

AN EXPLORATION OF NEP 2020; CONTAINING THE COMPOSED PROVISIONS FOR HIGHER EDUCATION SYSTEM WITH SPECIAL REFERENCE TO ITS CONTINGENT THREATS IN IMPLEMENTATION AND POTENTIAL PROPOSITIONS

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Abstract

The concept of learning is as primitive as humans is on this planet and its initiation can be traced out with the time immemorial since the beginning of mortal civilization in this infinite cosmos. Some most significant evolutionary changes and origins of different civilizations to make their indispensable contribution to the field of learning and to the increasing storehouse of knowledge can be seen clearly through the respective historical changes. The learning or education has been considered under the sarcastic changes with the passage of time and development of different civilizations in Indian contexts. The origin of learning or education can vividly be contemplated with the beginning of human civilization as per its need and significance to human creature for the survival on this mother earth but the documentary evidences advocate the origin of education with the beginning of Vedic period which is popularly known as the Vedic period of education or the Brahminic period of education. It is said so because there was the predominance of Brahmins on education and the instructional procedures or the cultural rituals were being undertaken only in Sanskrit language. Henceforth, there was the supremacy of Sanskrit language in this era. Later, the Buddhist period of education was introduced to the Indian civilization as inspired by Lord Budha which gained popularity in some of the Indian regions but this period of education was not continued to the long time as the Muslim invaders entered and continued their own system of education with the immediate effect of taking over the reins of power into their tyrannical rules over the Indian civilization. Muslim period of education enjoyed its power and familiarity nearabout tenth century to the middle of eighteenth century. After that the Britishers started to rule over the Indian people and started to establish their own system of educational practices. Lord Macauley was the person who was sent to India by the British government to study the conditions of India and to initiate a new system of education in India. Under British system of education, many commissions and committees had been formed to continue and to improve the entire system of education whose effect can be seen in the present contemporary education system also. The current proposed National Education policy 2020, is the change as per the needs and aspirations of the modern generation and the generations to be come and as per the need of society as well as the need of knowledge.

Key-Words: *Primitive, Civilization, Indispensable, Predominance, Contemporary, Policy*

INTRODUCTION

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. Shortly after the release of the policy, the government clarified that no one will be forced to study any language and that the medium of instruction will not be shifted from English to any

regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject. On the 1st August 2022, the Press Information Bureau informed that according to the "Unified District Information System for Education Plus" (UDISE+) 2020–21, over 28 languages are to be used in teaching and learning in grades (1–5). The languages are Assamese, Bengali, Gujarati, Hindi, Kannada, Konkani, Malayalam, Meitei (Manipuri), Marathi, Nepali, Maithili, Odia, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, English, Bodo, Khasi, Garo, Mizo, French, Hmar, Karbi, Santhali, Bhodi and Purvi. New education policy is based on general formula (5+3+3+4). It is based on the student and is not dependent on government jobs for starting their own business. The major change of the student is learning one foreign language and choosing the different stream after 8th class. The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturi Rangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by several public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 3% to 6% of the GDP as soon as possible.

OBJECTIVES OF THE STUDY

The present research paper is being prepared to achieve the undermentioned following objectives:

- To get the bottom of the basic structure of National Education Policy 2020 and its significance for the Higher Educational System in India.
- To discern the role of HECI (Higher Education Commission of India) and other professional councils for Higher Educational System of India.
- To enlist the states implementing the NEP 2020 in the different parts of the country.
- To reveal the vision of NEP 2020 regarding the educational system of universities and colleges throughout the country.
- To study the problems in the current system of Higher Educational System in India as per the perspectives of NEP 2020 and proposed measures for improvement.
- To delineate a profound consideration about the contingent threats regarding implementation of NEP 2020 in Higher Educational System of India.

To provide with the potential propositions as pertained to the successful implementation of NEP 2020 in Higher Educational System of India.

