

NATIONAL EDUCATION POLICY -2020 AND HIGHER EDUCATION

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ABSTRACT

Education is regarded as a fundamental requirement of individuals, groups, communities and nations. The new national education policy 2020, released on July 29, 2020, is a historic and self-proclaimed document. With a view to the future, it addresses all aspects of education in our time. The National Education Policy 2020 looks at India-based education system with a focus on its traditions, customs, values and morals to contribute directly to transforming the country into a society of equitable, sustainable and healthy knowledge. Including entries in his vast and long history and looking at contributions from many scholars around the world in various fields such as mathematics, astronomy, metal, medical and surgical science, crafts, architecture, yoga, fine arts, chess, etc. the Indian education system is under construction and under construction. The current NEP 2020 goal is to provide open and multidisciplinary education for all who wish to increase the current enrollment rate (GER) to 50% by 2035.

Keywords: Higher Education, SWAYAM, GER, Holistic Multidisciplinary Education, HECI.

Introduction

The National Education Policy 2020 (NEP 2020), approved by the Indian Union Cabinet on 29 July 2020, sets out the vision for India's new education system. The new policy replaces the previous National Education Policy, 1986. This policy is a comprehensive framework for primary education and skills training in India and urban areas. Higher education, with its emphasis on academic study, often produces graduates who have few or no practical skills, leaving them vulnerable to exploitation. It must empower a person to study one or more special areas of interest at a deeper level and develop morality, ethical and constitutional values, curiosity, scientific anger, ingenuity, working spirit, and 21st century skills in various fields, including science, social sciences, art, personality, languages, personality, technical studies. The new education policy brings priorities Changes in the current system, with greater emphasis on various universities and colleges, at least one in all or nearby regions, student rehabilitation, courses, testing, and advanced student knowledge support, established the National Research Foundation to support peer review.

Under the policy, numerous existing tiny colleges that are pedagogically unviable and financially costly would be merged with larger HEIs. Each HEI would come to have a minimum of 3,000 students. HEIs will have the freedom to choose the mix between research and teaching as per their strengths, with the sector eventually consisting of highly research intensive institutions at one extreme and highly teaching intensive institution on the other. This is broadly the structure prevailing in the US and UK.

Some of the major problems currently plaguing the higher education system in India include: i) poor learning outcomes and development of cognitive skills of students; ii) rigid separation of disciplines, with too much early specialization and streaming of students into narrow areas of study; iii) a lack of access to higher education, especially in socio-economically disadvantaged areas; iv) a lack of teacher and institutional autonomy to innovate and excel; v) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders; vi) a lack of research at most universities and colleges, and transparent and competitive peer-reviewed research funding across disciplines.

This policy envisages the complete overhaul and revitalization of the higher education system in order to overcome these challenges and thus deliver higher quality education, equitably and inclusively, to all young people who aspire to it. The policy's vision includes the following key changes to the current system:

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Salient Features of NEP Related to Higher Education

