

## AN INSIGHT ON NATIONAL EDUCATION POLICY (NEP) 2020'S CLAUSE 10 ON INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

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### ABSTRACT

Education is one of the most important factors of concern today. Educated people are the backbone of a nation. It improves the knowledge, skill, intelligence and perceptions among people. It also develops confidence among them. Through proper education, a nation can seek its progress and development. Hence it is very important for a nation to improve its educational landscape and structure. It therefore becomes the responsibility of every nation to improve its educational scenario. Understanding the importance of the same, the Indian Government has cautiously crafted the NEP 2020. This article finds discussion on clause 10 of NEP 2020 which details the institutional restructuring and consolidation. The objective of this study is to gain an insight into the institutional restructuring and consolidation clause and its sub clauses. It discusses the objectives that the Government intends to achieve through these sub clauses as well as the quality implications that the government desires to achieve. The study makes use of the various secondary data – both online and offline, the NEP document and other forms of reports for the same. The findings include a better understanding of the clause 10 of NEP 2020, the objectives and the quality implications that the government aims to achieve.

**Keywords:** National Educational Policy 2020, Institutional Restructuring and Consolidation, Education, Quality initiatives, Education Policy.

### Introduction

Education is an important aspect that everyone pays heed to. Earlier days, education depended on the financial capacity of a person, but today, it is not so. People have started realizing the importance of education and that financial stability is not a major concern for education today. Education is needed for a bright future. People acquire the desired skills and competencies through proper education. It helps them to become knowledgeable, intelligent, independent and confident. Proper education helps people to choose and build their career. It also helps people to identify what is right and wrong for them. Right education also guides them in a proper way. Education can change the perceptions of people and can transform both individuals and the society. Proper education also helps in eradication of evils from the society. The future of a nation depends upon the education level of the country. If the entire population is educated, the country would be benefitted. This realization has compelled the government to come up with the new educational policy. At this juncture, it is very important that we understand the Indian Educational landscape.

All India Survey of Higher Education, AISHE (2020), reports that there are about 1043 universities, 42,343 colleges and 11,779 standalone institutions. Of the 1043 universities, 307 area affiliating universities, 396 private universities. There are about 17 universities solely catering to the requirements of women (exclusively for women). Apart from these, there is one Central open university, 14 state open universities and one State private open university. There are also about 110 universities operating in dual modes –that are both offline and online modes.

Another categorization states that, among these universities about 522 of them belong to general category, 177 technical, 63 agricultural and allied, 66 medical, 23 law, 12 Sanskrit, 11 language universities and 145 belonging to other categories.

The enrollment in Higher Education for the year 2019-20 was 38.5 million with female enrollment contributing about 18.9 million to male at 19.6 million. The gross enrollment ratio (GER) is about 27.1. Out of the students enrolled in various courses 79.5% enrolled for the undergraduate program and among the remaining only 0.5 % represented the PhD enrollment. The number of the PhD enrollments stood at 2,02,550. The above paragraphs gave a glimpse of the Indian educational landscape in higher Education..

A lot of commissions were set up, since independence to bring a change in the educational set up of India. Some of such notable commissions include University Education Commission, Secondary Education commission and education commission. It was in 1968 that the first National policy for education was introduced. The credits of

the National policy for education goes to the recommendations of the Kothari committee. Some of the core principles of NPE 1968 were:

- Free and compulsory education for all below the age of 14 years.
- Teaching was considered as a noble profession and as such teachers were highly regarded, honored and respected. Quality of teachers was given importance and teachers were properly trained and educated. They were given a good amount of academic freedom.
- A three-language formula was established – Hindi, English, and a local language. Sanskrit was also encouraged.
- Ample efforts were taken to reduce regional imbalances.
- Education in Science, mathematics and research was given priority.

Subsequently the National policy for education was introduced in 1986 under the then Prime Minister Mr. Rajiv Gandhi. This was modified in 1992 and some of the principles under this policy were.

- Focus on the education of women as well as the ST/ SC categories.
- Expansion of scholarships.
- Focus on Adult education.
- Support to socially backward families through incentive
- Setting up of more educational institutions and
- Encouragement of the Open University system.

The earlier national policies of education had an impact on the development and growth of the education sector. Even though these policies brought about a great change, they still suffered from severe drawbacks. Some of them are:

1. Fragmentation of the education system.
2. More focus on mathematics and Science, other subjects/ specializations were not given importance.
3. Vocational education was ignored and suffered a setback.
4. Socially and economically disadvantaged groups were ignored.
5. Bureaucratic regulatory system
6. Teacher centered education.
7. Lesser autonomy to faculty and institutes.

