



IMPACT OF NEP 2020 ON STUDENTS

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Abstract:

India marks the completion of its 73rd year of independence, yet the nation is still aiming for 100% literacy or universal literacy. The vision and goals that were set for independent India are discussed in detail below. In light of this, in the midst of the pandemic year, a new National Conference chaired by eminent scientist Dr. K. Kasturirangan was organized to commemorate the completion of 73rd year of India's independence. The new policy aims to universalise education from pre-school to secondary level with 100 per cent gross enrolment ratio (GER) in school education by 2030 and a target to increase the GER in higher education to 50 per cent by 2025. There are many opportunities and challenges for the education fraternity in the implementation of NEP 2020. This paper Impact of National Education Policy on Higher Education: Opportunities and Challenges, tries to trace the history of the education system in India, to review the NEP with respect to HE, to analyse the impact of NEP on teachers, and also articulate the opportunities and challenges in the implementation of NEP and also describe the way forward for NEP.

Keywords: National Education Policy, Higher Education, Universalisation, Impact on Teachers

Introduction:

The National Education Policy is a new policy to address the serious issues facing the Indian education system. NEP 2020 which was approved by the Union Cabinet of India on 29 July 2020 outlines the vision of India's new education system. The National Education Policy 2020 envisions an India-centric education system that directly contributes to transforming our country into an

equitable and vibrant knowledge society by providing high-quality education to all. This NEP replaces the previous National Policy of Education 1986. The new policy is based on a draft prepared by a committee led by former Indian Space Research Organisation (ISRO) Dr K Kasturirangan. The committee has been working on the policy for the last six years and the Kasturirangan Committee is the second committee to work on the policy. The NEP makes several changes to India's education policy.

NEP 2020 has outlined the ambitious task of nearly doubling the GER in higher education from 26.3 percent (2018) by 2035 while improving the quality of higher education institutions (HEIs) and establishing India as a global education hub. The focus is on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in a four-year undergraduate program, catalyzing research, improving faculty support and encouraging internationalization.

The most radical change will be seen in the establishment of Higher Education Commission of India (HECI) for the entire higher education segment. HECI will act as a single regulator and many functions including accreditation, funding and academic standard setting will be performed by independent verticals. These entities will eventually replace other regulatory bodies like the University Grants Commission (UGC) or the All India Council for Technical Education (AICTE). Prime Minister of India Shri. Narendra Modi said that the policy focuses on "how to think rather than what to think".

Objective of the Study:

The study is conducted to meet the objectives mentioned below:

- 1 To know the main features of NEP with respect to higher education
- 2 To trace the history of Indian education system and its current status.
- 3 To analyze the impact of National Education Policy 2020 on higher education.

Methodology:

The methodology includes a conceptual discussion on highlighting the essence of the National Educational Policy framework, highlighting various sections of the policy of NEP 2020 with respect to the higher education system. The impact of NEP on higher education is made using focus group discussion methodology. The challenges and opportunities of the new policy related to higher education are analyzed using predictive analytics technique.

Evolution of India's Education Policy: A Road Map from Independence to Today:

The first committee after the independence of India was the University Education Commission 1948-49 also known as Radhakrishnan Commission. This committee was headed by Sarvapalli Radhakrishnan which focused on higher education.

The Secondary Education Commission 1952-53 focused mainly on education after primary school and before university education begins.

The Education Commission 1964-66 also known as the Kothari Commission headed by Dr. D.S. Kothari. This commission had a holistic approach and advised the government on national patterns and general policies of education taking into account each stage from primary to postgraduate.

In 1968, the National Policy on Education was announced by the government based on the recommendations of the Kothari Commission and proclaimed a policy of equal educational opportunities to achieve national integration and greater economic and cultural development.

The National Policy on Education 1986 laid special emphasis on the removal of inequalities in the education system and aimed at equalizing educational opportunity for all. This act was amended in 1992 with a "Common Minimum Programme" especially for women, Scheduled Tribes (ST) and Scheduled Castes (SC).

In 2009, the Right of Children to Free and Compulsory Education (RTE) Act was passed, which made elementary education a fundamental right for every child.

The T.S.R. Subrahmanyam Committee or Committee for Development of New Education Policy in 2016 sought to improve the quality and credibility of education by addressing implementation gaps. Finally the Dr. K. Kasturirangan Committee was set up to draft the new National Education Policy and submitted its report on May 31, 2019. The draft sought to address the challenges of access, equity, quality, affordability and accountability faced by the current education system. The committee transformed the Ministry of Human Resource Development into the Ministry of Education.