RESEARCH METHODOLOGY

The present research paper has been prepared with the intention and consideration with an attempt to be made on the analysis and the contemplation thoroughly for the purpose of profound comprehension of the document of Ministry of Human Resource Development (now changed into Ministry of education), Government of India, and other online sources regarding National Education Policy 2020, its implementation in Indian Higher Educational institutions of educational practices, with special reference to its contingent threats in implementation and potential propositions for the further improvement and effective implementation into its desirable favourable direction to a great extent. The appealing data for this research paper has been procured and compiled meticulously from the government official document of NEP 2020, distinct sophisticated articles, research papers of some most efficient and eminent scholars, and some other most reliable online sources etc.

PROPOSED BASIC STRUCTURE OF HIGHER EDUCATION AS ACCORDING TO NEP 2020

It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented as follows:

A certificate after completing 1 year of study.

A diploma after completing 2 years of study.

A Bachelor's degree after completion of a 3-year programme.

A 4-year multidisciplinary Bachelor's degree (the preferred option)

M.Phil. (Masters of Philosophy) courses are to be discontinued to align degree education with how it is in Western models.

ROLE OF HECI (HIGHER EDUCATION COMMISSION OF INDIA)

A Higher Education Commission of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrolment ratio. The HECI will have four verticals:

National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.

National Accreditation Council (NAC), a "meta-accrediting body".

Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.

General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).

ROLE OF OTHER PROFESSIONAL COUNCILS

Other PSSBS will include professional councils such as Veterinary Council of India, Council of Architecture, Indian Council of Agricultural Research and National Council for Vocational Education and Training.

The National Testing Agency will now be given the additional responsibility of conducting entrance examinations for admissions to universities across the country, in addition to the JEE Main and NEET.

The policy proposes that higher education institutes like the IITS make changes about the diversity of learning.

The policy proposes to internationalize education in India. Foreign universities can now set up campuses in India.

The fees of both private and public universities will be fixed.

Implementation of NEP in different parts of the Country:

In early August 2021, Karnataka became the first state to issue an order about implementing NEP.

On 26th August 2021, Madhya Pradesh implemented NEP 2020.

Uttar Pradesh Chief Minister Yogi Adityanath said the National Education Policy-2020 will be implemented in phases by 2022.

The Telangana State government has decided to implement the newly announced National Education Policy 2020 (NEP 2020) in the State.

Maharashtra CM Uddhav Thackeray directs to appoint experts' committee for implementation of new education policy.

Andhra Chief Minister Y.S. Jagan Mohan Reddy has directed officials of the Education Department to implement the National Education Policy 2020 in letter and spirit across the State.

Rajasthan Governor Kalraj Mishra said that NEP 2020 will be implemented in phased manner.

The Chief Minister of Assam, Himanta Biswa Sarma said that NEP 2020 will be implemented from 1 April 2022.

In April 2022, the UGC (University Grants Commission) approved simultaneous dual degrees, both in physical and online modes.

In October 2022, Ministry of Education released New Curriculum Framework for 3-8 years children and National Credit Framework inline of NEP 2020.

In July 2023, National Digital University launched.

VISION OF NEP 2020 FOR QUALITY UNIVERSITIES AND COLLEGES

Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, increasingly young Indians are likely to aspire for higher education.

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

To developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

PROBLEMS IN HIGHER EDUCATION SYSTEM AS PER THE PERSPECTIVES OF NEP 2020

Some of the major problems currently faced by the higher education system in India include:

- A severely fragmented higher educational ecosystem;
- Less emphasis on the development of cognitive skills and learning outcomes;
- A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;
- Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
- Limited teacher and institutional autonomy;
- Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
- Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
- Suboptimal governance and leadership of HEIs;
- An ineffective regulatory system; and
- Large affiliating universities resulting in low standards of undergraduate education. National Education Policy 2020.