These two national policies for education had created a greater impact on society. There were certain evils prevailing in the education system. In order to overcome the challenges of the and bring about an all-round development the National Education Policy n was introduced in 2020..

### Literature Review

NEP 2020 was the effort of the Kasturirangan Commission that submitted the report on 31<sup>st</sup> May 2019. The committee was constituted in July 2017 by the Ministry of Human Resource Development. NEP 2020 is something that is very frequently discussed by academicians, educationists and other stakeholders in the education segment. This is a foresighted policy that is poised to bring about a greater change in the educational landscape of India. The 66-page document is divided into 4 parts – part -1 is about school education, part -2 is about higher education, part 3 is about key areas of focus and part 4 is all about implementation of NEP 2020.

There are eighteen principles that stand as pillars for the NEP 2020. Further the NEP document is divided into various clauses and sub clauses. One of the clauses that find discussion in this article is the 10<sup>th</sup> clause which is all about institutional restructuring and consolidation. Below is the list of a few authors, who have done research on NEP and some of their contributions have been discussed below.

Saxena (2020) in her article discusses the provisions of the National Education Policy 2020 with reference to school education, higher education and teacher education. Kumar (2021) in his article discusses in detail India's 2.0 vision towards overall transformation of the education system. In this he further discusses that the NEP is poised to meet the challenges of the 21<sup>st</sup> century requirements in terms of skills and knowledge. Kalyani (2020) studied NEP with special reference to the future of the Indian education system and its effects on the stakeholders. Govinda (2020) in his article provides a critical examination of the NEP 2020 document released by the Indian government. According to him, the NEP document, at first sight, gives a rosy picture but at a deeper level its implementation might be quite difficult. Kumar (2022) in his article opines that in order to attain NEP goals, it should entail five elements of integration. These five elements include – regulatory integration, regional integration, resource integration, resilience and research integration. Gupta and her colleagues (2021) discuss the importance of strategic human resource management practice in higher education with reference to institutional development plans. Kumar and Pathak (2020) studied the incongruence of management education

among the entrepreneurial or corporate requirements and suggested measures to be incorporated under management education to make it holistic. Kumar (2021) in his article, provided an overview of NEP and distinguished the strengths and weaknesses of the policy from a higher education and research perspective. Yenugu (2022) in his article opines that to get the goals of NEP accomplished, it is necessary that the commitment of all stakeholders from academic, financial and logistic front to be intensified. Bharadwaj (2020) discussed various aspects of NEP and made a critical evaluation with its inherent limitations and challenges. Menon (2020) in his article questions on the attainment of vision of NEP on public investment and implementation of NEP. Panditrao (2020) discusses NEP 2020 from the various stakeholder's perspective – be it a student, parent or a teacher with reference to higher education. Smita (2020) in her article presented the opportunities and challenges in the teacher education sector in relation to the new educational policy. Aithal (2020) discussed issues like improving the quality of universities and colleges, institutional restructuring and consolidation and other aspects of the educational policy.

### **Objectives of the Study**

NEP 2020 is a policy that is poised to bring about a drastic change in the educational status, structure and the system in India. This comes after a gap of three decades and is sure to revamp the educational landscape as a whole. The NEP document details the provisions in its various clauses and sub clauses. This article is an effort to understand the provisions of the National Educational Policy 2020 with respect to clause 10 of the policy. This clause is all about institutional restructuring and consolidation. Some of the objective of this article is:

To have a greater insight into the institutional restructuring and consolidation (clause 10) of the NEP  
The basic objectives that are aimed through this and the quality that is emphasized with respect to this clause.

NEP 2020 document has been used for the understanding of the same. Apart from these data from online sources and various reports have been used for the preparation of the article. In this article, it is purely based on the opinion of authors based on their personal experiences and the understanding of NEP 2020.

### **Analysis and Discussion**

#### **Discussion from objective -1 To have a greater insight into the institutional restructuring and consolidation (clause 10) of the NEP**

Clause 10 of the NEP 2020 document describes all about institutional restructuring and consolidation. In order to have an insight into clause 10 of NEP a detailed look into this is required. Clause 10 is further divided into sub-clauses that detail the institution restructuring and consolidation.