- In order to restore focus on education and learning, it may be necessary to re-elect the MHRD as the Minister of Education (MoE).
- The aim will be to increase the Total Enrollment Rate in higher education including vocational education from 26.3% (2018) to 50% by 2035.
- Monitoring and control institutions such as UGC, AICTE, MCI, DCI, INC, etc. will be affiliated with the Indian Higher Education Commission (HECI) as the sole regulator of HEI.
- With a doctorate, students who have completed their masters will be able to pursue a Ph.D. The M.Phil program will be suspended.
- All existing affiliated colleges will eventually grow independent colleges by graduating with a student grant from a partner University to improve and ensure the level of accreditation required.
- HEIs education will focus on communication, presentation, discussion, debate, research, analysis, and diversity. Establishment of the National Research Foundation (NRF) to fund research at universities and colleges.
- Efforts will be made to promote the eligibility of SC, ST, OBC, and other SEDG students. The National Scholarship Portal will be expanded to support, encourage, and track the progress of bursary recipients. Independent HEIs will be encouraged to offer large numbers of free ships and scholarships to their students.
- The various universities will be of two types such as (1) Higher Research Universities, and (2) Higher Education Universities.
- All HEIs will create, sponsor and support thematic and organized clubs for students with the help of faculty and other professionals as required, in the field of science, mathematics, poetry, language, books, debate, music, sports, etc.
- Current Accreditation Centers such as NAAC and NAB will be replaced by the National Accreditation Council (NAC).
- The integration of different HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) and a campus with more than 3,000 students. The timeline for most disciplines is 2030 and has 3,000 or more students by 2040.
- Research will be integrated into UG, PG, level and have a comprehensive learning approach and a variety of disciplines. This policy aims to achieve 100% adult literacy by 2030.
- An Academic Bank of Credit (ABC) will be established which will keep track of the academic credits of all registrants obtained from various HEIs (SWAYAM and ODL mode) which may be considered during graduation by a college or university.
- Four years Bachelor degree with multiple exit options, one to two years Master's degree based on number of years spent in Bachelor degree as four or three respectively, with optional Ph.D. four years Bachelor degree in research is possible.
- Two-year Master's degree with a full two-year study, a one-year Master's degree with a Bachelor's degree, and a five-year Bachelor / Master degree.
- Learner-centered teaching and learning process instead of a teacher-centered teaching model. All HEIs will have academic and professional counseling centers with counselors available to all students to ensure physical, mental and emotional well-being.
- Online Distance Learning (ODL) course incentives as part of the degree program for inclusion in the credit system.
- The HE standard will be upgraded to a world-class standard to attract more foreign students and credits obtained from overseas universities will be calculated on graduation.

Detailed Analysis of Impact of NEP on Higher Education Regulatory System of Higher Education

A major change in NEP 2020 is the proposal to establish the Indian Higher Education Commission (HECI), as an umbrella body for higher education, in addition to medical and legal education. According to the new Bill, HECI will not be financially viable. The financial procedures hosted by the University Grants Commission (UGC) will be overseen by the Department of Education, formerly known as the Ministry of Human Resource Development (MHRD). This change, however, is expected to remove the regulatory turmoil in the Indian Higher Education system.

HECI is expected to have four independent vertical bodies - the National Higher Education Management Council (NHERC), the General Education Council (GEC) standards, the Higher Education Grants Council (HEGC), and National Accreditation Council (NAC) accreditation. For uniformity in education levels, one umbrella body was always needed as well this has been the view of many academics. By 2040, all institutions of higher learning (HEIs) will be institutions that teach a variety of fields and will have thousands of students enrolled, so that they can make the best use of infrastructure and resources. Public and private higher education institutions will be governed by the same procedures for regulation, accreditation and standards.

Holistic Multidisciplinary Education

According to NEP 2020, comprehensive and multi-sectoral education will aim to improve all human capabilities - cognitive, aesthetic, social, physical, emotional and ethical. Comprehensive education and a wide range of disciplines will help develop well-rounded people with 21st century critical skills in the fields of art, humanities, languages, science, social sciences, and the arts, technology and apprenticeships; ethics of community participation; soft skills, such as communication, dialogue and argument; and complex technologies in the field or fields selected. Such complete education will, in time, be the means by which all student graduation programs, including those in technical, technical and occupational studies, are implemented. A flexible and innovative curriculum will focus on providing credit-based courses and projects in areas of community engagement and performance, environmental education and value-based education. Service / service courses and participation in community service programs will also be considered an integral part of comprehensive arts education.

Internationalisation

NEP 2020 also allows foreign universities and colleges to come to India and this poses a challenge to traditional institutions to improve the quality of education they provide. India should be promoted as a global learning institution that offers premium education at affordable cost and restores its role as Viswa Guru. The best performing Indian universities will be encouraged to set up campuses abroad, and similarly, select universities (e.g., research collaborations and student exchanges between Indian institutions and international institutions will be developed through special efforts.

