
STUDIES ON THE NATIONAL EDUCATION POLICY 2020 IN THE SPECIFIC CONTEXT OF HIGHER EDUCATION

Hirulkar N.B.

Department of Microbiology and
Biotechnology
Nabira Mahavidyalaya, Katol

D.M. Ridhorkar

Department of Microbiology and
Biotechnology
Nabira Mahavidyalaya, Katol

Abstract:-

This research work is related to the new education policy 2020 in the specific context of higher education, which mainly describes the main features of education policy 2020. The National Education Policy 2020 envisages an India-centric education system that is ready to make a valuable contribution to the transformation of its tradition, culture, values and ethos. The goal of the new education policy is to give every individual an equal opportunity to develop without discrimination and to promote student attitudes by creating knowledge, support, skills, and self-confidence. In this paper, the researcher would like to highlight the real silent aspects of the new education policy in the specific context of higher education. Based on the facts analyzed above, the researcher presents in this research paper several proposals that are necessary for the Indian education system. The implementation of the previous education policy largely focused on issues of access and equity. The unfinished agenda of the National Education Policy of 1986, amended in 1992 (NPE 1986/92), is adequately addressed in this policy.

Keyword: - National Education Policy 2020, Higher Education and Essential Features

Introduction :

This National Education Policy 2020 is the first education policy of the 21st century and aims to meet the many growing development needs of our country. This policy proposes to revise and redesign all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the ambitious goals of 21st century education while building on India's traditions and value systems. This new system is aligned with the ambitious goals of 21st century education while building on India's traditions and value systems. This new system is aligned with the ambitious goals of 21st century education while building on India's traditions and value systems. This new system is aligned with the ambitious goals of 21st century education while building on India's traditions and value systems.

In the context of higher education, NEP -2020 has seen tremendous changes in governance and institutional reforms aimed at creating multidisciplinary colleges, universities, and clusters of higher education institutions linked to the coming industrial revolution to create skilled jobs and expand employment opportunities.

In national education policy 2020, improvements in Higher Education The policy is a comprehensive framework for transition from elementary education to higher education as well as vocational education in both rural and urban India. The policy aims to transform



India's education system by 2021. The new education policy was introduced with the aim of making formal changes in the system from school to higher education. Considering the changing scenario, future education content will focus on key concepts, ideas, applications and problem solving approaches. National education policies are expected to have a positive and lasting impact on the country's higher education system. The fact that foreign universities are allowed to open campuses in India.

This is a commendable initiative by the government. This will help students to experience the overall quality of education in their home country. The policy aims to consolidate India's higher education system into a smaller number of institutions across the three types of higher education institutions and clusters of higher education institutions to increase the gross enrollment ratio (GER) to 50 percent and 6 percent of GDP by 2035, which will also help meet resource efficiency, multidisciplinary capacity, multiple entry and exit, maintenance of academic bank of credits and quality of higher education in terms of teaching, research and service. NEP -the 2020 strategy also provides for the establishment of a national forum on educational technology to address the appropriate use of technology in teaching, learning, assessment, administration, and management systems, and focuses on the establishment of virtual laboratories at various institutional and higher education policy levels. It is a set of policies formulated by the Government of India to improve the education of the Indian people. NEP is basically a comprehensive framework to guide the development of education in the country. The need for such a framework was first recognized in 1968 and revised in 1986. In 1992, this framework was again reviewed and updated to meet the demands of the times. Since then, the world and the entire sector have undergone massive changes. Therefore, this year the government decided to revise this policy to make it more relevant and compelling to the education system.