#### **Clause 10.1 – Ending of the fragmentation of Higher Education Institutions.**

Currently the HEIs vary from specialist institutions to multidisciplinary institutions. This clause is about transforming the HEIs into large universities, colleges, or knowledge hubs with multidisciplinary courses. This emphasizes that such HEI's should have more than 3000 students. The basic idea behind setting up large multidisciplinary HEIs, is to break down the silos of single stream specializations. Multidisciplinary institutions would allow students to a wide range of optional courses from where they can opt according to their wish. The courses offered may range from arts, science to sports, medicine and more. This would enable promoting dynamic research across various disciplines. This would help in reducing the rigidity and imparting a more flexible education to students thereby inducing more involvement and enthusiasm in education and research.

#### **10.2. Large Multidisciplinary University**

This is the highest recommendation of NEP 2020. Through NEP, it aims to bring back the glorious past of our ancient education system. Ancient Indian Universities of Nalanda and Takshashila are known for their multidisciplinary nature and were the epitome of learning during the ancient times. Slowly the multidisciplinary nature of education moved on to become more specialized. This led to the growth of single stream institutions. As per NEP 2020, Higher Education Institutions need to become multidisciplinary and large institutions by putting an end to fragmentation of education. Multidisciplinary institutions to be larger in size with an intake of 3000 or more students. There should be one in each district. They need to offer multiple, multidisciplinary, and interdisciplinary courses/ programs. They need to have multiple departments along with more innovative programs. Under NEP 2020, a university is a multidisciplinary institution of higher learning that would offer both undergraduate and graduate programmes, with greater emphasis on high quality teaching, research, and community engagement

#### **10.3 Redefining the University –**

NEP 2020 tries to redefine the university. According to it, a university is a multidisciplinary institution offering undergraduate and graduate programs. Under this greater emphasis is laid on high quality teaching, research, and community engagement. As such the following types of universities have been proposed:

1. Multidisciplinary Research-intensive Universities (RUs) – such universities to give more emphasis on research as well as teaching.
2. Multidisciplinary Teaching Intensive universities – these give greater emphasis on teaching but still conduct significant research.
3. Degree awarding multidisciplinary autonomous degree-granting College (AC) – these refer to large multidisciplinary institutions that grant undergraduate degrees.

#### **10.4. Graded autonomy to colleges.**

This focuses on granting autonomy to colleges. This would be done stage wise through a transparent and graded accreditation. Through the NEP, the Government plans to phase out the affiliating colleges by 2035 and establish large multidisciplinary universities. For this, the HEIs would be supported in the best possible way. A clear plan is laid out. To begin with, all non- accredited HEIs get accredited within a certain timeline. HEIs with accreditation and proven record should transform into autonomous degree granting colleges. Autonomous degree granting colleges may be transformed into research intensive or teaching intensive universities.

#### **10.5. No rigid categorization**

The categorization of HEIs into Autonomous degree granting colleges, Research intensive universities and teaching intensive universities is not a rigid categorization. They can move from one category to another. The transformation into different categories would be based strictly upon their vision, future plans, the actions they take and their effectiveness without compromising on the quality.

#### **10.6. Responsibilities of HEIs**

Currently most of the HEIs focus primarily on teaching and research. With the NEP 2020, HEIs will have greater responsibilities. They would not only focus on teaching and research but would have to look into the development of the community too. This would be done through activities designed for community engagement and also providing required services for their development. Apart from these, HEIs need to focus on faculty development as well as engage in supporting school education. They also would need to contribute extensively in various fields of practice.

#### **10.7. Timelines**

It is envisaged that all HEIs will become multidisciplinary by 2040. They should also focus on a larger intake too. It is insisted that all the HEIs need to become multidisciplinary, offering multiple courses by the year 2030. The NEP guidelines insist that all HEIs need to concentrate on adding more courses to begin with and later they can focus on increasing the intake of students.

#### **10.8. Establishment of HEIs in underserved areas.**

To provide education to people in the underserved areas, NEP 2020 aims at establishing more HEIs in such areas. It aims to establish at least one large HEI in every district or nearby by the year 2030. Both private and public HEIs are encouraged. Targeting at the development of backward areas, it is envisaged that the HEIs provide local / bilingual / both Indian language as the medium of instruction. Focusing on underserved areas, it is basically aiming at improving the gross enrollment ratio. The current GER is 26.3% and it is planned to increase the same to 50% by 2035.