MEASURES FOR THE IMPROVEMENT IN CURRENT SYSTEM OF HIGHER EDUCATION AS ACCORDING TO THE STANDPOINT OF NEP 2020

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

- Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- Moving towards a more multidisciplinary undergraduate education;
- Moving towards faculty and institutional autonomy;
- Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;

Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;

Governance of HEIs by high qualified independent boards having academic and administrative autonomy;

“Light but tight” regulation by a single regulator for higher education;

Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

CONTINGENT THREATS REGARDING IMPLEMENTATION OF NEP 2020 IN HIGHER EDUCATION

Deficiency of Requisite Facilities in Higher Educational Institutions: Almost every state of India is desirous to have the skilful and highly qualified individuals to ensure social as well as national progress and prosperity. In this direction, every state is in competition to provide with the effective educational services in term of flourishing opportunity. Under the demand of the people of the regions and influence of the respective state governments, many colleges and universities have been notified and are being run by the state governments but these educational institutions have not been provided with the necessary facilities or even the teachers to teach the students. The condition is prevailed that the teachers among such institutions are being sent on deputation basis and most of such institutions are not being provides subject teachers and other such necessary facilities such as; buildings, incomplete basic infrastructure, libraries, laboratories, playground, sanitary and other desirable accompaniments.

Propensity of Disapproval by the Different Components: This policy is mainly emphasizing upon the holistic development of learners in terms of multidisciplinary approach to education which must be away from the traditional rote learning. But this newly invented set of educational practices is yet must be face with the mentality and disapproval of some of the traditional orthodox teachers, students, and parents who are habitual with the primitive methods of teaching and learning.

Comprehension of Curriculum Framework is itself a Major Challenge: As per the desires and aspirations as well as the approach of the policy makers, the implementation of this policy is reasonably required to have a new and comprehensive curriculum to support the multidisciplinary approach to meet the desirable objectives of this policy which is automatically is a major challenge for the curriculum experts and designers.

Deficiency of Competent Teachers: The quality teachers must be appointed in higher education to ensure the quality education to be provided to the young inspiring learners as per their cognitive abilities. But the irony of fate reveals that most of the incompetent teachers in higher education have been entered through the political or bureaucracy influence. Most of the teachers have done their training long back and are not familiar with the recent development in teaching methods, approaches, strategies, techniques etc. as per the need of modern scenario. Such teachers' approach regarding the implementation of NEP 2020 might not be so much positive.

Insufficiency of Adequate Funding: The government of India has recommended that the budget for implementation of the policy would be raised up from three percent of the GDP of nation up to six percent to achieve the desirable objectives in the field of education. Undoubtedly, this is a good initiative, but this proposed amount of funding is even not sufficient to meet the needs as per the current scenario of the country under the limited resources of different states of the country.

Digital Connectivity; as an Impediment for the Successful implementation of policy: The victorious application of NEP 2020 is required the maximum use smart digital technology to largely achieve its objectives. Digital infrastructure, including digital classrooms, expertise-driven online teaching models, AR/VR technologies and other such platforms with the efficient instructors are highly expected to apply smart learning as the need of the present generation and the generations to come. But the digital connectivity in the different parts of the country creates hurdles in this direction.

Societal Preferential Approach to Quality Education as a Barrier: Some of the individuals of the country with the orthodox primitive thinking do not show the readiness to accept the sudden change in the prevailed system of the society. Besides this, some socio-economic, religious, cultural and geographical disparities may also be responsible to create hurdles during the execution of the policy.

Lack of Proper Assessment, Monitoring and Evaluation: An effective system always requires proper assessment, monitoring and evaluation for its successful operation. But our system is working on the pattern that theoretically we are very strong and practically we are weak.

POTENTIAL PROPOSITIONS PERTAINED TO THE SUCCESSFUL IMPLEMENTATION OF NEP 2020 IN HIGHER EDUCATION SYSTEM OF INDIA

Some possible suggestions may be put forth for the successful implementation of the NEP 2020 in higher education of India which are as under:

Necessity for desirable Mindset Shift: As it is considered a revolutionary change in the system of education and our society leads with maximum orthodox leading

personalities where the min set of those individuals has been concentrated upon the primitive set up of the civilization. To establish a new system among such ideology is a challenging task. Consequently, the young educated luminary personalities are desirous to play their effective role to determine to set the narrative towards positive direction so that the society will follow the same to keep pace with the world civilization.

