

# Impact of New Education Policy on Higher Education in Present Scenario: Need for Change in Approach and Implications

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## Abstract

Systematic education policy is necessary to impart school and college education in a country, for the reason that education leads to progress in society. Different countries use different education systems with different stages during its life cycle of school and College education levels. This paper surveys the connected writing during the most recent few years on Indian Higher Education Policies and their consequences.

Well-defined and future education policy is basic for a nation at the school and college levels, for the explanation that education prompts financial and social advancement. As of late the Government of India declared its new education policy, which depends on the proposals of an expert committee headed by Dr Kasturirangan, former chairman of the Indian Space Research Organization (ISRO). This paper features different strategies reported in the higher education system. Different advancements and anticipated ramifications of NEP 2020 on the Indian higher education system. By the definitions given above we can conclude that education is significant for the human development. In this research paper we studied about the Present Scenario of Higher Education in India.

**Keywords:** Higher education, National education policy 2020, NEP-2020.

## Introduction

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs) reflect overall high fragmentation in the country and the many small-sized HEIs that are affiliated with these universities. It is also noted that more than 20% of the colleges have an annual enrollment of less than 100 students, making them impenetrable to improve the nature of education and only 4% of the college regional imbalances as well as the quality of education Reason enrolls more than 3,000 students every year. Some of the reasons for the fragmentation of the higher education (HE) system in India are:

1. Initial streaming of students in various subjects.
2. Lack of access to higher education, especially in socio-economically deprived areas resulting in a current gross-enrollment ratio (GER) of only 25%.
3. Lack of institutional autonomy to innovate to attract teachers and many people.
4. Inadequate mechanisms for career management and faculty and institutional leaders' progress.
5. Lack of research and innovations in most universities and colleges.
6. Sub-level levels of governance and leadership in higher education institutions.
7. A corrupt regulatory system allows fake colleges to flourish, forcing excellent, innovative institutions.

It is estimated that India will be the world's third largest economy by 2030–2032, with an estimated GDP often of trillion dollars. Obviously ten trillion economies will be driven by knowledge resources and not by the country's natural resources. To promote the development of the Indian education sector, the current government decided to revise it by introducing

a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call to take advantage of the Fourth Industrial Revolution to take India to new heights. The currently launched National Education Policy 2020 mentions an India-centered education system that directly contributes to transforming our nation into a just and vibrant knowledge society by providing high-quality education to all. The first national education policy after autonomy was reported in the year 1968 and the second national education policy was reformed, which was first announced in the year 1986.

#### **Research Design**

The present study intends to explore the role played by new education policy of India. An attempt has been made to review the literature related to the present study which are arranged under the appropriate heads as follows:

1. Highlights of Indian National Education Policy 2020
2. Implications of NEP 2020 on Indian Higher Education System
3. Merits of Higher Education Policies In NEP-2020

#### **Hypothesis**

Following Hypothesis are designed for the present study:

1. Whether there are no significant differences in awareness about Right to Education with respect to type of schools.
2. Whether there is no significant difference in awareness about Right to Education with respect to locale.
3. Whether there is no significant difference in awareness about Right to Education with respect to gender.
4. What impact of new education policy on the students and institutions?

#### **Aim of the Study**

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The aims of this study on National Education Policy 2020 are features and reviews the approaches of the recently acknowledged higher education system (NEP 2020) and contrasting it and the right now embraced policy in India just as to recognize the developments in new national higher education policy 2020. It has also to predict the implications of NEP 2020 on the Indian higher education system and discuss the merits of Higher Education Policies of NEP 2020.

#### **Review of Literature**

Kulkarni & Shivagunde (2012) undertook a study in three ashram schools in tribal areas of Ahmednagar district, Maharashtra state. Total 60 male and 120 female students were included in the study. The data related to school infrastructure was collected with help of schedule for School Profile and parents and teachers were interviewed with respective interview schedule.

The pilot study of Varghese & Nagaraj (2013) was intended to investigate tribal children's backwardness in English language and to find out causes thereof. The study was

conducted in one of the most educationally backward tribal pocket of Palakkad District, Kerala. The lack of proficiency in English language is identified as a major obstacle to the education of Schedule Tribe learners.

