

HOW NEP 2020-CHANGING THE LANDSCAPE OF LEARNING IN STATE FUNDED UNIVERSITIES (SFUS) OF RAJASTHAN, INDIA

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Abstract: *The present paper seeks to investigate the scenario of General higher education in the state and discuss the outline of the salient features of NEP-2020. It reviews the possible time line by the department of higher education, government of Rajasthan to ensure its successful implementation of NEP-2020 in the state by all the state funded universities (SFUs) and its affiliated colleges (Government + Private). This policy focuses on nurturing employable, positive and aspirational generation of life long learner. Such characteristics/traits help the youngsters of the state to sustain in this competitive and quality conscious era of globalization. In this paper an attempt has been made to highlight how this will empower young people of the state to boost their confidence in order to acquire new knowledge, new skills and human values in order to solve current and future problems and challenges of civilized society through their enhanced innovative ability by the paper/courses/skills introduced in their latest curriculum induced by the NEP-2020 draft. The paper presents the insight review of this policy by adopting the descriptive methodology. The outcome of this new policy may be reviewed/ judged by the 2026 batch when they will come out after finishing the general higher graduation course. It is supposed that the students (young generation of 18-23 age groups) which started their studies in the state from 2023 batch will be empowered with new skills to fulfill the NEP-2020 objectives in 2026 because it is supposed that NEP-2020 is going to make radical changes to reform the higher education system in the state. Therefore through this study it is tried to study analytically about the role of NEP-2020 in ensuring education among young population.*

Key words: NEP-2020, GER, Higher Education, Innovative Abilities, SFUs (State Funded Universities)

Introduction

Rajasthan has a vast network of higher education system in terms of numbers and types of institutions. It is among the top six states of India (UP, AP, TN, Maharashtra and Karnataka) in terms of number of colleges. Presently According to annual progress report of higher education (2024-2025) the total enrolment in 2141 general education Colleges is 1311242 in which male constitutes 586472 and females constitutes 724770. Realizing the growing need of higher education for young population as one the important prerequisites for getting good jobs and achieve a decent lifestyle the government of Rajasthan is focused on introducing NEP2020 into the state's educational landscape to promote holistic learning amongst youths of Rajasthan so as to enable them to lead meaning- full lives in the society. For this purpose, Rajasthan Government started a mission to develop a higher education system in the state that strives for excellence in quality, easily accessible to every section of the society, and produces skillful human resources that can stand up to the challenges of the changing times. Its main focus is to create an environment where one can get essay access to higher education opportunities .This will enable students to develop knowledge and skill necessary to achieve their professional goals, improve the productivity of their organizations and provide leadership and service to their communities. The government with such a higher education system wants to ensure that it is open to all and does not discriminate an individual on the basis of religion, caste, gender, physical or financial conditions. An education system that churns out social thinkers, scientists, inventors, innovators, artist, players, and motivators of highest quality is the need of the hour. The system has its focus on enhancement of quality of teaching and research at par with the global standards through revision of curriculum, syllabus, teaching learning material, text books, pedagogical process and ICT education, to improve the quality of all higher education institutes (HEIs) where NEP-2020 has been introduced in the state. Rajasthan endeavors to put in place such an education system that could support and sustain India's undeniable status of an emerging economic power. (Higher education Document published by DHE,Rajasthan)

Literature Review

Ajay Kurien and Sundeep B Chandramana, (impact of new education policy 2020 on higher education.) said regarding attainment of holistic and multidisciplinary education, flexible and innovative curricula shall include credit –based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation and sustainable development and living. Value-based education will include the development of humanistic, ethical, constitutional, and universal human values of truth (Satya),righteous conduct (dharma),peace (shanti),love (prem),nonviolence (Ahinsa), scientific temper, citizenship values and also life skills, lessons in seva/service and participation in community service programs will be considered and integral part of a holistic education .these all parameters can be inherent by young learners and one can expect from the batch 2026 and onwards when they will finish their degree program.

