a breath of fresh air and a welcome change. Many individuals were totally taken aback by the announcement of NEP 2020. The National Education Policy 2020 proposed changes that many

educators were wholly unprepared to implement. While the programme has had an equal impact on K-12 and higher education, this article focuses mostly on the 2020 National Education programme and its effects on the former. Furthermore, this research summarises the key points of NEP and analyses how those points impact the present-day educational system.

Kumar (2020) Around the globe, countries in 2020 had an exceptional year that well beyond anyone's expectations. Not only was the COVID-19 test administered in India, but the country also formulated the New Education Policy (NEP) 2020, which is considered a major development. Over the years, several committees have proposed increasing the education expenditure to 6% of GDP. Researchers have been involved as a consequence of this. The goal of this paper is to identify the issues and focus areas of the NEP 2020. The National Education Policy 2020 (NEP-2020) is an innovative and forward-thinking plan that has both positive and negative aspects. Its structure is based on the goal of providing high-quality K-12 and higher education to all citizens, with the hope of progress that is both comprehensive and research-driven. The paper starts with a brief introduction to the National Education Policy (NEP) 2020. It then goes on to discuss the policy's objectives, evaluate the policy's implementation suggestions, and examine the policy's strengths and weaknesses in relation to higher education and research. The analysis is based on focus group discussions. The paper also includes several predictions about things like the transformation of the higher education regulatory system, the use and integration of technology, the integration of online and digital education, the promotion of a more holistic and multidisciplinary approach to education, the development of high-quality colleges and universities, and the restructuring and consolidation of educational institutions. It also discusses things like creating an ideal learning environment and providing students with the support they need. Despite the various limits that would otherwise be present, a few solutions are presented to effectively perform the NEP2020.

3. RESEARCH OBJECTIVES

This study primarily intends to investigate and clarify the impact of India's New Education Policy, 2020 on the country's higher education sector. This article also compares and contrasts the old school system with the current education policy, outlining its advantages and disadvantages.

4. RESEARCH METHODOLOGY

Secondary sources, first-hand observations, investigations, and a thorough analysis formed the basis of the research work. A variety of secondary sources, including faculty and students at several universities, as well as news outlets, academic journals, and books, provided the essential data and information. A conclusion is reached when the facts, observations, and queries have been analysed and evaluated.

5. DISTINCTIVE CHARACTERISTICS OF THE NEW EDUCATION POLICY 2020

Key aspects of India's New Education Policy 2020 for universities and colleges-

- The NEP 2020 guarantees inclusive and unrestricted access to education, spanning from primary school to higher education institutions.
- The education system has been revised to a duration of 5 years for primary school, followed by 3 years of lower secondary education, then 3 years of upper secondary education, and finally 4 years of tertiary education.
- The objective is to create the National Mission on Foundational Literacy Programmes.
- The key methods of instruction are the development of multilingualism and other Indian languages.
- Modifications to evaluation procedures are required, including the introduction of primitive, formative, and summative assessments, among others.
- The goal is to launch PARAKH, a brand-new national evaluation facility.
- To provide economically and socially disadvantaged people with a first-rate education.
- We want to create an open and merit-based recruiting procedure for teachers.
- To ensure that all course materials, whether digital or printed, are available to students at all times.
- In order to create the State School Standards Management Board.
- Encouraging vocational education at the secondary and tertiary levels.
- The Gross Enrolment Ratio (GER) for universities should be 50%.
- To launch a portal for transdisciplinary education with several departure points.
- In order to determine who may teach in higher education, NTA is in charge of administering the necessary exams.
- A unified structure will be established for all councils and organisations pertaining to higher education.
- The formation of a separate entity, the NETF, to promote information exchange.
- One of the main goals of the National Educational Policy 2020 is to reach full

enrolment in elementary, middle, and high school by the year 2030. The strategy also aims to make higher education, including vocational education, more accessible by raising the gross enrolment ratio from 26.3% in 2018 to 50% in 2035.