The major objectives of the survey undertaken by Rajam & Malarvizhi (2011), in Indian context, was: (a) to study the formal level of education and achievement among the Tribal group; (b) to study the parental objective in educating the children; (c) to find out the reasons for taking education; (d) to find out the knowledge about the reservation of seats for Scheduled Caste and financial aid for children; and (e) to assess the difficulties faced by them. The study made use of sample of 600 girls in the Nilgris selected by adopting purposive random sampling technique. The study concluded that though the educational opportunities are adequate in Nilgris, the given opportunities for education were not utilized fully; sometimes they were opposed by their own caste people, which resulted in conflicts, problems and tensions.

In the theme of paper, Sengupta & Ghosh (2012) analyses the extent of social exclusion of tribal children in education in India and addresses for a comprehensive policy response which highlights the barriers to accessing education of this group. Furthermore, physical remoteness, social exclusion, severe poverty, psycho-social determinants act as impeding factor of accessing education.

David (1978) studied the human resource planning in relation to employment and education in Madhya Pradesh. The study reported that human resource development was found to be dependent mainly on the general growth of educational and employment; educated persons sought white collar and professional jobs in the modern sector; increase in population was one of the major constraints of human resource development and is adversely affected the education and employment relationship; the major reasons of expansion of education were modern sector jobs, direct linking of modern sector jobs with the educational qualification, education as a fundamental human right etc.; it was difficult to combine and vocational education for rural human resource development because of lack of trained teachers, paucity of relevant courses and literature and financial constraints.

Sinha (1980) formulated a linear programming model of educational planning with the objective of analyzing the qualitative aspect of educational planning which was not only to sake expansion targets in the educational system but also to restore internal balance within the system and to achieve a balance between the whole system. The findings indicate that there was economic desirability of universal primary education; the primary teaching force replenished through the university dropout which was generated as a byproduct of university education and training.

Dabhotkar and Gadgil (1982) studied the integration of overall and educational planning at the district level. Four districts were selected on the basis of economic and educational development and the period from 1960-1975 was covered for analysis. The major findings of the studies were : at the district level there was hardly any integration of overall plans with educational plans; there was no large scale inter-district movement of pupils for education; data available were not strong enough for any detailed planning attempting integration of overall planning at the district level; expertise was not readily available at the district / sub-district levels; there was no decentralization of administration required for an integrated plan to be effective.

Akhtar (1983) studied education and manpower planning with special reference to India highlighting thereby the various aspects related to education and manpower planning. The study reported that education increased the rate of human capital formation and stimulated economic growth. Efficiency in education is determined in terms of rate of return on the resource invested. Emphasis on manpower planning was started during the first five-year plan but was carried on haphazardly in the second plan and efforts improved in the third five-year plan. A coordinated approach could be adopted in the fourth plan. The findings of the study were helpful in evolving a proper strategy for manpower planning in relation to education in India.

Ray (1983) took up a study on spatial analysis of school education in Orissa. The study intended to explore some of the fundamental aspects of school education in Orissa taking into consideration different categories of blocks for the period 1947-1981. The major findings were: since independence there had been a five-fold increase in number of primary schools, a more than four-fold increase in the number of teachers and about a 13-fold increase in the enrolment by 1981; there was overall rising trend in the middle school education but the situation was worse than that of primary education; the per capita investment in school education decreased from Rs.6.71 in 1947 to Rs.0.64 in 1981; eastern

Seetharamu (1984) studied the planning and management of education within integrated rural development. The study intended to examine the planning management in the sectors of rural development projects; to study the degree of relationship among diverse socio-economic correlates of Life, keeping education in focus and to analyze the dynamics of participation of rural people in development projects. The major findings indicated that the participation in rural development programmes tended to a self-selected sample of generally better educated and economically better off sections of society; there is a relative vulnerability of non-formal education and training programmes on rural development; the observed relationships between formal education and participation in non-formal education programmes was not necessarily desirable one.

