Critical Analysis of The Recommendations Of New Education Policy, 2020 Regarding Higher Education

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Abstract: Higher education is integral to fostering the personal and welfare of society and creating as stated in its Constitution, India is to be a democratic, socially responsible, culturally advanced, and compassionate nation that upholds sovereignty, equality, brotherhood, and justice for all. More and more young Indians will pursue higher education as their country moves closer to becoming a knowledge economy and culture. After a 34-year hiatus, the nation has received another National Education Policy (NEP-2020) that takes into account neo-normative viewpoints, the demands of 21st-century society, and the new millennium milieu. The Union Cabinet of India passed the National Policy on Education 2020 on July 29, 2020. lays out the objectives of the country's future educational system and also provides a framework for elementary, secondary, postsecondary, and occupational training and education across urban and rural settings. The long-term goal of this approach was to bring transformational reforms to India's existing educational system, but the road to implementation is littered with potholes. This article attempts to review the concerning higher education and lay forth the benefits and drawbacks of its implementation.

Keywords: Impact of NEP on Higher Education, Opportunities and Difficulties in NEP Implementation, National Education Policy 2020, and Higher Education

Introduction:

Education facilitates a person's development in all parts of his personality, including physical, mental, social, emotional, cultural, and spiritual, that drags him out of darkness, poverty, and sorrow. As a result, he develops into a resourceful and enlightened citizen who uses all of his abilities to better himself, his society, and his country. The key to realizing holistic development and fulfilling human potential is the availability of universally high-quality education, which may be necessary for leadership and success on the international stage in context to inclusivity, economic growth, social equality, research-based progress, cultural preservation, and national advancement

India boasts one of the world's largest higher education systems, standing third after China and the United States.It is a liberal developing nation with 51 institutions of national importance, including roughly 23 IITs and 30 NITs, over 1.53 million schools, more than 864 universities, and 45 central universities. Over the previous 50

years, the number of universities has expanded by 11.6%, with 12.5% colleges, 60% students, and 25% faculty. There are over 300 million students. Despite this, more access and higher-quality education are still needed.

The Evolution of Educational Policies in India

Every nation has ambitions to advance its educational systems, encourage education across all socioeconomic classes, and involve the common or everyday people. The creation of rules and principles that direct how educational systems should run is referred to as education policy. In India, Educational Commissions have existed since 1948 and 1952, which is attributed to the evolution of schooling in the initial twenty years of independence. There is global pressure to increase attention to the outcomes of education policies and their impact on economic and social development.

The Radhakrishnan Commission, commonly referred to as the University Education Commission, was independent India's first education commission. In 1952, Dr. A. Laxman Swamy Mudaliar was selected by the Indian government to head the secondary education commission. The Kothari Commission, also known as the Education Commission (1964–1966), was then established on 14 July 1964 under the direction of Daulat Singh Kothari. Education was added to the concurrent list of subjects in the 42nd Amendment Act of 1976, which allowed the federal government to legislate in a way that was appropriate for it.

In 1986, the National Education Policy was implemented, which was promoted by Rajiv Gandhi's government. The second NEP put " a focus on eliminating inequalities and ensuring that all students have equal access to education, especially women and members of Scheduled Castes and Scheduled Tribes". In July 1991, a committee was formed under the supervision of the Chief Minister of Andhra Pradesh Shri N. Janardhana Reddy at the recommendation of the Central Advisory Board of Education (CABE) to NEP in response to the Rammurti committee's recommendation. The committee delivered its findings in 1992.

To provide a comprehensive framework for fostering the expansion of education in India, the NEP,1986 was subsequently revised in 1992. With certain revisions, the new policy maintains the same core values as the NEP of 1968.

Under the direction of Dr. K. Kasturirangan, the Committee for Drafting the NEP was constituted by the Ministry of Human Resource and Development (MHRD) in 2017. The Committee delivered its findings on May 31, 2019. As a result, the Cabinet adopted the draft of NEP 2019 that the Ministry of Human Resources and development had submitted for public comment.

