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ROLE OF NEP 2020 IN TRANSFORMING HIGHER EDUCATION IN INDIA AND ENABLING STUDENTS TO COMPETE GLOBALLY

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Abstract: The New Education Policy (NEP) was announced by the Government of India in 2020 and was a friendly step among all sections of the society. We can see a major change in the education policy after 1986. That is why everyone considered the decision of the government as an optimistic and a peaceful step, which only indicates a big change in the field of education, but also considered appropriate to accept the challenges of the present education system spread all over the world. The improvement in the education system has not happened suddenly, but is being prepared for a long time. This study undertakes a summary of NEP and analyses how they affect the present education system in the broader perspectives of the global scenario. High-caliber higher education should aim at developing considerate and well versatile individuals. It also helps them to study one or more specific areas thoroughly and develop moral character as well as fundamental principles, rational mindset, intellectual curiosity and creativity. The NEP was introduced with the aim of standardizing the changes within the system from elementary level to university level. Considering the developing situation, the content of education would focus on the new ideas, problem solving angles and the applications. The NEP is also expected to show a long lasting and a positive impact on higher education structure in the country. It is being said that the foreign universities would be allowed to open their campuses in the country which is considered to be an admirable initiative by the government. The entire concept of empowering and autonomy for innovating is one of the features of NEP 2020, that supports the discontinuing strategies from Affiliated Institutions to Autonomous Institutions. The announcement for setting up of the interdisciplinary educational and research universities in India is giving better hope. Such institutions would be in sync with the current IIM's and IIT's and would aim at showcasing interdisciplinary education for students in India. Another change recommended by NEP 2020, is that the National Testing Agency would serve as the expert, premier and autonomous testing institutions for conducting entrance exams for the graduate and undergraduate courses and fellow programs in the higher education institutional groups. The superior grade just as adaptability of NTA test administration would help the colleges in utilizing the normal placement tests instead of many organizations devising their placement tests. The NEP 2020 also allows the foreign colleges and universities in coming to India and bringing out the challenge for other institutions for improving the quality of the education system offered by them. The main objective of this research paper is to analyse and

highlight the impact of NEP 2020 on higher education in India, focusing on how it facilitates worldwide competitiveness for students through reforms and initiatives. This research paper will give the readers an understanding about NEP 2020 challenges traditional educational paradigms by introducing interdisciplinary approaches and flexibility in curriculum. It also gives readers an insight into how the changes introduced by NEP 2020 lay the foundation for a dynamic and a forward looking education system.

Keywords – NEP 2020, Higher Education, Higher Education Council Of India.

OBJECTIVES

To critically analyse the NEP 2020 for the growth and the future of students who wish to pursue higher education, and also to gauge the challenges being faced by the students after implementation of NEP 2020.

INTRODUCTION

The National Education Policy (NEP) 2020 focuses on higher education changes that will prepare the upcoming generation to flourish and compete in the digital age. The National Education Policy (NEP 2020), which was released on 29th July, states India's educational system's motive. The new policy replaces the old National Policy on Education from 1986 and created a broad framework for transforming India's primary and secondary education systems by 2040. The NEP 2020 equips students with skills needed for global competition. The policy encourages research, innovation and technology integration, stimulating a dynamic educational environment that prepares students to meet global challenges and contribute meaningfully on the international stage. Mr Krishnaswami Kasturiranjana, the head of the National Education Policy Drafting Panel, composed this policy. This proposal claims to change the education system. It also changes recruitment of teachers and re-created a new system to raise teachers to the status of the most important members of society. The policy then explains the key ideas, such as identifying, recognising and developing each student's individual strengths, obtaining a basic starting point in literature and arithmetic by third grade, flexible learning. This policy foresees an education system grounded in Indian spirit that contributes directly to transforming India. The policy foresees that the curriculum and pedagogy of our institutions must develop among the students a profound sense of respect towards the fundamental duties and constitutional values and a mindful awareness of one's responsibilities and roles in the changing world. The 1986 National Policy on Education is surpassed by the new order. In both rural and urban India, the strategy provides a complete framework for vocational training, higher education and elementary education. In July 2021, the new policy completed one year and brought significant changes in the Indian Education Sector. For example, the policy introduced new subjects, such as artificial intelligence and financial regional language mediums for schools and colleges. Under this policy CBSE also announced to maximise the number of analytical and multiple choice questions in board examinations from 2022.