Exigency to have Contemplation Regarding Pedagogical Changes: This policy is mainly focused upon the revolutionary innovative pedagogical changes to ensure the holistic development of the young learners. Therefore, some certain changes are desirable to adopt some modern pedagogical techniques, skills, strategies, approaches and methods to fulfil that purpose and at the same time to accept and initiate those changes in the current educational system of higher education.

Urgency for Desirable Necessary Professional Training: Maximum teachers working in the higher education system must be prepared with the current techniques, methods, strategies, skills and approaches of teaching with digital smart technology to ensure to have maximum positive result as prescribed by the document of the policy. Pre-service and in-service teachers must be trained well with certain amount of training to be imparted them through the most efficient educators by the medium of seminars, workshops and other teaching-oriented programs to polish up the pedagogical practices.

Requirement of Necessary Infrastructural Facilities: The effective results of the policy can only be possible if the higher educational institutions are provided with the sufficient needful physical and technological infrastructure. Such essential facilities are also required to be improved and enhanced as per the strength and current changes in system as per the present contemporary scenario. Such necessary facilities include classrooms, libraries, sports facilities, and smart digital learning systems with internet connectivity to have best positive outcomes.

Need to Change the System of Assessment: As per the policy document, the holistic development or all-round development of learners' personality is possible only if the desirable care is given on quality assessment system in higher education. The whole system involved in ensuring quality assessment must be given their respective contribution with an impartial fair attitude to make sure the peculiar estimation.

Must Establish Collaboration between all components of Education System: The fruitful application of this policy in higher education is required the certain amount of the cooperation and collaboration among all the stakeholders, government and non-government organizations, Colleges and universities, teachers, learners as well as their parents etc. To fulfil this purpose, regular meetings and consultations regarding its execution is much desirable to be benefitted through this policy.

Requirement of the Provision of Sufficient Funding to meet the basic needs of entire Education System: As per the official documents of the policy, six percent of national

GDP is reserved for education but it must be distributed properly as per the requirements of different states of the country because sources for income generation, infrastructural facilities, programs for teachers' pedagogical growth etc. might vary from one state to another.

Impartial Approach is Desirable to Appoint Competent Teachers: Teacher is one of the most predominant ingredients in the entire educational system to make it most favourable for the learners, therefore while appointing the teacher in higher education system the focus must be there upon the eligibility, efficacy and quality of teachers to be appointed rather than under the political or bureaucracy pressure.

SUMMARIZATION

The National Education Policy 2020 (NEP 2020) designed for the higher educational set up of India is an inventive futuristic, forward-looking initiative which yearn to standardize the updated favourable mechanism as per the need and aspirations of the learners as well as of the parents and society as a whole that further is highly expected in terms of a reasonably helpful scenario to transform the current Indian education system in to the direction of more accelerating aspect to move the nation on to the path of progress and prosperity of mother country where every individual is supposed to be a responsible and accountable member to his/her society, civilization and world brotherhood by ensuring their revolutionary contribution towards the upliftment of society as the result of innovative educational set up providing learners skill based learning and desirably making it globally competitive. Certainly, this recently designed policy for the higher education seems more favourable but still there are some hinderances regarding its successful implementations in higher educational set up of Indian colleges and universities up to great extent which must be taken into great care and contemplation if we want to have a reasonable satisfactory result of this very innovative phenomenon into desirable direction. The system involved, the educationists, intellectuals, students and communities of the entire country must need greatly to play their significant role and responsibilities to take this very inventive initiation into the desired direction so that the policy may able to establish its significant existence and may prove helpful to the Indian people to be proceed on to the path of their desirable favourable direction.

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