Objectives of the Study:

The study had the following objectives:

- To research and evaluate the NEP 2020
- To critically analyze the recommendations of the NEP 2020, regarding higher education.
- To study the possible impact of the NEP 2020, recommendations regarding higher education on the Indian educational scenario, and the overall development of the country.

Methodology

This study was based on document analysis and content analysis methods. For carrying out the study, various primary and secondary sources of education were used.

NEP 2020: Recommendations Regarding Higher Education

NEP 2020's primary objectives are to provide equitable access to opportunities for high-quality education and lifelong learning, which will eventually lead to comprehensive and productive employment, as well as respectable work as stated in the Sustainable Development Goals for 2030 of the United Nations. The strategy, which was developed via a very thorough consultation process, has called for significant changes to K–12 and postsecondary education that will equip the next generation to succeed and compete in the new digital economy. Below are a set of salient features and potential recommendations of NEP that can break stereotypes and innovatively transform the Indian educational system:

1) The NEP policy envisions an undergraduate education that is comprehensive, multidisciplinary, and holistic that provides unique and adaptable curriculum designs, inventive study combinations, integration of vocational education, and students are given a rigorous, comprehensive introduction to science, the arts, humanities, mathematics, and professional disciplines along with various entry/exit points.

2) The NEP has focused on institutional autonomy and encouraging faculty to improve pedagogy, curriculum, and evaluation criteria within a broad context of higher education credentials this will provide uniformity among universities and the online, ODL, and conventional in-class programs.

3) To foster a research culture throughout all of our universities, the National Research Foundation (NRF) was established as a top priority by the NEP. It will contribute to the growth of a national research culture through appropriate incentives for recognizing outstanding research and launching significant programs to support research at public institutions, and state and central universities where it is presently underdeveloped.

4) To promote higher education, a single governing organization known as
   The Higher Education Commission of India (HECI) has now been established. It has independent bodies for standard-setting, funding, accreditation, and regulation, including the General Education Council, the Higher Education Grant Council, the National Accreditation Council, and the National Higher Education Regulatory Council (NHERC).

5) The National Educational Technology Forum (NETF), was formed by the NEP policy which provides a platform for unrestricted discussion of methods for utilizing technology to improve planning, evaluation, and learning. It will improve classroom instruction procedures, assist the professional development of teachers, and promote educational access for underprivileged people through educational platforms like DIKSHA/SWAYAM.

6) The NEP has recommended that professional education is a crucial component of the higher education system. and thus, emphasized the creation of new, stand-alone technical universities, universities of medicine and health sciences, universities of law and agriculture, or organizations in these or other fields that will become multidisciplinary.

7) The NEP has promoted multilingualism in higher education through the upcoming establishment of the National Institute of Persian, Prakrit, and Pali along with the Indian Institute of Translation and Interpretation. It supports growth, vitality, and preservation of all Indian languages.

8) The NEP has aimed to boost government funding in education to achieve the target of 6% Gross Domestic Product (GDP) at the earliest and the Gross Enrolment Ratio (GER) in Higher Education, including vocational education, from 26.3% to 50% by 2025.

9) The NEP has emphasized building other private higher education institutions that can support the meritorious students from OBC, SC, and ST classes by providing more free stipends and scholarships to their students.

10) To make India a popular study destination for international students by offering top-notch education at reasonable prices, the NEP has established a legal framework to facilitate the admittance of foreign universities and students. To coordinate all aspects of welcoming and assisting international students, an International Students Office can be formed at each higher education institution that accepts foreign students.

11) A National Assessment Centre (NAC) entitled PARAKH (Performance Assessment Review and Analysis of Knowledge for Holistic development) has also been recommended in order to define standards.

12) It envisions a broad-based, interdisciplinary, and comprehensive adaptable curriculum for undergraduate studies with unique subject combinations, integrated vocational education, and provisions for multiple points of entry and exit with a valid certification.

13) To serve as national models of top-notch interdisciplinary education for the world at large, Multidisciplinary Universities on par with IITs and IIMs are recommended by NEP, 2020.