#### **10.9. Growth of HEIs**

There would be encouragement for setting up both private and public HEIs with a greater focus on setting quality oriented exemplary public institutions with outstanding capacities. Such extraordinary institutions to be supported financially through a transparent funding system.

#### **10.10 Open distance learning programs**

HEIs with a proven track of quality offerings will be permitted to offer open distance learning programs and online programs leading to a diploma or degree. Such HEIs must have acquired the required accreditations for the same. These would also get the required support to do so. Such institutions can offer such programs through a blended approach and can also integrate it with their existing curriculum.

#### **10.11. Phasing out of HEIs**

Single stream HEIs and standalone institutions would be phased out over a period of time. In order to sustain, they need to add courses as well as add the intake of students. They need to focus on increasing the courses and

the intake in the long run. Through proper accreditation and commitment to provide quality education, they can attain sustainability.

#### 10.12. More autonomy and empowerment to HEIs.

This clause aims at providing more empowerment and autonomy to HEIs. Phasing out of the affiliated colleges system is encouraged. HEIs can aim at more autonomy and flexibility by becoming Autonomous Degree granting institutions to research intensive or teaching intensive institutions through the transparent process of accreditation. Affiliating universities to serve as mentor for the affiliating colleges. They need to mentor them, guide them and to help them achieve benchmarks in academics and curriculum. Other areas where these universities can mentor them would be in the areas of teaching, assessment, effective governance, financial robustness and administrative efficiency.

#### 10.13 More emphasis on vocational studies

The HEIs would get integrated into THE system with focus on both professional and vocational education.

#### 10.14. Nomenclature of University

A university would mean a multidisciplinary institution of higher learning that would offer undergraduate, graduate and PhD programmes. Such universities would engage in high quality research. The current nomenclature of universities like – Deemed to be university, affiliating University, technical university and others, will perish and would be replaced by just university.

#### Analysis and discussion from the 2<sup>nd</sup> and 3<sup>rd</sup> objective

The Table-1 given below details the findings from the second and the third objective. The second objective gives a detailed account on the objectives that are aimed at through the various sub clauses. The 3<sup>rd</sup> objective details the quality implications from the various objectives.

Sl. No	Sub clause	Objective	Expected outcome in terms of quality / implications
1	<b>10.1 – Ending of the fragmentation of Higher Education Institutions</b>	<ul style="list-style-type: none"> <li>Ending Fragmentation of education</li> <li>Breaking Silos</li> <li>Discouraging early specializations</li> <li>Mathematics and science were the preferred subjects for a long period.</li> <li>Removing a stigma of vocational courses</li> <li>Providing a flexible education</li> </ul>	<ul style="list-style-type: none"> <li>Capacity building</li> <li>Providing more options to students</li> <li>Academic flexibility</li> <li>Vocational courses to be treated at par with other course</li> <li>Diminishing the demand for Mathematics and science courses</li> <li>Development of vocational courses</li> <li>Maximum utilization of infrastructure and resources</li> </ul>
2	<b>10.2. Large Multidisciplinary University</b>	<ul style="list-style-type: none"> <li>Ending fragmentation of education</li> <li>Providing better choice of courses</li> <li>Improving the intake</li> <li>Emphasizing more on quality of education</li> <li>Promoting more inter and cross disciplinary research.</li> </ul>	<ul style="list-style-type: none"> <li>More offering in terms of courses</li> <li>Wide option / choice</li> <li>Development of Skills</li> <li>Improvement of creativity and innovative skills</li> <li>Improving the intensity of research</li> <li>Improving inter and cross disciplinary research</li> </ul>
3	<b>10.3 Redefining the University</b>	<ul style="list-style-type: none"> <li>University to be :</li> <li>Multidisciplinary</li> <li>Larger HEIs</li> <li>Increased intake</li> <li>Research intensive activities</li> </ul>	<ul style="list-style-type: none"> <li>Focusing on intake of students</li> <li>Aiming at a higher GER</li> <li>Improving research</li> <li>Aiming at inter and cross disciplinary research</li> </ul>
4	<b>10.4. Graded autonomy to colleges</b>	<ul style="list-style-type: none"> <li>To provide autonomy HEIs</li> <li>Accreditations to play a prominent role.</li> <li>Phasing out the affiliated system</li> </ul>	<ul style="list-style-type: none"> <li>More flexibility in improving the curriculum.</li> <li>Accreditations to standardize quality of education</li> <li>More flexibility</li> </ul>