Objective of the Study

The primary objective of this research is to study /review salient features of NEP2020 introduced in the state Funded Universities (SFUs) in UG program and analyses how this policy will affect the learners in near future after attaining the general higher education. This Descriptive data

collected from various sources will be then analyzed, interpreted and reviewed to land up at inferences and conclusions.

Research Methodology

This research is a descriptive in nature and necessary data from secondary sources were collected from various website like government of India, Rajasthan, journals articles, Blogs and other publications etc. A statistical technique such as percentage analysis has been applied to get the results and interpretation of the data. Suitable graphs, tables and maps have been prepared at appropriate places. Relevant college documents like annual reports have been reviewed to understand NEP-2020 implementation.

Study Area

Rajasthan is a state in northern India covers 342239 square kilometer or 10.4 percent of India's total geographical area, it is the largest Indian state by area and the seventh largest by population. According to 2011 census Rajasthan had a literacy rate of 67.03 percent in which male constitutes 80.51 percent and females constitutes 52.66 percent. Although Rajasthan's literacy rate is below the national average of 74.04 percent, the state, the state has been praised for its efforts and achievements in raising the literacy rates. In Rajasthan education is imparted in the state into three categories .primary schooling, secondary schooling and in higher education.in higher education state is trying to achieve the targeted goals set by Niti aayog. There are ten SFUs (state funded universities) located in the designated districts/areas catering the General higher education in its catchment areas.

Status of Higher Education in Rajasthan

In Rajasthan educational institutes are broadly classified in three major categories namely university, colleges and sandstone institutions. There has been an immense growth in the number of students, universities and colleges in the state since its inception i.e. 1949. At the time of independence there was around one university named (Rajputana University) and 22 affiliated colleges which increased tremendously in recent times. According to the report of All India survey on higher education (AISHE), 2021-22 there are 90 universities and 3521 colleges in the state. Total enrolment in under graduate institutes has been estimated to be around 2102794 comprising 1124079 males and 978715 females. The female comprises of 46.54 percent of total enrolment.

Enrolment in Under- Graduate Higher Education in Rajasthan

At Rajasthan level total higher education enrolment in undergraduate increased from 836893 in male category to 1124079 and in female category increased from 732447 to 978715 registering an impressive growth during the last five year i.e. from 2017-18 to 2021-22.(Table-1 & Fig-1)

Figure 01: Enrollment in under Graduate Level, 2017-2022

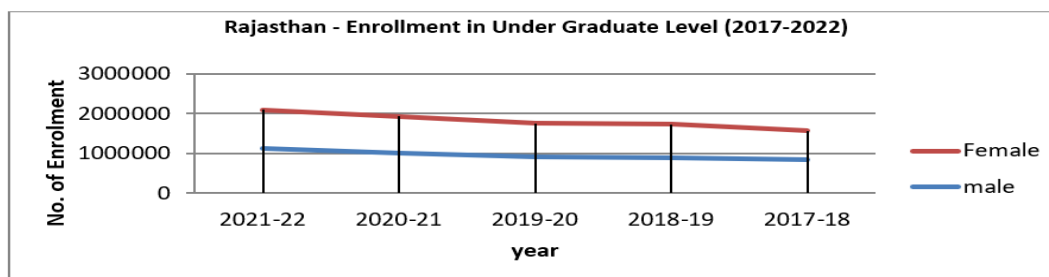


Table 01: Enrolment in Under-Graduate Level (Higher education) in Rajasthan

Year	Male	Female	Both
2021-22	1124079	978715	2102794
2020-21	1014468	924253	1938721
2019-20	907391	853674	1761065
2018-19	886191	843108	1729299
2017-18	836893	732447	1569340

Source-AISHE-2021-22

Department of Higher Education, Government of Rajasthan – NEP Progress Report

Directorate has introduced NEP-2020 in UG level under the suggestive model of NEP-2020 which has been adopted by all the state Funded universities and implemented in all the colleges government as well as private with effect from 2023 onwards in a phased manner. This framework is based on the ordinances and directives sent by Higher Education Department, Govt. of Rajasthan and the guidelines of the UGC, New Delhi to implement in the constituent and affiliated colleges of the Rajasthan. Since the inception of NEP-2020 Department of higher education, government of Rajasthan is steadily working to implement it in its spirit and intent in the state and practice. The department believes that the implementation of this suggestive model framework designed by UGC in the state funded universities (SFUs) will further lead to academic excellence, research promotion and innovation in the academic ecosystem.