Dutta (1985) studied educational employment of the Tea Garden labourers of Assam with special reference to the district of Shiv Sagar. The study intended to analyze the problems of educational employment and their interdependence in relation to tea garden labourers. The findings indicated that: the tea gardeners with socio-economic and educational backwardness had a poor working and living conditions; there unemployment was mostly due to lack of education.

Pinto (1985) conducted a case study on education and industrial productivity of workers, supervisors, employed in engineering industry in Pune Metropolitan region. The study intended to find out the role of education of an industrial employee in performing his job effectively; relationship between specific technical training and productivity; the role of work experience in increasing productivity; factors contributing towards job satisfaction of industrial employee. The findings indicate that technical training contributed to increasing productivity and improved performance; workers with the higher educational level had good job satisfaction which contributed to increased productivity.

Saraf and Tapaloo (1986) analyzed the educational policy and planning in India and the role of Planning Commission thereof. The study intended to examine how the evolution of educational policies and planning in India was influenced by overall national development before and after independence; to examine the contribution made by various commissions and committees on education and other developmental sectors in the formulation of educational plans at different levels and to examine the role of Planning Commission, Ministry of Education and the State Governments in the formulation of policies and programmes. The study recommended that creation of a professional cadre was essential for strengthening planning and management and policy formulation; as a measure towards professionalization of cadres short-term induction programmes needed to be organized periodically for key level personnel in order to orient them to the techniques of educational planning and financing; the existing maintenance and control oriented machinery should be strengthened to function as a development orient organization; the district should be considered as a unit of educational planning and education development programme should be implemented as project based models.

Veena (1986) attempted to study the role of education in economic development and also the educational and manpower implications of a development plan for a developing country like India. The study was confined to the state of Gujarat. Both primary and secondary cross-sectional data were utilized for the study. The study reported that while professional education was significantly related to the gross national product, education in arts, literature, languages had no significant relationship with the GNP. Curiously, education in pure sciences had also no significant relationship with the GNP. The study also revealed

wide imbalance between the demand and the supply of educated and skilled manpower, leading to escalation in unemployment of the educated. The researcher suggested a thorough revision of the policy of expansion of higher education presently based on non-economic considerations.

Kapoor and Premi (1988) attempted to revise the existing norms with regard to the opening and upgrading of schools, school buildings, provision of furniture and equipment including library and laboratory facilities and provision of teaching, non-teaching and supervisory staff in Haryana state. The findings of the study help the Haryana state government in revising the norms with regard to academic and physical infrastructure in schools thereby helping in working out the costs of various programmes on a more realistic basis.

Sahoo (1990) conducted a study on educational planning and finance in Orissa. The study described the origin and evolution of planning in India; spelt out the priorities in educational planning for the first, second and third plans and indicated the quantitative expansion of general education in Orissa from 1951-1966 thereby showing the pattern of allocation of resources and the budgetary provisions on education. Findings of the study indicate that there was phenomenal expansion of elementary education in terms of number of schools, teachers, and enrolment; the planned expenditure on elementary education was 59% of the total allocation on education during the first plan which was declined to 47% in second plan and registered a rise of 27% during third plan; the per capita expenditure on education was less than a rupee in Orissa in 1950-51 and increased to Rs.8 by 1965-66.

Vyas (1991) examined the implementation of institutional planning in Rajasthan in order to identify the programmes and innovations undertaken in different areas and find out difficulties felt by different institutions about institutional planning. Study reported that 66% of the schools submitted their institutional plans to the DEOs which examined about 60% of the plans and conveyed their comments to the institutions; some of the important innovations taken up by the institutions were population education, community participation, awareness of environmental problems etc.; the difficulties were lack of human resources, lack of funds, absence of interests among teachers, and lack of provision for training in designing and executing the plans.

