ANALYSIS OF NATIONAL EDUCATION POLICY 2020 IN ATTAINING BETTER PERFORMANCE IN HEIS

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Abstract

Due to the fact that education promotes social and economic advancement, a nation's school and college levels require a well-defined and futuristic education strategy. To make their educational systems efficient, various nations implement various stages at the high school and college levels throughout their life cycles, taking into account tradition and culture. The aim for India's future educational system is described in the National Education Policy 2020 (NEP 2020), which was adopted by the Indian Union Cabinet on July 29, 2020. The old National Policy on Education, 1986, has been replaced with the new policy. In order to "ensure that teachers are given the highest quality training in content, pedagogy, and practice, the teacher education system will be moved into multidisciplinary colleges and universities, and it will be established that the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers," according to the NEP's main objectives. Deeper examination of the NEP 2020 reveals an odd confluence of potential and concurrent difficulties for the teacher education scenario. With regard to paradigm developments in terms of opportunities and challenges in the teacher education sector, the current paper attempts to examine National Education Policy 2020. The analysis of the NEP 2020 rules and management procedures at the university level is covered in the current paper. The creation and implementation of NEPs at national and HEI levels are advised.

Keywords: NEP, HEIs, College levels, Teaching scenario, Development Opportunities.

INTRODUCTION

The National Policy on Education from 1986 has been replaced with the NEP 2020. A group led by former Cabinet Secretary T. S. R. Subramanian began the New Education Policy consultation process in January 2015. Based on the committee's report from June 2017, a team under the direction of former Indian Space Research Organization (ISRO) director Krishnaswamy Kasturirangan presented the draught NEP in 2019. Later, the Ministry of Human Resource Development produced the Draft New Education Policy (DNEP) 2019, which was then the subject of numerous public consultations. 484 pages made up the T74 Draft NEP. When creating the draught policy, the Ministry went through a thorough consultation process: "More than 2 lakh recommendations

were submitted from 676 districts, 6,000 blocks, 6,000 Urban Local Bodies (ULBs), and 2.5 lakh gramme panchayats." (Venkateshwarlu, 2021)

The ambitious and significant changes that the National Education Policy 2020 (NEP 2020) will bring forth could completely alter the nation's educational system. The Indian educational system will undergo revolutionary changes as a result of it. Vision: NEP 2020 seeks to establish a world-class education system based on Indian values and in accordance with the tenets outlined in the discussion below, converting India into a superpower in the field of knowledge. (Sawant, & Sankalp, 2021).

The number of higher education institutions (HIEs) in India, which is a developing liberal nation for educational reforms, is currently at 40,000, reflecting the country's high general fragmentation and the large number of smaller HEIs that are connected to major universities. By 2030–2022, India is expected to have the third-largest economy in the world, with a projected GDP of $10 trillion. It is clear those knowledge resources, not the nation's natural riches, will power the 10 trillion dollar economy. The current administration made the decision to overhaul the Indian education system by announcing a comprehensive National Education Policy 2020 in order to foster the sector's growth. (Venkateshwarlu, 2021)

OBJECTIVES

1. To learn about NEP 2020's fundamental concepts.
2. Comparison between the NEP of 1986 and the NEP of 2020.
3. To list the new elements that Higher Education has in NEP 2020.
4. To calculate NEP 2020's effects on higher education.
5. Some recommendations for the next development to increase the effectiveness of NEP 2020.

THIS NEW POLICY'S CORE PRECEPTS INCLUDE THE FOLLOWING:

1. All students have the freedom to select the courses and the learning style that best suits their interests and abilities.
2. This policy identifies the unique skills of each student in both academic and extracurricular fields.
3. Because there is no clear distinction between the several streams, all students are free to take any topic they want.
4. By Grade III, every student can demonstrate foundational literacy.
5. Multidisciplinary studies will be conducted so that students can learn about many fields.
6. The new approach places more focus on conceptual comprehension than on memorization. (Banerjee, Das, & Ghosh, 2021).

According to the method established, students can exit a three- or four-year undergraduate programme at various levels, and they will be given degrees or certificates in accordance with their exit level. similar to a certificate after a year, an advanced diploma after two years, a bachelor's degree after three years, a graduate certificate with research after four years.