Policies for Higher Education System Key Features of NEP 2020:

Policy Changes:

1. Gross Enrolment Ratio in HE, including vocational education will increase from the current 26.3% (2018) to 50% by 2035.
2. Higher education institutions providing high quality will get more incentives from the government.
3. Prestigious international universities will be encouraged to set up campuses in India.
4. Higher education institutions will promote multidisciplinary education and flexible curriculum structure that will provide multiple entry and exit points to create new possibilities for lifelong learning.
5. Online education and open distance learning
6. Integration of vocational education within higher education. At least 50% of learners will have

vocational education experience by 2025.

7. HE quality will be improved to global quality levels to attract more international students and credits earned abroad will count for awards.

The health education system should be integrated in such a way that all students of allopathic medical education should have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH) and vice versa. There should be greater emphasis in all forms of health care education for preventive health care and community medicine.

Technical education should be provided within multidisciplinary education institutions and focus on opportunities to engage deeply with other disciplines. Also there should be focus on offering Artificial Intelligence (AI), 3-D machining, Big Data Analysis and Machine Learning, Genomic studies, Biotechnology, Nanotechnology, Neuroscience with applications to health, environment and sustainable living.

Governing bodies:

- HE monitoring and controlling bodies like UGC, AICTE, MCI, DCI, INC etc. will be merged with Higher Education Commission of India (HECI) as a single regulator for HEIs.
- Existing accreditation bodies like NAAC and NAB will be replaced by a strong National Accreditation Council (NAC).
- An Academic Bank of Credit (ABC) will be set up which will digitally store academic credits of all registered candidates earned from various accredited HEIs (self and ODL mode), which can be taken into account by the college or university while awarding degrees.
- Various nomenclatures currently used like Deemed University, Affiliated University, Central University, Affiliated Technical University, Unitary University, etc. will be replaced by 'Vishwavidyalaya' after fulfilling the required criteria as per the norms.

The National Scholarship Portal will be strengthened and extended to universities to meet the financial needs of merit-based students. Private HEIs will be encouraged to offer a large number of free ships and scholarships to their students

University level:

1. Consolidation of existing fragmented HEIs into two types of multi-disciplinary universities (MUs) and multi-disciplinary autonomous colleges (ACs).
2. The multi-disciplinary universities will be of two types such as (1) research-intensive universities, and (2) teaching-intensive universities.
3. Establishment of a National Research Foundation (NRF) for funding research in universities and colleges.

4. Research will be incorporated at UG, PG, level and will have a holistic and multi-disciplinary education approach.
5. All HEIs will have (1) start-up incubation centres, (2) technology development centres, (3) centres in frontier areas of research, (4) centres for industry-academia engagement, and (5) interdisciplinary research centres including humanities and social science research.
6. All higher education institutions shall have professional academic and career counselling centres with counsellors available to all students to ensure physical, psychological and emotional well-being.
7. All HEIs shall develop, support and fund subject-focused clubs and activities organised by students with the assistance of faculty and other experts as required in the fields of science, mathematics, poetry, language, literature, debate, music, sports, etc.
8. Degree programmes may include in-class teaching, online learning components and ODL components with a 40:30:30 ratio model to achieve a global standard of quality.
9. All private universities are eligible for graded autonomy based on their accreditation status.
1. All private universities/autonomous colleges shall maintain openness in their financial transactions and the BOG is responsible for any irregularities in the accounting system. The BOG should comprise persons of eminence in their professional field to guide the rapid development of the HEIs.
2. Universities/institutions providing legal education should prefer to provide bilingual education in English and State language for future lawyers and judges.

IV Institution level:

1. Multi-disciplinary autonomous college campus will have more than 3,000 students. The deadline to become multi-disciplinary is by 2030 and 3,000 and more students by 2040.
2. Every existing college will either develop into a degree-granting autonomous college or move to a constituent college of the university and become fully part of the university.
3. All existing affiliated colleges will eventually develop into autonomous degree-granting colleges with consultancy support of the affiliated university by improving and securing the prescribed accreditation level.
4. Four-year Bachelor's degree with multiple exit options, one to two-year Master's degree, four or three respectively depending on the number of years spent in the Bachelor's degree, and the option to pursue a Ph.D. Bachelor's degree with research possible for four years.
5. Two-year Master's degree with research completed in the second year, one-year Master's degree for four-year Bachelor's degree holders, and five-year integrated Bachelor/Master's degree.
6. Higher education institutions will be encouraged to prepare professionals in agriculture and

veterinary sciences through programmes integrated with general education. Higher education institutions offering agricultural education should focus on the local community and be involved in setting up agricultural technology parks in the region to promote technology incubation and dissemination.