### **Highlights of Indian National Education Policy 2020**

#### **Highlights of the Stages**

The National Education Policy 2020 implements an India-centric education system by thinking about its convention, culture, qualities and ethos to contribute straightforwardly to transforming a country into a just, sustainable and vibrant knowledge society. By receiving input from its vast and long historical heritage and contributing many scholars of the world in various fields like Mathematics, Astronomy, Metallurgy, Medical Sciences and

Surgery, Civil Engineering and Architecture, Shipbuilding and Navigation, Yoga, Fine Arts, etc. by considering Chess, etc., established and built the entire Indian education system. The goal of the at present reported NEP 2020 is to give a multi-disciplinary and interdisciplinary liberal education to each hopeful to increase the current gross enrollment ratio (GER) to 50% by 2035.

#### **Foundation Stage**

The Five Years Foundation Stage gives essential education that is flexible, multilevel, play-based, activity-based and discovery-based learning. Tested Indian conventions and societies using time; this stage is constantly improved by examination and advancement for kids' psychological and enthusiastic incitement.

#### **Preparatory Stage**

Building on a three-year stage of preparation-, discovery- and activity-based learning. In addition, this stage steadily presents formal study hall learning with course readings. The centre is to open various subjects to the students and set them up to dive further into experiences.

#### **Middleschool education Stage**

Three years of Middle school education centre around more unique concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experimental learning is a method adopted by teachers with subjects in particular subjects. Students are presented to the semester system and to two class levels annually examinations will be conducted.

#### **Secondary education Stage**

Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and course style with an emphasis on more noteworthy profundity, more prominent adaptability, more critical thinking and life desires, students are uncovered to the semester system and 5 to 6 subjects will be studied each semester.. There will be Board exams at the end of 10th and 12th standards.

#### **Under-graduation Education Stage**

A bachelor's degree will be of either three or four years duration in each subject, with a number of options including a certificate after passing the first year, a diploma after the second year, or a bachelor's degree after passing in the third year. The four-year bachelor's degree program is preferred with majors, minors and research projects.

#### **Post-graduation Education Stage**

Master's Degree - One year for four-year undergraduate students, two-year degrees for three-year undergraduate students, and an integrated five-year degree with a focus on high-quality research in the final year. The master's degree will include a strong research component to strengthen qualifications in the professional field and prepare students for a research degree.

#### **Research Stage**

To pursue high quality research in the research phase Ph.D. in any core subject, minimum three to four years for full-time and part-time study for

a multi-disciplinary or interdisciplinary subject respectively. During his Ph.D. they must undergo 8-credit research in teaching / learning / pedagogy related to their chosen Ph.D. Subject. The earlier one-year MPhil program is discontinued.

#### **Lifelong learning**

NEP 2020 proposes lifelong learning and research so that humans become out of date in the public eye regarding information, abilities and experience to lead comfortable learning. It is believed that education and research at any stage of life will provide more maturity for satisfaction in life.

#### **Implications of Nep 2020 on Indian Higher Education System**

##### **Only qualified role-models have the opportunity to be elevated to the role of decision-making**

Higher education policy-decision-making and implementation of such policies may lead to bureaucrats and fake academics being left out of the chairman's decision enjoying the top positions like Vice Chancellors of UGC, AICTE, MCI, DCI and various universities. For example, in the current higher education system in India, without a single scholarly publication, a person can become the chancellor of public sector universities and hold various higher positions and even become the president of UGC. Similarly, a person without a single patent can become a director of technical institutions, and eventually become president of AICTE. A person without a single IPR, such as scholarly publications or patents, can access decision-making rights in higher education divisions, including the Association of Indian Universities.

##### **Cleaning of Higher Education Bureaucratic system**

Merit-based appointments of institutional leaders in research and innovations. Unlike the current system, during the last five years at least five first authors will not become institutional leaders such as professors, directors, vice-chancellors, etc. without scholarly publications or patents.

##### **Transformation of Single discipline Colleges into multi-disciplinary autonomous degree-awarding Colleges**

This will help reduce corruption and lobby in colleges. Many colleges are unable to chart their own courses, as they are governed by the unbending regulatory standards of the subsidiary college. This profoundly undermines local governance and the principle of innovation and local pursuit of excellence. This should be addressed with urgency. It also develops more responsible leaders in research as well as working in HE administration to better innovate in providing higher educational services.