In one year, students who are pursuing a four-year degree can complete an MA and a PhD. The new education policy has eliminated the MPhil programme. By means of this policy, the Academic Bank of Credit will be established. The pupils' digit or credit will be digitally preserved in this. (Verma, & Kumar, 2021)

A FEW IDEAS FOR PROGRESS:

A minimum of five specialties are required for all interdisciplinary universities. Giving students experience and option in multiple disciplines is the major goal of interdisciplinary colleges. Computer science, languages, social science, basic science, education, engineering, medical science, dental science, ideology, Indian medicines, among other fields, are some of the disciplines. According to this strategy, a Ph. D will be required, increasing both the need for research guides and the requirement for Ph. D degrees. If the publication of papers is made mandatory in the students' post-graduation courses, it will be very beneficial for the students. Undergraduate courses must include information on intellectual property rights (IPR). It has been noted that interest in research projects is declining day by day as a result of researchers losing their rights to papers they seek to publish with international publishers without any financial assistance. In order to publish top-notch research and share it with international indexing organisations, it is crucial for all universities to have their own publication unit. (Banerjee, Das, & Ghosh, 2021).

The goal of holistic and multidisciplinary education should be to develop all aspects of human potential, including mental, cultural, social, physical, emotional, and moral. Long term, all undergraduate programmes, including those in the medical, technical, and vocational fields, will follow this comprehensive education model. The best learning environments and student assistance provide a comprehensive strategy that includes an acceptable curriculum, interactive pedagogy, regular formative evaluation, and enough student support. (Kurien, & Chandramana, 2020)

The dual-degree provision in NEP 2020, which states that "the four-year integrated B.Ed. programme of pre-service teacher preparation for different tracks will be offered at the university level as a dual-degree programme of study (in education together with any desired specialised subject), and will thus include both disciplinary as well as teacher preparation courses," is an intriguing aspect that should be cautioned not to cause dropouts from the education field of study. (Smitha, 2020).

TO LIST THE NEW ELEMENTS THAT HIGHER EDUCATION HAS IN NEP 2020:

The goal of the newly proposed NEP is to formally implement systemic reforms from the school level to the college/university level. Education content moving forward will concentrate on key concepts, ideas, applications, and problem-solving stances in light of the evolving situation. The country's higher education system is anticipated to have good and long-lasting effects as a result of the National Education Policy.

The government's decision to permit international colleges to establish campuses in India is an admirable one. This will enable the children to benefit from a local education that is of a high international standard. Another constructive measure that will lessen the pressure of having to prepare for so many difficult tests is the

implementation of a single universal entrance test. Additionally, it will guarantee future student applicants an equal playing field. A solid proposal for storing the academic credits that students receive from taking classes at several reputable higher education institutions is to establish an Academic Bank of Credit (ABC). (Kurien, & Chandramana, 2020)

In higher education, a single regulator will now oversee institutions in place of UGC, AICTE, and NCTE. In order to conduct research, create a strong research culture, and maximise the potential for research in higher education, the National Research Foundation will be established. (Verma, & Kumar, 2021)

The National Accreditation Council (NAC), a meta-accrediting organisation, serves as the main mechanism for regulating the quality and monitoring the operations of HEIs (NAC). The accreditation process compares the organization's quality, self-governance, and autonomy to a predetermined benchmark and grants a graded accreditation status, allowing it to use its increased autonomy and research to expand even further. Influence and lobbying-related corruptions are feasible because HE organisations must maintain their accreditation status. (Aithal, & Aithal, 2020).

NEP 2020'S EFFECTS ON HIGHER EDUCATION:

The policy's emphasis on skill development, particularly on career training and life skills, is one of its main features. The teaching of life skills is comparably simpler to apply and helps youngsters become adept at social behaviour and social adaptability. The main obstacle, however, is delivering vocational training because there is a risk of linking certain professions to particular communities that have long been dependent on particular occupations. The suggested occupational training is to be based on the pupils' determined aptitude. The public's attitude of vocational education needs to alter, and policymakers and administrators must reflect on why India is still far from meeting the goal established by the Kothari Commission in 1964–1966. (Rani, 2022).

In order to execute education effectively in the twenty-first century, it is crucial to use information communication and computation technologies (ICCT), such as education technology, internet technology, artificial intelligence, virtual reality, etc. The newest technology aid in planning and designing effective online education while also enhancing GER and realising the qualities of the ideal educational system. The policies of NEP-2020 are building the groundwork for what is anticipated to replace classroom-based education in the twenty-first century due to enhanced technological advances, while also supporting the classroom-based education system by including more research components. (Aithal, & Aithal, 2020).