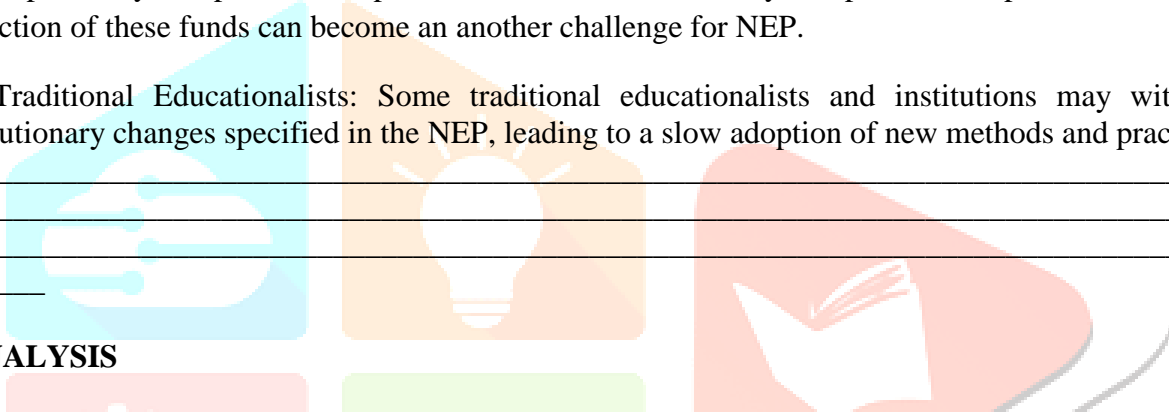
PROBLEMS IDENTIFIED

There are some problems which were identified after implementation of NEP 2020 and they areas follows

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1. Resource Allocation: Sufficient funding and resource allocation for the reforms specified in the NEP are critical and it faced challenges due to budget limitations.
2. Infrastructure Development: Upgradation of educational infrastructure in fulfilling the NEP standards was another challenge in underdeveloped areas.
3. Access disparities: The focus on online education has worsened existing disparities in technology access with students from economically weaker sections.

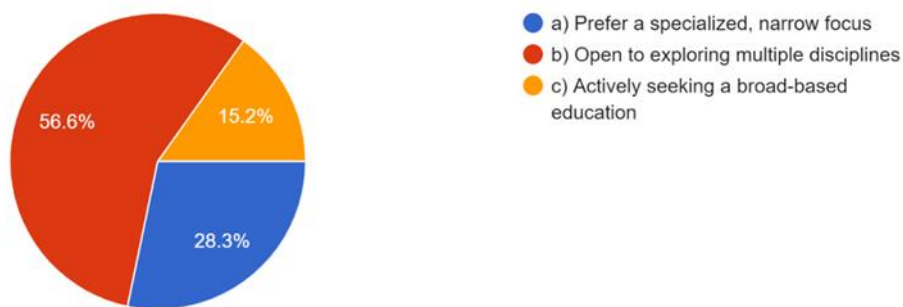
4. Internet Connectivity: Inequitable access to proper internet connectivity hinders the appropriate implementation of online learning systems.
5. Continuous assessment doubts: The move towards continuous assessment methods has faced doubt regarding its ability to provide a good evaluation and to prepare students accordingly.
6. Reduced focus on board exams: Complaints have been brought up about decreasing the importance of board exams, affecting the overall evaluation system.
7. In-depth training programs: Executing in-depth teacher training programs to coordinate educators with new educational approaches poses time-related challenges.
8. Opposition to change: Some educators may resist to adapting to new teaching methods affecting the overall implementation of NEP.
9. Budgetary Constraints: Proper funding is important for successful implementation of NEP, but the limitations may affect the execution of infrastructure development.
10. Dependency on public and private investment: Reliability on public and private investment and protection of these funds can become an another challenge for NEP.
11. Traditional Educationalists: Some traditional educationalists and institutions may withstand the revolutionary changes specified in the NEP, leading to a slow adoption of new methods and practices.