The Beneficial Effect of National Education Policy 2020 Recommendations on the Country's Overall Educational System

▪ Student-Centric Model: The focus of higher education switches from being on the teacher to being on the student, with students being free to select the courses they will be assessed on through the institution, SWAYAM, MOOC, and ODL, and being allowed to do so at their own pace.

▪ Continuous Evaluation System Based on Competency: A competency-based credit system analyses a student's skills and abilities as well as their knowledge, in contrast to a choice-based credit system, and it will offer students the ability to recognize new challenges and convert them into opportunities.

▪ Research and Innovation: The NEP-2020 refocuses higher education on innovation and understanding rather than on information. Higher education that prioritizes research and innovation also produces new intellectual property that may be used to illuminate novel creative possibilities.

▪ Improved STEM Higher Education Curriculum Model: To synthesize higher education for students' overall advancement, it has been demonstrated through research that they need to be exposed to design and artistic thinking, along with math, science, engineering, and technology. In higher education, this new STEAM paradigm is regarded as being superior to the STEM model at the graduation level.

▪ Faculty Productivity about Research Productivity: The new educational strategy places a strong emphasis on merit-based promotions based on the annual performance indicator scores of faculty members, with a significant portion depending on their success in research publications, and patents, contributing to the organization and, consequently, the country's IPR.

- Autonomy at all levels: Higher education organizations may be able to raise the standard of education they offer if they are given the freedom to improve in terms of course selections, pedagogy, curriculum, assessment, and evaluation.

- Stronger focus on online education: The application of information, communication, and computing technologies (ICCT), is necessary for the efficient delivery of education in the twenty-first century such as internet technology, artificial intelligence, augmented world, education technology, and so forth. Its foundation is laid by NEP-2020 policies, which also support classroom-based education by including more research programs.

- Quality Control via the Biennial Accreditation Program: To make certification status more effective and significant for ongoing development, NEP-2020 mandated biennial accreditation. To assure quality and performance, this accrediting procedure maintains tight restrictions on institutions of higher education.

- Increased GER: The private sector is expected to offer 20% free seats and 30% half-price scholarships under the NEP-2020, enabling many deserving but underprivileged students to attend school. The GER related to higher education in the nation would increase as a result of free higher education.

The Challenges and Concerns Associated with National Education Policy, 2020 For Higher Education

- Internet accessibility in rural regions is crucial because, as the epidemic showed, e-learning is the future. NEP 2020 has taken an important effort to create a policy that considers a variety of international opinions, real-world experiences, best practices in education, and stakeholder feedback. India will require this as it develops as the country with the greatest labor force in the following years. The vision is aspirational, but the execution plan will determine if it will encourage an inclusive education that equips students for the workplace and the future.

- As a result of India's problematic teacher-to-student ratio and the difficulty of implementing mother tongues for each subject in academic institutions, language is seen negatively in the NEP 2020.

- The NEP 2020 states that while a diploma can be earned in two years, a student who wants to graduate must devote four years to their studies. This can motivate the student to drop the class before it is finished.

  Despite these challenges, rural and urban India offers a complete and thorough framework for basic, elementary, higher, and vocational education. This is a model policy because it strives to enhance the educational system in a flexible, multidisciplinary, consolidated, and line with the 2030 Sustainable Development Goals.

Conclusion:

Higher education plays a big role in a nation's economy, position in society, adoption of new technologies, and good human behavior. The country's education system is accountable to enhance GER to ensure that everybody in the nation has access to higher education. Transforming this target into reality, NEP 2020 is. introducing new policies that open up higher education to the private sector with an effort to standardize high-quality education in all higher education institutions. These policies aim to promote quality, usability, affordability, and availability. By 2030, NEP-2020 is expected to achieve its targets by promoting admission of meritorious students with free tuition and scholarships, recruiting research-based performers as faculty, demonstrating leaders in regulating

bodies, as well as strict quality monitoring through biennial accreditation. This policy is a major turning point in higher education. It will be genuinely ground-breaking if it is implemented well and on schedule.

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