##### **Focus on Research & Innovation at UG & PG levels**

This allows students and faculty members to think creatively with confidence to propose and do new things leading to novelty.

##### **Highly educated Board of Governors (BoG) to avoid misuse of power by Individuals**

Each autonomous institution is relied upon to have a BoG for highly qualified, capable and devoted

people who have a strong sense of capabilities and commitment to the institution.

##### **The Responsibility of maintaining Quality lies with the Board of Governors**

The BoG will be mindful and responsible for the results of the HEI to the stakeholders through straightforward divulgences of applicable records. BOG has to meet all regulatory guidelines mandated by the National Higher Education Regulatory Authority (NHERA).

##### **Single Regulator for entire HEIs**

National Higher Education Regulatory Authority (NHERA) A single HEIs regulatory setup leads to effective regulation of financial possibility of open disclosure of HEIs, administration, financials, faculty/staff, courses, and educational qualities.

##### **Elimination of Commercialization of Education**

The HEI should ensure both public and private that they are not for profit and if there is a surplus, it should reinvest in institutional development under the supervision of BoG members to eliminate the co-multiplication of education.

##### **Responsibility of private HEI towards educational philanthropy**

However private HEIs can set their fees independently, providing at least 20% free-ship and 30% scholarships. This model allows to recover reasonably their cost while discharging their social obligations.

##### **Private Universities will overtake Public Universities due to offered 20% free-ship**

Regardless of their economic status, religion, gender, bright and intelligent students will have the opportunity to study in private HEIs, with 20% of free-ship and 30% scholarships due to intelligent and self-motivated students accumulating in private institutions, leading to greater crowds of meritorious students in private universities.

##### **Transformation of Public/Government Colleges**

Two possible transformation processes: (a) The affiliated public/government colleges can eventually become multi-disciplinary and expand their capacity to admit annually 3,000 or more students and become autonomous colleges (AC). (b) Smaller colleges with fewer resources and student eating areas will transform themselves into a constituent college of the affiliated university and receive mentorship and all other forms of support to provide quality education.

##### **Transformation of Private Colleges**

Three possible of Transformation: (a) Private sector universities can, in the end, grow as far as their assets and nature of education and reach predetermined accreditation status to become Autonomous Degree giving college, (b) Some little schools with a couple of orders and have no extent of development to concede at least 3,000 students will get together with comparative (same administration or same religion) colleges in that region and may become a group of colleges or a cluster and transform themselves into a degree giving Autonomous College, (c) Those who cannot become part of a private college group or group and fail to reach a previously defined accreditation status

will eventually cease their operation.

### **Merits of Higher Education Policies in Nep-2020 Student Centric Model**

The current teacher-centric model where teachers decide topics, syllabi, assessment, etc. will be changed by student centric model where student gets right to decide the subject he has to study from the institution, SWYAM MOOC, and from ODL and He may appear for merit-based assessment in his own motion. Thus, the higher education section of NEP-2020 replaces the teacher-centered education system to student centric system.

### **Competency based Continuous Evaluation System**

Unlike a choice-based credit system, a merit-based credit system has the advantages of evaluating a student's skill set, along with knowledge and experience. Competence builds confidence and the objective of the higher education system, whatever the subject and fields of study are creating confidence to identify new challenges and transform them into opportunities to solve problems in the society.

### **Research & Innovation Focused**

The objective of higher education is to create new knowledge or a new interpretation of existing knowledge through systematic analysis. This will solve all problems of the society optimally. Involving research and innovations as a major component of higher education creates new intellectual property to throw light into new innovative solutions. The The higher education policies of the NEP-2020 transform the HE system from information-focused to new knowledge and innovation-focused.

### **Improved STEM model of HE Curriculum**

Normalizing higher education for the all-round advancement of students, it is experimentally demonstrated that they should be presented to craftsmanship and configuration thinking to improve their innovativeness in settling problems along with science, technology, engineering, and mathematics. This new model called STEAM is considered as better than STEM model in higher education at a bachelor's degree level. STEAM with experimental learning and research based internship NEP-2020 aims at higher education section.