ANALYSIS

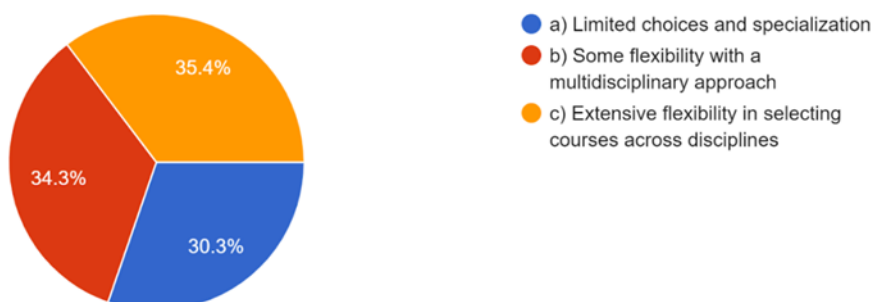
How do students view NEP's encouragement of a multidisciplinary approach in higher education?

99 responses



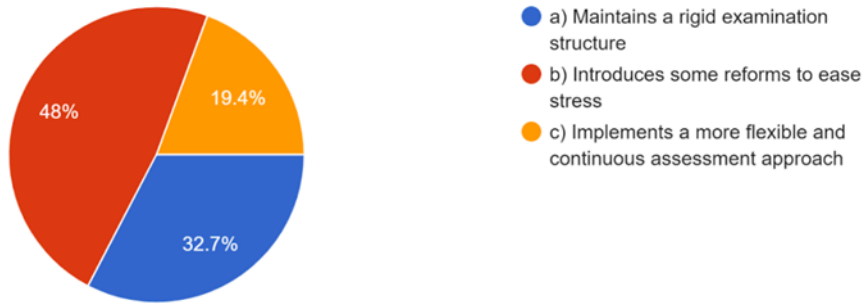
How do students perceive the impact of NEP on the flexibility of their curriculum choices?

99 responses



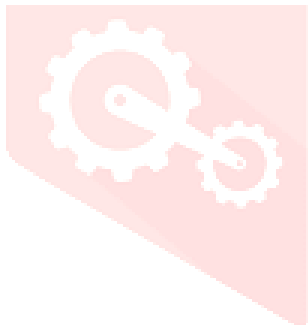
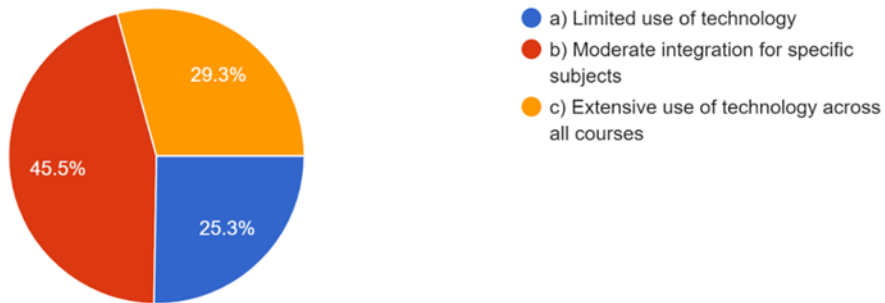
In the eyes of students, how does NEP address the stress and pressure associated with traditional examination systems?