The Basic Suggestive Model for the three years UG programme

The Basic Suggestive Model for The three years UG general higher education programme will have the following courses proposed by the state funded universities of Rajasthan under the directions of Higher education, the government of Rajasthan. In general, a Programme is divided into four parts and each part will consist of two semesters.

Table 02: Semester Programme

Part	Year	Odd Semester	Even Semester
Part-I	First Year	Semester - I	Semester - II
Part – II nd	Second Year	Semester - III	Semester - IV
Part - IIrd	Third Year	Semester - V	Semester -VI
Part –IV th (In case of Research)	Fourth Year	Semester -VII	Semester - VIII

Table 03: Suggestive Model for UG Programme

#	Name of the course	Course Code	Description of the course
1	Discipline Based Core Course(Disciplinary Major)	DBCC	The DBCC is a course of study, which should be pursued by a student as a requirement of his/her programme of study.it is also called Disciplinary Major
2	Discipline Based Core Elective course	DBCE	The DBCC shall be a pool of credit courses of that particular disciplinary major for Enhancing Knowledge in a specific field of study
3	Generic Elective Course (Disciplinary Minor)	GEEC	Generic elective course shall be a pool of course which is meant to provide multidisciplinary or interdisciplinary education to students
4	Ability Enhancement Compulsory course	AECC	Ability enhancement compulsory are the courses based upon the content that leads to knowledge enhancement through various areas of holistic and multidisciplinary education as envisaged in the nep-20.the following two AECC will be mandatory for all disciplines 1 language proficiency 2.environmental studies
5	Skill Enhancement course	SECC	SECC courses are skill-based courses in all disciplines and are aimed at providing hands on training, competencies, skill etc. may be chosen from a pool of courses designed to provide skill-based instructions
6	Value-Added Course	VACC	VACC courses are value-based courses which are meant to inculcate ethics, culture, constitutional value, social services, soft skills, and such similar values to the students which will help in all round holistic development of students. The courses such as swatch Bharat internship, Indian knowledge system, community connect etc.