### **Faculty Productivity based on Research Output**

Research is an indispensable part of the higher education system. Faculty who are mentoring quality research should have research motives and experience so that they can be role models for their students. The new education policy focuses on merit-based promotion, with the major part dependent on faculty members' annual performance indicator scores that depend on their performance in research and publications or patent to contribute to the IPR of the organization and hence of the country. Thus, the accountability of every faculty member in higher education system depends on their research productivity for a given time period.

### **Autonomy at all Levels**

Higher education institutions which have the autonomy to do innovations in deciding the

courses, curriculum, pedagogy, examination and assessment may be able to improve the quality of education they deliver. In university affiliation systems, affiliated institutions have no autonomy in teaching-learning and assessment systems, affecting the quality and motivation of both students and faculty members. Autonomy at education (teaching - learning processes), examination and evaluation, administration including financial decisions are essential for a progress oriented system.

### **Merit based Student admissions, Faculty Selection & Promotion**

NEP 2020 stresses on the importance of student admission based on merit by giving importance to social justice. It also comments that the quality of higher education and research can be improved only if all faculty selections and promotions are merit based. All types of reservations and entryways should be controlled at the individual institution level through the appointment of all qualified and proven leaders as members of the Board of Governors. It also stresses that merit-based appointments are essential at all policy formulating and regulating levels of HE Councils.

### **Education Leaders should be Role-Models**

Self-contribution to research and innovation is important to education leaders. New researchers get inspiration by seeing the contribution of leaders to perform better. HEIs should cultivate role models in this sector who should be super performers to IPR of the organization so that the organization can prove that higher contribution is possible. Professors who hold administrative positions are also expected to research and publication field during their leisure period to be role models to young researchers. It has been noticed that many professors when elevating to administrative positions forget their responsibility of research and publications and do only lobbies and influences to elevate further. As NEP-2020 suggests merit-based placements and promotions, only the role-model gets further development opportunities.

### **Integrated Controlling & Monitoring System**

As per NEP-2020, the first 10 years from 2021 to 2030 is the implementation period and the next 10 years from 2030 to 2040 is the operational period. The implementation process is divided into seven stages:

1. Implementation of spirit and intent of the policy
2. Implementation of policy initiatives in a phased manner
3. Prioritization and sequencing of policy points
4. Comprehensive full-fledged implementation to achieve the desired objectives
5. Collaborative planning, monitoring, and implementation by both Centre and States
6. Timely supply of required resources by both Centre and States

Careful analysis and review of multiple linkages to ensure effective dovetailing of all initiatives Effective use of technology to monitor and control each stage is essential for the expected progress of implementation.

**Boost to Online training**

Use of Information Communication and Computation Technologies (ICCT) including Education technology, Internet technology, Artificial intelligence, Virtual reality, etc are very essential in effective implementation of education in the 21st century. Latest technologies help in planning, offering design effective online education to realize the characteristics of the ideal education system and also to enhance GER. It is expected that during the 2nd century, due to better technological generations, technology-driven education will supplant classroom-based education and the policies of NEP-2020 are laying the basis for it but also supports classroom based education system by adding more research components in it.

**Control of Quality through Biennial Accreditation Process**

Currently, the National Assessment and Accreditation Council monitor the quality of education and award the graded accreditations to HEIs. This accreditation timeframe is five years. As a result, HEIs are not continuously monitored for their accreditation status. Instead, to make the recognition status more genuine and compelling for constant improvement, NEP-2020 has streamlined it and commanded it as a biennial accreditation measure. This model of recognition actually places tight control on higher educational institutions to work for quality and performance.

**Boost of GER through Autonomy to Private Sector**

One of the major goals of the United Nations Sustainable Development Goals is quality education to everyone. This can be achieved at the higher education system also by the private sector in education as a parallel sector with public systems. Based on the NEP-2020, the private sector should offer 20% free seats, 30% half-fee scholarships so that many poor but merit-based students can get free or discounted fee study opportunities. Such free education at HE level will boost GER of higher education in the country.

**Conclusion**

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships & scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

All higher education institutions with current nomenclature of affiliated colleges will expand as multi-

disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to be visible. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

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