To ensure that distant learning is on par with the best in-class programmes, steps will be done such as funding for research, improving student services, credit-based recognition of MOOCs, etc. In light of the current increase in epidemics and pandemics, a thorough set of guidelines for promoting online education has been covered in order to assure preparation with alternate modes of high-quality education whenever and wherever traditional modes of education are impractical. The HRD ministry will establish a dedicated unit to manage the development of digital infrastructure, digital content, and capacity building in order to cater to the e-education needs of both school and higher education. (Shubhada, & Niranth, 2021)

COMPARISON BETWEEN THE NEP OF 1986 AND THE NEP OF 2020:

Former Prime Minister Rajiv Gandhi introduced a new National Policy to advance education at all economic levels in 1986. Regardless of caste (scheduled caste, scheduled tribes), gender (predominantly for females), or economic background, the accepted policy is noted for placing "Special Emphasis on the Elimination of Inequalities and to Sequalise the Educational Opportunity." In order to foster social integration, the programme advocated for the expansion of grants, subsidies, allowances, adult education, and a number of other strategies. This NPE is renowned for its "child-centered approach," particularly in primary education, and as a result, it launched "Operation Blackboard," a very well-liked educational reform. The goal was to build primary schools all around the nation. The Indira Gandhi National Open University (IGNOU), established in 1985, expanded the system of open and distant learning universities (IGNOU, 1985).

This policy adheres to Mahatma Gandhi's philosophy of promoting development (both social and economic) at the grassroots level in rural India (Govt. of India, 1986). Prime Minister Narendra Modi Ji launched the NEP 2020, which focuses on: A new vision for vocational education; establishing the regulatory framework to encourage high-caliber academic research across all fields; limiting education's commercialization; Effective leadership and management in higher education; Professional education is becoming more global and promoting Indian arts, languages, and cultures. (Kaurav, Suresh, Narula, & Baber, 2020)

METHODOLOGY

This study is descriptive in nature. The required secondary data was gathered from a number of websites, including those run by the Indian government, magazines, journals, and other publications. To draw inferences and draw conclusions, this data was then evaluated and analysed.

RESULTS AND ANALYSIS

The plan to establish the Higher Education Commission of India (HECI) as an umbrella organisation for higher education, excluding medical and legal education, is a key change in NEP 2020. What will happen to the current UGC and AICTE will typically be raised in response to this. The goal of HECI is to overhaul the higher education industry; the Bill will divide the sector's academic and financial facets. The new Bill states that HECI won't have any financial authority. More hope is offered by the news that Multidisciplinary Education and Research Universities (MERUs) will be established in the nation. The goal of these schools, which will be comparable to the current IITs and IIMs, is to demonstrate multidisciplinary education to Indian students. The Indian government wants to encourage FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen capital investment for the education sector because reports indicate that India will need an additional 1,500 new higher education institutions by 2030 to accommodate a significant influx of students. (Kurien, & Chandramana, 2020)

A concern remains over the worth of these certifications and degrees, even though flexibility in the higher education model through the concept of alternative exits is a significant step for reducing the number of dropouts. The acquisition of degrees has a strong association with jobs in the Indian mindset. Therefore, in order to put the new system into place, we must first destroy the outdated notion that getting a degree is a need for landing a job. This is a risky worldview that discredits and dissuades a person's other natural abilities. (Rani, 2022)

CONCLUSION

In its whole, the NEP 2020 tackles the need to train experts in a range of disciplines, from agriculture to artificial intelligence. India must be equipped for the future. Additionally, the NEP 2020 lays the door for many young, ambitious students to acquire the necessary skill set. The new education policy has an admirable aim, but its effectiveness in achieving a cogent structural transformation will depend on how well it can be integrated with other government policy initiatives like Digital India, Skill India, and the New Industrial Policy, to name a few. (Kurien, & Chandramana, 2020)

Higher Education and NEP 2020: NEP 2020 is the national education policy that seeks to transform education while maintaining the student at its core. It expands on the suggestions made by the Justice J. and Education Commission (1966–1966). S. Verma Commission (2012) and earlier iterations of the policy, such as Right of Children to Free and Compulsory Education, 1992 revisions to the National Policy on Education ,the Right of Persons with Disabilities Act of 2016 and the Compulsory Education Act of 2009. In fact, it represents a giant step toward the proper education. By guaranteeing access, relevance, equity, quality, and solid fundamental learning, it primarily focuses on the holistic development of students. The policy provides players in the education sector with a number of advantages. (Sawant, & Sankalp, 2021).

This policy's main areas of focus include entrepreneurship, workforce development, and job creation. It is founded on the tenets of equality, gives people freedom, and strengthens the weaker members of society. NEP provided a foundation for HEIs to thrive. They will receive concessions from reservation quotas, freedom from admission restrictions, teacher appointment freedom, funding for research, and freedom from layoffs and staff reductions. Private colleges are free to establish their own standards for admission and fee fixing. Government regulations in this area must be followed by public entities. The NEP calls for a multidisciplinary approach to education that should emphasise developing students' skills and preparing them for the workforce. (Kumar, 2021)

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