7. All higher education institutions have autonomy in deciding their fee structure and if there is any surplus it should be reinvested in extension projects with a transparent accounting system.

8. All private higher education institutions should provide 20% free-ship and 30% scholarship in course fees for meritorious students in all the courses they offer during a given academic year and this should be checked and confirmed by the accreditation process.

Student level

1. Student centric teaching and learning process instead of teacher centric teaching model.

2. Choice based credit system has been replaced by an innovative and flexible competency based credit system.

3. The examination system will change from high-stakes examinations (semester end system) towards a more continuous and comprehensive assessment examination system.

4. Pedagogy in higher education institutions will focus on communication, presentation, discussion, debate, research, analysis and interdisciplinary thinking.

The impact of the new National Education Policy can be studied under the following headings: Large-scale consolidation will help create quality universities and colleges:

Institutional restructuring and consolidation will have a significant impact by reducing the value of higher education institutions in the country by about one-third. It is however worth noting that the average enrollment per college in India is currently 693 (AISHE 18-19, Ministry of Human Resource Development, KPMG in India Analysis), while the policy aims to create higher education institutions with more than 3000 enrollments. This new policy focuses on a greater number of autonomous colleges to promote excellence. We have less than 1000 autonomous colleges in India out of the approximately 40,000 colleges in India. This suggests that there will be a lot of consolidation and collaborations in the Higher Education Institutions of India within the purview of the policy. It is expected that the above move will result in the number of Higher Education Institutions coming down from 50000 colleges in India to 15000 colleges.

Focus on Multidisciplinary Education:

The Indian Higher Education system is characterised by single disciplinary islands of excellence like IITs IIMs and AIIMs. The new National Education Policy is moving towards the creation of large multidisciplinary universities like those in the United States and the United Kingdom, called Multidisciplinary Education and Research Universities (MERUs). The creation of MERUs will

provide access to quality education in diverse fields to all sections of society, covering all districts and remote locations in the country. This will give students a wider scope in selecting their areas of interest.

Faculty shortage and need to improve faculty quality:

The current faculty student ratio after the Right to Education Act is 1:30 in our country, it should be improved to 1:20 which is considered a healthy ratio. This amendment will recruit a minimum of 500000 new faculty members in the system. Apart from addressing the faculty shortage, there is also a need to focus on the quality of faculty. A set of National Professional Standards for Teachers (NPST) will be created by 2022 which will determine all aspects of teacher career management including tenure, continuing professional development efforts, salary, promotions and other recognition. The policy also talks about creating performance standards for teachers that clearly describe the role of a teacher at different levels of expertise and competencies required for that stage.

Catalyzing research activities:

The National Research Foundation (NRF) proposed by the NEP is likely to bring a dedicated focus towards quality research, including a more targeted approach to funding research initiatives by making research funding competitive and improving the efficiency of funding processes. Research activities will be imbibed in students from their young age.

Improving access and equity through Open Distance Learning (ODL) and online programmes:

Around 40 lakh learners i.e. 11% of the total higher education enrollment in India are through ODL. The pandemic issue also leads to improvement in the ODL system, and it can see a significant increase in the coming years which will help in doubling India's gross enrollment.

Conclusion:

The new National Education Policy 2020 is a good policy as it aims to make the education system holistic flexible multidisciplinary in line with the needs of the 21st century and the Sustainable Development Goals of 2030. The NEP is a product of a comprehensive exercise that seeks to achieve 100% Gross Enrollment Ratio by 2030. The recently unveiled National Education Policy 2020 with the aim of creating a more inclusive united and productive nation has come up with a significant reform by the Ministry of Human Resource Development MHRD. The intent of the policy appears ideal in many ways but it is the implementation where the key to success lies. Under NEP 2020, the focus areas of reforms seek to develop 21st century skills among students, including critical thinking problem solving creativity and digital literacy. As technological advancements, rapid globalisation and unprecedented developments such as the Covid-19 pandemic – transform the future of work, the existing education model needs to be re-evaluated keeping in mind the challenges of the global economy.

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