Figure 02: Enrollment in under Graduate Level, 2017-2022

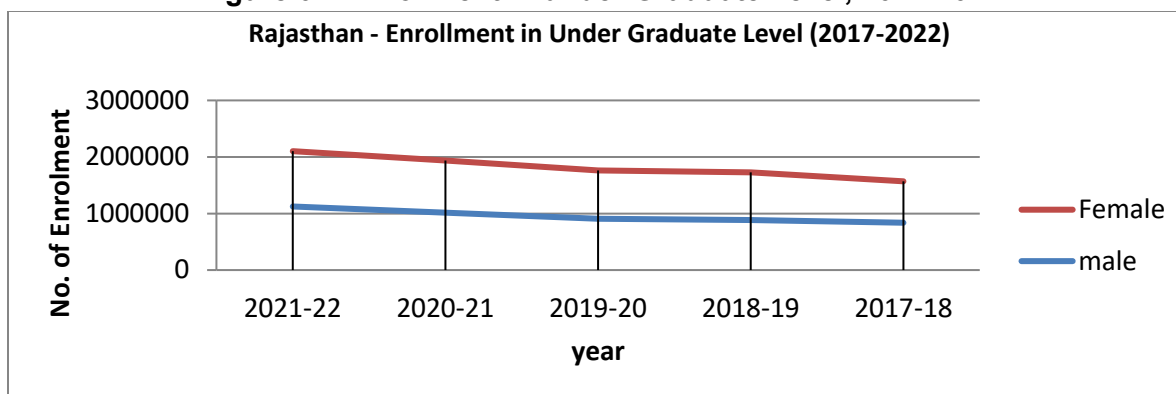


Table 04: Implementation of Structural Framework in SFUs of Rajasthan

	University	Affiliated colleges			Indicators/ Parameters Implemented										
		Co-Ed	Women	Total	NEP-2020	CBCS	Semester system	Grade Point	Continuous Evaluation	ABC	AEC	VAC	IKC	No Detention policy	SEC
1	Rajasthan university, Jaipur	257	100	357	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	MLS University Udaipur	98	23	121	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	JNV University, Jodhpur	227	45	272	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	MDS University Ajmer	237	63	300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	MGS University, Bikaner	231	90	321	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Kota University, Kota	109	37	146	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	PDDU, Shekhawati, Sikar	188	88	276	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	MSM Brij University, Bharatpur	80	33	113	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	RRB Matsya university, Alwar	76	37	113	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Govind Guru Tribal, University, Banswara	94	14	108	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total	1677	534	2211											

Implemented in all the (SFUs) state universities and Partially in the affiliated colleges (Government colleges and Private colleges in UG programme) w.e.f from Academic session (2023-2024 to 2026)

Discussion

Implemented in all the (SFUs) state universities and Partially in the affiliated colleges (Government colleges and Private colleges in UG programme) w.e.f from Academic session (2023-2024 to 2026). The main findings (Table-4) are as follows:

- NEP 2020 has introduced several educational provisions in the state run colleges (Total No.-2211) by education Department, government of Rajasthan which can directly or indirectly influence the learner of UG programme, such as equitable education, Gender equality in higher education, vocational education for all etc.
- Establishment of Academic Bank of Credits (ABC) is definitely a robust idea to store the academic credits that students earn by taking course. Now one can transfer that credits if she/he decides to switch colleges or if a student ever drops out for some reason, these credits will remain intact.
- Presently GER in Rajasthan in 2020-21 in male and female is equal i.e. 26.1. This is a positive sign drawing almost an equivalent with boys, thus attaining almost 100 percent gender neutrality in Higher

education .NEP-2020 expectation of regarding GER to reach 50 percent may be achieved by 2035 as state government is trying to work in this direction.

- It is expected that new policy NEP2020 will give freedom to students to learn at their own pace and on their own schedule.
- It is expected that this new batch 2023-2026 will be skill oriented because skill development is a central component of the curriculum.

Conclusion

The colleges of SFUs have successfully implemented the Choice-Based Credit System (CBCS), a transformative initiative in line with the National Education Policy (NEP). The curriculum has been reframed to adhere to these guidelines, with significant changes introduced in the evaluation system. Value-added courses have been expanded, along with new interdisciplinary streams, generic electives, and skill enhancement courses, all tailored to meet the diverse needs of students. This restructuring aims to enhance student communication , learning, and employability. A transparent grading system has been introduced, incorporating credits into mark sheets along with SGPA calculations. The credits are stored in the Academic Bank of Credits (ABC), enabling students to transfer them between institutions, facilitating academic mobility and aligning with global standards for recognizing academic achievements Under CBCS, the colleges under SFUs has established a uniform grading framework, simplified evaluations while providing a common benchmark for assessing student performance. The semesters under this system in the colleges have been successfully completed, highlighting the institution's dedication to the holistic and modern education. The CBCS framework reflects its ethos of inclusivity and flexibility, empowering students to pursue their passions, refine their skills, and chart their academic paths. By adapting to the evolving educational landscape, the colleges of SFUs meets contemporary demands to embrace choice-based education. On its systematic implementation the success of this policy is dependent, if the aforementioned changes are implemented with commitment and consistency, we could witness in 2026 (Academic session 2023-2026) a significant reform in the way the younger generation perceives and experiences education. NEP 2020 has proven to be a milestone for SFUs colleges teaching system.

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