The New Education Policy 2020 focuses on five supports: affordability, approachability, eminence, impartiality and responsibility. It is to the needs of citizens as knowledge demands in society and the economy, to ensure continuous learning-processes. Thereby the need to acquire new skills on a regular basis can be met. Thus providing quality education and creating lifelong learning opportunities for all, fulfilling and fulfilling the goals listed in the United Nations Sustainable Development Goals 2030. Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for the entire higher education system, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Besides the above key changes, the NEP 2020 has proposed to set up an autonomous body – the National Educational Technology Forum (NETF), to provide a platform for free exchange of ideas on the use of technology in order to enhance learning, assessment, planning, and administration. The National Education Policy has also emphasized on setting up of a Gender Inclusion Fund which is aimed at creating an environment of equitable and fair quality education for girls as well as transgender students. Also, as per the NEP document, Special Education Zones will be created for disadvantaged regions and groups which will make higher education opportunities more accessible for students.



As per the NEP, the students will now have options of multiple exits during their UG programme. For example, a student can exit just after 1st year of graduation with a certificate in hand. If he/she opts to exit after the second year, an Advanced Diploma will be awarded for 2 years of successful completion of study. As usual, the 3rd year of UG completion will result in a Bachelor's Degree and 4th year of UG completion will be awarded with a Bachelor's of Research.

As per the National Education Policy (NEP) 2020, a single regulatory body will guide Higher Education in India. The regulatory body named as Higher Education Commission of India (HECI) will have 4 verticals to deal with different functions of higher education.

The undergraduate degree, which is of 3 to 4-year duration, will have multiple entry and exit options. If a student decides to drop out after one year, he or she will get a certificate in a discipline or field, including vocational and professional sectors. Students who leave their studies after two and three years will get a diploma and a Bachelor's degree, respectively. However, the four-year interdisciplinary Bachelor's program will be the preferred choice and, if a student pursues a project alongside it, will award a degree with research. The academic credits obtained from different accredited HEIs will be digitally stored by the ABC so that degrees from an HEI can be conferred taking into account credits earned. A comparable initiative is now in a place where students can choose a degree-related course on the government's SWAYAM online learning platform. Credits for that course will be awarded to the student and support their evaluation for their degree course as well.

Aims and Objective :

The Study aimed to evaluate the impact and implementation of Higher Education in National Education Policy. The main objective of this research paper is to throw light on the main features of higher education and to analyze the primary and secondary data related to the New Education Policy 2020. Its other main objectives are the following. The main features of higher education in the new education policy 2020 to reflect the increase in gross enrollment ratio in higher education.

Research Methodology :

The study also focuses on the overall study of the New Education Policy 2020 as a critical approach with special reference to higher education through primary and secondary sources using textual, critical, evaluative, descriptive, analytical and interpretative methods. It strictly follows the MLA Handbook of Research, 8th edition.

Data Collection :

Data has been collected from primary and secondary sources for the research study, on the basis of which the entire form has been analyzed.

Primary Sources :

The primary data was collected from the original text of New Education Policy 2020 which is released by Government of India.



Secondary sources :

A secondary resource is a source that provides out-of-date or non-original information including reference books on the New Education Policy 2020. Secondary sources include biographies, critical studies of author's works, research papers and dissertations, research books, personal interviews, Wikipedia, Britannica, and other websites. The findings of this study based on real facts will play an important role in the interest of the society. Due to the paucity of prior research in this study area, this research model is proposed for this study. The researcher will try to explain all the aspects of this present study. The present research will help in understanding the reforms of higher education as per the terms and conditions of the New Education Policy 2020. This research will try to create awareness among the readers about the New Education Policy 2020. It will also create reference material and provide scope for further studies

Significance of Study :

This paper also outlines the salient features of the New Education Policy and analyzes whether they How do they affect the current education system? The new education policy has assuredly made provision for real-time evaluation system and consultative monitoring and review framework. This will empower the education system to continuously improve itself instead of expecting a new education policy every decade to change the curriculum. This in itself would be a remarkable achievement. New Education Policy 2020 is a defining moment for higher education. Only effective and time-bound implementation will make it truly path-breaking."