5	<b>10.5. No rigid categorization</b>	<ul style="list-style-type: none"> <li>• HEIs to have flexibility in moving from Autonomous degree granting institution to Universities</li> </ul>	<ul style="list-style-type: none"> <li>• HEIs get the flexibility of moving ahead to become universities provided the establish their own standards in curriculum delivery, teaching, assessment, administration, financial robustness</li> </ul>
6	<b>10.6. Responsibilities of HEIs</b>	<ul style="list-style-type: none"> <li>• Aim of HEIs would not only be restricted to providing quality education, but also be beneficial to the community and society as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• Enable students to understand the importance of community engagement and service.</li> <li>• Inculcate a value system in understanding others and providing service to others.</li> </ul>
7	<b>10.7 Timelines</b>	<ul style="list-style-type: none"> <li>• All HEIs to become multidisciplinary by 2040</li> <li>• Aim at larger enrolments.</li> <li>• Optimal use of infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Better choice to students</li> <li>• Improvement in creativity and innovation</li> <li>• Improving the gross enrolment ratio</li> <li>• Education for many students</li> <li>• Better use of infrastructure</li> </ul>
8	<b>10.8 Establishment of HEIs in underserved areas.</b>	<ul style="list-style-type: none"> <li>• More HEIs to be established in remote / underserved areas.</li> <li>• One large HEI in one district</li> </ul>	<ul style="list-style-type: none"> <li>• Improving at a better reach</li> <li>• Improving the GER</li> <li>• Reducing the mobility of students to other geographical areas</li> <li>• Tapping the education sector potential</li> </ul>
9	<b>10.9 Growth of institutions</b>	<ul style="list-style-type: none"> <li>• Increase in both public and private institutions.</li> <li>• More support to public institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Improving the reach</li> <li>• Building on affordability/increasing the affordability of education</li> </ul>
10	<b>10.10. Open distance learning programs</b>	<ul style="list-style-type: none"> <li>• Promoting ODL and Online programs.</li> <li>• Permissions only for accredited and quality institutions</li> </ul>	<ul style="list-style-type: none"> <li>• More students can be converted.</li> <li>• Ease of accessibility without compromising on the quality</li> </ul>
11	<b>10.11. Phasing out of HEIs</b>	<ul style="list-style-type: none"> <li>• Phasing out of single stream</li> <li>• More vibrant and dynamic institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing large HEIs , adding multiple courses and increasing GER.</li> <li>• Revised academic curriculum</li> <li>• Integrated and multi-disciplinary vocational mode courses in hybrid mode institutions.</li> <li>• Institutions with international collaborations.</li> </ul>
12	<b>10.12. Regulatory system</b>	<ul style="list-style-type: none"> <li>• Good regulatory system in place</li> <li>• Focus on a light but tight regulatory system</li> <li>• More Empowerment and autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• More emphasis on quality</li> <li>• More importance to self-disclosures.</li> <li>• More flexibility and empowerment for institutions based on the quality standards.</li> </ul>
13	<b>10.13. More focus on vocational studies</b>	<ul style="list-style-type: none"> <li>• Vocational courses to be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting rid of the stigma</li> <li>• Students get a better choice</li> <li>• Increase in employability</li> <li>• More vocational programs in the undergraduate and graduate level with special focus on Pre-defined job roles</li> </ul>
14	<b>10.14. Nomenclature</b>	<ul style="list-style-type: none"> <li>• To modify traditional</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized norms for the</li> </ul>

	<b>of University</b>	<p>university system</p> <ul style="list-style-type: none"> <li>● Updated syllabus with relevance to industry requirements.</li> <li>● Industry -collaborated curriculum work shops model for world class universities.</li> </ul>	<p>university system- no differentiation in terms of Deemed to be University , Technical University and others</p> <ul style="list-style-type: none"> <li>● International collaborations for multi-disciplinary universities</li> <li>● Technical and vocational universities.</li> </ul>
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Table 1 – showing objectives and implications.

**Conclusion**

National Educational Policy 2020 is poised to have a greater impact on the Indian educational scenario. The positive implications of NEP 2020 are many. This article reviews just one clause – clause 10 of NEP 2020. This clause is about institutional restructuring and consolidation. This article explains all the fourteen sub clauses of clause 10 on institutional restructuring and consolidation in detail, providing a greater insight in the same and various provisions under the same. Each sub clause is further analyzed and decoded to understand the underlying objectives. These objectives are further analyzed to provide various implications with respect to quality in education.

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