98 responses



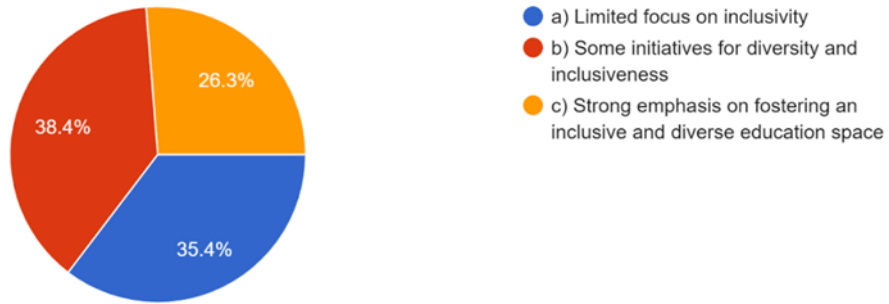
In the context of NEP, what is the students' perspective on the integration of technology in their learning experience?

99 responses



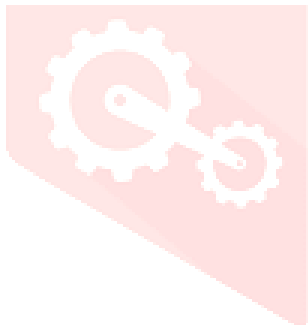
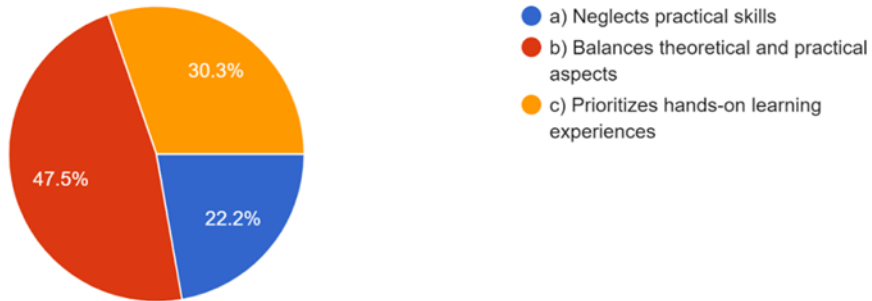
From a student's perspective, how does NEP contribute to creating a more inclusive and diverse learning environment?

99 responses



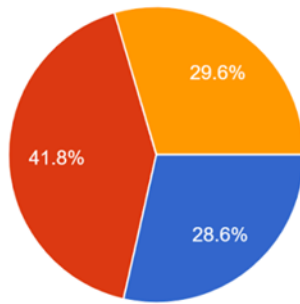
From a student's viewpoint, how does NEP influence the emphasis on practical skills development alongside theoretical knowledge?

99 responses



Regarding global exposure, how do students perceive NEP's role in fostering international collaborations and exchange programs?

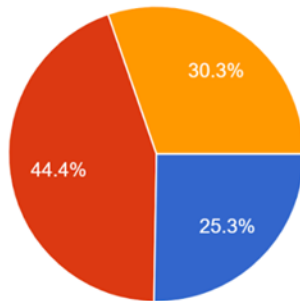
98 responses



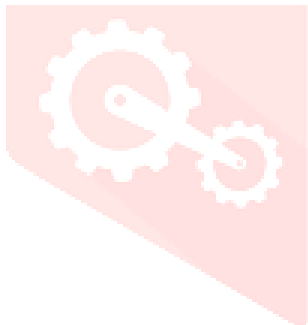
- a) Limited emphasis on global exposure
- b) Some opportunities for international engagement
- c) Strong focus on global collaboration and exchange programs

From a student's perspective, how does NEP contribute to their readiness for the evolving job market?