6. THE FOLLOWING ARE SOME OF THE MOST WIDELY ACCEPTED EXPLANATIONS FOR THESE OBSERVATIONS

- The implementation of universal access from school to college or university has not yet commenced. The perspective of higher education officials, instructors, and students is focused on many aspects and directions. Higher education officials and professors are being redirected into profit-oriented ventures such as the real estate industry.
- The framework of the New Education Policy 2020 has been modified to consist of 5 years of foundational education, followed by 3 years of preparatory education, another 3 years of middle education, and finally 4 years of secondary education. The policy failed to specify the inclusion of non-science students in the scientific streams at the higher education level. However, students in the scientific stream have the option to enrol in the arts stream. The new educational policy lacks a resolution for this issue.
- The implementation of the National Mission on Foundational Literacy Programmes is ineffective, since members are equipped with counterfeit papers to present to the officials. The jobless young can be harnessed for efficient execution of these programmes.
- Encouraging the use of many languages has a detrimental effect on learning as a result of the influence of social media. English is the predominant language used in most social media conversations. The kids communicate in their mother tongue, however, they use English letters for their dialogue. It might result in the extinction of their original language.
- The New Education Policy 2020 aims to reform the existing education system in order to align it with the present job market.
- The New Education Policy 2020 incorporates effective criteria for ensuring high-quality education. Although it is very improbable, staff have the ability to create fraudulent records. The skilled and experienced teaching professionals have not used their expertise to provide high-quality education.
- The question paper settings do not adhere to Bloom's Taxonomy. The conventional format of question papers has remained unchanged for the previous half-century. A notable

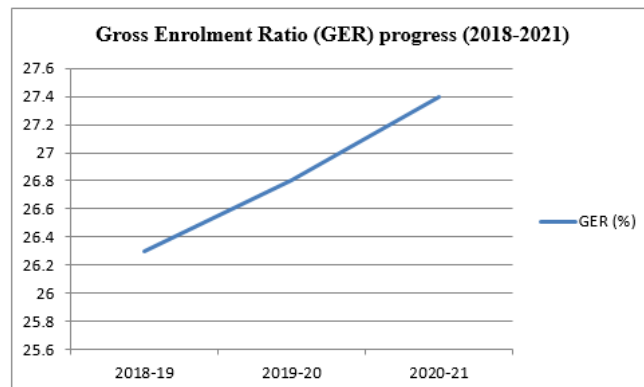
observation was made on the lack of awareness among professors at higher education institutions, particularly at self-financed universities, regarding Bloom's taxonomy.

- The New Education Policy 2020 stipulates that faculties are being recruited based on merit. It is not feasible in India. The education system is now plagued by pervasive corruption. In government colleges/universities, faculty positions are occupied by corrupt politicians and government officials. Likewise, academic posts in government-aided institutions are being sold for a substantial sum of money. The self-financed universities are hiring inexpensive unqualified professors. However, the official records indicate a significant deficiency of highly skilled instructors. However, the official records are inaccurate. Competent and high-caliber professors are not given opportunities to get positions at reputable universities. Indian educators do not regard teachers with overseas experience. There is much controversy over the qualifications required for the position of associate professor. The UGC is unable to determine the precise qualification required for the appointment of an associate professor. It often modifies its policy. There are no explicit guidelines for obtaining a Ph.D. There are many options available for pursuing a Ph.D., including JRF Ph.D., normal Ph.D., part-time Ph.D. (internal), part-time Ph.D. (external), and Ph.D. via distant and open university programmes. It is challenging to determine which category of Ph.D. holders are qualified to get employment at colleges or universities. Furthermore, there are other reputed institutions that also provide Ph.D. programmes in a simplified format. The UGC need to administer entrance examinations for Ph.D. admissions. In order to pursue a Ph.D., applicants must successfully pass the UGC NET/SET examinations. Currently, there is a dispute between Ph.D. holders and those who have completed the UGC NET/SET exams. Moreover, the colleges and universities lacked a comprehensive understanding of teacher recruitment. If the practice is sustained, it may be necessary to provide Ph.D. holders exemption from all examinations.
- The New Education Policy 2020 has a limited effect on increasing the Gross Enrolment Ratio (GER). The AISHE report for the year 2018-19 indicated that the Gross Enrolment Ratio (GER) was just 26.3%. The GER is lower compared to those of industrialised countries.