Technology in Higher Education

Open and long learning will be expanded, thus playing a major role in increasing the Total Enrollment Rate to 50%. Measures such as online courses and digital archives, research funding, student development, MOOC-based credit recognition, etc., will be taken to ensure compliance with the highest quality academic programs. An independent forum, the National Educational Technology Forum (NETF), will be set up to provide a forum for free exchange of ideas on the use of technology to improve learning, assessment, planning, management. Proper integration of technology at all levels of education will be done to improve classroom practices, support teacher development, increase access to education for disadvantaged groups and plan for education planning, management and administration. Technology-based education platforms, such as DIKSHA / SWAYAM, will be better integrated beyond school and higher education. HEIs will play a significant role in driving research on disruptive technologies and teaching materials as well courses that include online courses on the edge margins.

The Structure and Lengths of Degree Programmes

Effectively, NEP provides a more flexible study pathway, allowing students to choose and choose their own course of study rather than conforming to the set standards and practices. The undergraduate degree will be for a period of 3 or 4 years, with many exit options during this period, with appropriate certificates- a certificate after completing 1 year in the field or sector of manual labor and professional places, or a diploma after two years of study, or a Bachelor's graduation after a 3-year program. The 4-year multidisciplinary Bachelor's programme shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) will be established to finalize the academic credit degrees available at various reputable HEIs so that HEI degrees can be awarded taking into account the credits received. Models of public universities for full and diverse education, Various Universities of Education and Research (MERUs) will be set up and will aim to achieve the highest levels of diversity in India.

Motivated, Energized, and Capable Faculty

NEP 2020 recognizes the success of higher education institutions in quality and inclusion in its field. HEIs will have a clearly defined, independent, transparent and skilled recruitment process. The position will be given the freedom to build their own learning and teaching methods within an adopted framework. Outstanding will also be promoted through appropriate awards, promotions, recognition, and movements in institutional leadership. A position that does not provide basic procedures will be held accountable.

Optimal Learning Environments and Support for Students

Effective learning requires relevant curriculum, engaging pedagogy, continuous formative assessment and adequate student support. The curriculum must be updated regularly aligning with the latest knowledge requirements and shall meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students - thus directly influencing learning outcomes. Further, the development of capacities that promotes student wellness, - such as fitness, good health, psycho-social well-being, and sound ethical grounding - are also critical for high-quality learning. Often, higher education represents the first time in students' lives when they are living and working independently, and the resulting stress and pressures of student life can sometimes form a serious threat to their wellness.

Academic Bank of Credits

- Academic Bank of Credits, shall be a national-level facility to promote flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across Higher Education Institutions in the country with appropriate credit transfer mechanism created through these regulations and shall facilitate students to choose their own learning path to attain a Degree or Diploma or Post Graduate diploma or academic qualification, working on the principle of multiple entry-multiple exit as well as any-time, any-where, and any-level learning.
- Academic Bank of Credits shall enable the integration of multiple disciplines of higher learning, leading to the desired learning outcomes including enhanced creativity, innovation, higher order thinking and critical analysis.
- Academic Bank of Credits shall provide significant autonomy to students by providing extensive choice of courses for a programme of study, flexibility in curriculum, novel and engaging course options across a number of higher education disciplines or institutions.

Objectives of Academic Bank of Credits

- To promote student centricity with learner-friendly approaches in higher education across the country and promote a more inter-disciplinary approach in higher education.
- To enable students to select the best courses or combination of courses to suit their aptitude and quest for knowledge.
- To permit students to choose a pace for their studies along with the associated logistics and costs.
To allow students to tailor their degrees or make specific modifications or specialisations rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college.
- To enable multiple entry-multiple exit for students to complete their degrees as per their time preferences, providing mobility across various disciplines and HEIs for Degree or Diploma or Post Graduate Diploma or Certificate programme or Course work for the Ph.D. programme.
- To support, procedurally, the teaching-learning activities to happen in a distributed and blended manner through integration across campuses or universities or autonomous colleges with increased mobility.
- To facilitate lifelong learning amongst all, i.e., formal and informal students from both full-time and part-time modes.
- To satisfy the students' quest for knowledge, freedom to choose and change their academic directions, connect different domains of knowledge and help them acquire the right foundations and building blocks to pursue their life goals.

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 and scholarships, merit and 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. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking

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