99 responses



- a) Limited relevance to real-world applications
- b) Some alignment with industry requirements
- c) Strong emphasis on preparing students for the changing job landscape



OBSERVATIONS

It is observed that after 35.4% students said that NEP has limited choices and specialization, 34.3% said that it has some flexibility with a multidisciplinary approach and 30.3% students said that it has extensive flexibility in selecting courses across disciplines. 28.3% students said that NEP's encouragement is specialized in higher education, 56.6% students said that NEP'S encouragement is open to exploring multiple disciplines and the remaining said that NEP's encouragement is actively seeking a broad based education. 32.7% students said that that it maintains a rigid examination structure while 45.6% said that it introduces some reforms to ease stress and the remaining said that it implements a more flexible and continuous assessment approach. 25.3% said that there is a very limited use of technology, 45.5% said that there is very moderate integration for specific subjects and the rest said that there is an extensive use of technology across all courses. 22.2% students said that NEP neglects practical skills, 47.5% students said that it balances theoretical and practical aspects and the remaining said that it prioritizes hands on learning experiences. 35.4% students said that it contributes limited focus on inclusivity, 38.4% said that it contributes some initiatives for diversity and inclusiveness while the remaining said that it lays strong emphasis on fostering and inclusive and diverse education space. 28.6% students said that NEP laid limited emphasis on global exposure, 41.8% students said that it brings some opportunities for international engagement while the remaining said that it lays strong focus on global-collaboration and exchange programs. 25.3% students said that NEP contributes limited relevance on real-world applications, 44.4% students said that it contributes some assignments with industry requirements and the remaining said that it lays strong emphasis on preparing students for the changing job landscape.

FINDINGS

As per my study, in the year 2021, the New Education Policy (NEP) 2020 had been introduced in India with the aim of changing education system, including higher education in the country. The NEP 2020 highlighted some important aspects related to higher education which are as follows:

1. Flexibility and interdisciplinary education: The policy urged an interdisciplinary approach, allowing students to choose subjects from various disciplines and providing them with a more extensive experience.
 2. Research and innovation: The NEP 2020 aimed to promote research and innovation in higher education institutions by establishing a National Research Foundation (NRF) and uplifting collaboration between academia, industry and government.
 3. Integrative Development: The policy highlighted integrative development, focusing not only on academic learning, but also on developing life skills, critical thinking and problem solving abilities among students.
 4. Quality Assurance: The NEP 2020 targeted to establish a strong quality assurance framework to safeguard the normalization and improvement of higher education institutions.
 5. Technology Integration: The policy noticed the importance of technology in education and supported for the integration of technology in teaching and learning processes. It aimed to promote online and digital learning resources and platforms.
 6. Globalization: The NEP 2020 targeted to promote globalization of higher education by supporting the establishment of international collaborations, attracting foreign students and enabling credit transfer and mobility programs.
 7. Professional development of faculty: The policy highlighted the importance of continuous professional development for faculty members, including training in the latest teaching methods, research and educational practices.
 8. Autonomy and Governance: The NEP 2020 recommended greater autonomy for higher education, institutions enabling them to make decisions regarding curriculum, faculty recruitment and governance, while safeguarding appropriate regulatory mechanisms and accountability.
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CONCLUSION

The policy makes a large number of changes and usually reads as a fairly advance text with a proper understanding of the present socio economic scenery and the possibility of future predictability. Totally new set of skills are required to keep up with the increasing dematerialization and digitalization of economies, which is what education for a new generation of learners must address. With the pandemic accelerating the trend towards digitalization and disruptive automation, it seems to be more important essential now. NEP 2020 deals with the need to instruct experts in arrange of disciplines, from agriculture to artificial intelligence. Moreover, the NEP 2020 open the door for many young and hardworking students to gain the required skill set.

The New Education Policy has a commendable outlook, but its effectiveness in bringing about a structural transformation will depend on how well it can be incorporated with other government policy initiatives like Digital India and Skills India. NEP has also included provisions for real-time evaluation systems and a framework cooperative monitoring and review. Instead of depending on a new education policy for a change in curriculum in every ten years, this will led the education system to continuously improve itself. Higher education is at a turning point with the NEP 2020.

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