- The quality of education in India is low. The young instructors do not know or have the competence to give the lesson, and it is also seen that a lot of petty politics are played aggressively among the faculties. Consequently, the teachers lack enthusiasm for instructing lessons. Likewise, students lack enthusiasm for their subjects as a result of inadequate instruction. Most of the books in the library are rarely utilised by both teachers and students, resulting in the books appearing brand new. Teachers and students frequently upgrade their mobile devices due to their high level of engagement and the desire to stay up-to-date with the latest versions.
- The external agency is responsible for conducting accreditation processes such as NAAC, NIRF, ISO, and NBA. The agencies have engaged in lobbying efforts with the relevant departments and have successfully obtained accreditation certificates from those organisations. Despite issuing notices to all educational institutions, these organisations still rely on external agencies for NAAC certification. However, in practical scenarios, these agencies adeptly prepare the necessary documents and facilitate the attainment of accreditation for the institutions. These agencies are assigned significant responsibilities by the institutions for these specific purposes. Currently, the practices have not undergone scrutiny by any higher education departments. Therefore, the majority of colleges achieved higher grades in NAAC, NIRF, and other assessments.

Table 1: Survey Results on Key Observations

Observation Category	Positive Response (%)	Negative Response (%)
Impact of Non-Educational Activities on Faculty	30%	70%
Flexibility in Stream Selection	35%	65%
Effectiveness of Foundational Literacy Programmes	30%	70%
Multilingual Education and Social Media	45%	55%
Preparedness for Job Market	40%	60%
Awareness of Bloom's Taxonomy	20%	80%
Influence of Political/Financial Connections in Recruitment	60%	40%
Perceived Quality of Instruction	50%	50%
Accreditation Process Reliability	25%	75%



Graph 1: Gross Enrolment Ratio (GER) Progress

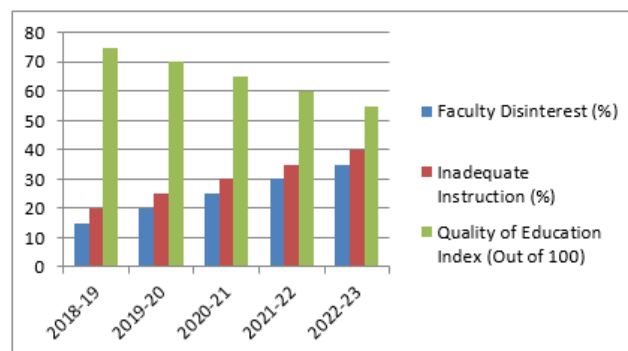
This graph illustrates the progression of the Gross Enrolment Ratio (GER) from the years 2018-19 to 2020-21. GER has been steadily climbing throughout the course of the last three years, as seen by the graph.

Table 2: Faculty Recruitment and Ph.D. Qualification Discrepancies

Category	Percentage (%)
Unqualified Faculty Recruitment	35
Merit-Based Recruitment	25
Ph.D. Qualification Disputes	40

Table 3: Impact of NEP 2020 on Quality of Education

Year	Faculty Disinterest (%)	Inadequate Instruction (%)	Quality of Education Index (Out of 100)
2018-19	15	20	75
2019-20	20	25	70
2020-21	25	30	65
2021-22	30	35	60
2022-23	35	40	55



Graph 2: Impact of NEP 2020 on Quality of Education

7. DISCUSSION AND CONCLUSION

The New Education Policy 2020 encompasses several dimensions of providing high-quality education to enhance students' knowledge and encourage them to critically analyse and apply their learning in real-life scenarios. The Ministry of Education, the UGC, and the University are seeking to hire Indian instructors and professionals who have previously worked at prestigious international institutions such as Harvard University, Cambridge University, Oxford University, and others. The recruitment of assistant professors, who will ensure the provision of high-quality education, would be conducted by the UGC committee based on merit. It is imperative that the UGC – NETT /SET examination be made compulsory for the recruitment of teachers. Avoidance of state and central government interference is recommended.

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