Results and Discussion:

Accordingly, India's higher education is also getting a momentum on the utility of digital learning in the teaching learning process by various digital online platforms such as Sawayam, MOOCs, NDLI, Sawayam Prabha, e-PG Pathshala, Diksha, Vidya Daan and many others. The teaching-learning community of the university is also organizing a series of national and international webinars through digital platforms for augmenting their profession knowledge and skills. The university has also organized more than 20 online educational programmes/webinars. The government of India's vision to make India a digitally empowered nation has come true in higher education.

Focus on Research :

As per the National Education Policy, a central body named National Research Foundation will be created to build a strong research culture and research capacity across different domains in higher education.

Greater Autonomy and Multi-disciplinary Approach :

The policy has envisioned phasing out the system of affiliation over the next 15 years and providing graded autonomy to colleges. Thus, over the coming decade, every college would develop into either an autonomous degree-granting college or a constituent college of a university.



Use of Technology in Higher Education:

National Education Policy 2020 has emphasized the use of technology in multiple ways to enhance the teaching-learning experience and also to make quality education accessible for masses. As per the NEP document, the use of technology will be taken to the next level to “ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible.” This step carries special significance in the backdrop of the COVID 19 pandemic, forcing the majority of institutions to switch their teaching-learning mode from in-person offline method to virtual learning in online mode.

The University Grants Commission (UGC) and the education ministry both have come forward to ensure quality in higher education, research and innovations. The NIRF and NAAC both are directly involved in measuring quality parameters of institutes of higher education as a whole and providing them ranking. Besides these, the government has also shown its interest towards policy research and governance pertaining to social development through research funding like Impress, Stride, and seed research to the academicians. Specifically, the UGC has taken a very innovative and bold step to promote quality research, stop plagiarism, and avoid duplicity of research and publications by introducing UGC-CARE list of journals for quality academic writings. Rajiv Gandhi University has been striving to achieve all these NEP-2020 policy parameters in tune with quality mandate of research and academic publications. The way we are heading towards multidisciplinary learning approach in higher education as the policy at least that will empower learner to response contemporary global issues (under global citizenship education) and to become active promoters of peace, tolerance, secure and sustainable societies. Inculcation of Indian culture and values amongst students and also promoting Indian art forms at all levels will rejuvenate the traditions and infuse a kind of cultural epoch in the education system (Paragraph 11.7, NEP-2020).

Conclusion :

As a whole, there is increase of access, equity and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged students; online education and ODL and all kinds of accessible learning for learners with disabilities. For the effective implementation of the NEP-2020, Rajiv Gandhi University has taken appropriate measures in last two years.

It has set up taskforce committees for better implementation of the NEP-2020 parameters in the higher education of the state and university affiliated colleges. Two more conclaves on NEP-2020 implementations have been organized by the university administration for the college principals and heads and deans of the departments/faculties for the introduction of multiple entry and multiple exit towards multidisciplinary higher education in the state. The new NEP has been introduced with an aim to formalize changes in the system from K-12 level to college/university level. Keeping in mind the developing scenario, education content henceforth, will focus on key-concepts, ideas, applications and problem-solving angles. Let's take a look at some of the innovative policies introduced for the primary and secondary level education.



References :

- Education Policy 2020.
- https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov_15596510111.pdf 3
- https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/ National NEP_Final_English pdf referred on 10/08/2020.
- https://mgmu.ac.in/wp-content/uploads/NEP-Indias-New-Education-Policy_2020-final.pdf
- [http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume_10/volume_10-issue2\(5\)/33.pdf](http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume_10/volume_10-issue2(5)/33.pdf)
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://en.wikipedia.org/wiki/National_Education_Policy_2020
- Puri, Natasha (30 August 2019). A Review of the National Education Policy of the Government of India - The Need for Data and Dynamism in the 21st Century SSRN
- Vedhathiri, Thanikachalam (January 2020). "Critical Assessment of Draft Indian National Education Policy 2019 with Respect to National Institutes of Technical Teachers Training and Research", Journal of Engineering Education, 33
- Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. Indian Educational Review 2. Draft National Education Policy 2019,

