

IMPACT OF NEW EDUCATION POLICY 2020 ON HIGHER EDUCATION (A STUDY ON HIGHER EDUCATION FACULTIES OF JODHPUR DIVISION)

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ABSTRACT

In India, a new education policy typically comes along only once every few decades. The first education policy was in 1968, introduced by the administration under Mrs. Indira Gandhi. This was replaced by her son Mr. Rajiv Gandhi who was prime minister at that time. A few years later in 1992, it was slightly modified again by Prime Minister P.V. Narsimha Rao. And now in 2020, approximately three decades later, a new education policy with drastic changes has been brought in by the ruling government. The details of the policy were released to the nation after cabinet approval on 29th June. The policy aims at seven key issues of educational development namely easy access for the students, ease of participation, quality of courses offered, equity, system efficiency, governance and management, facilities of research and development and financial commitment involved. This is a research paper based on the survey conducted on 200 teaching faculties of various universities and colleges of Jodhpur Division. This paper discusses the various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits. This paper also highlights some suggestions for its effective implementation towards achieving its objectives.

Keywords: Higher Education, National Education Policy 2020, Merits, Implementation Strategies.

Introduction

NEP 2020 aims to make "India a great power of global knowledge". One of the objectives of the stated policy is to inculcate "deep pride" in being Indian, not only in thought, but also in spirit, wisdom, and actions, and to develop knowledge, skills, values and practices to support a responsible commitment to human rights, sustainable development and well-being. NEP 2020 aims to transform India's education system into a modern, prosperous and equitable system. The new policy focuses on improving the illiteracy outcomes associated with primary schools, reducing drop-out rates and introducing more disciplinary measures to the higher education system.

Objectives

- To provide highlights of the New Education 2020 Policy.
- Comparing NEP 2020 with the 1986 Education Policy
- Conducting analysis of New Education Policy 2020.
- Discuss the appropriateness of the NEP 2020 Higher Education Principles
- Discuss the challenges in implementing NEP 2020.
- Provide recommendations for the successful implementation of NEP 2020.

Research Methodology

It is a research paper based on a survey of 200 respondents from Jodhpur Division. Respondents are teaching faculties of various universities and colleges in Jodhpur Division. Respondents are provided with a questionnaire and asked a variety of questions about the new 2020 Education Policy and the National Education Policy 1986.

Hypothesis

Research hypothesis that New Education Policy (NEP) 2020 is better than National Education Policy (NPE)

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Highlights of NEP 2020

Highlights of the 2020 National Education Policy are as follows:

- The mother tongue or the local or regional language should be the teaching method in all schools up to the Vth standard. Sanskrit will be offered at all levels and in foreign languages from the high school level.
- Building 5 + 3 + 3 + 4 will replace the old 10 + 2 building, covering 12 years of school and three of pre-school education. These will be divided into the following: first phase (three and eight years), three pre-primary years (eight to 11 years), preparatory phase (ages 11 to 14), and secondary phase (ages 14 to 18).
- In lieu of annual tests, school students will only sit in three of the 3rd, 5th, and 8th classes. The test of the next year will move on to a more regular and formative style that is very effective, that promotes learning and development, and tests high-level skills, such as analysis, reflection and clarity of thought ”.
- Board tests will continue to be held for Classes 10 and 12 but these too will be redesigned with “full development” as a goal.
- The policy, the government said, aims to reduce students' academic burden and allow them to become "multidisciplinary" and "multilingual". There will be no strong distinction between art and science, between academic and other academic activities and between the academic and academic currents.
- The policy also proposes that higher education institutions such as IITs (Indian Institute of Technology) move towards “full education” by 2040 and the greater inclusion of art and personalities in science students, as well as vice versa.
- NEP 2020 proposes a four-year undergraduate program with multiple exit options to give students flexibility. Bachelor's degrees in various fields will be awarded after completing four years of study. Students who leave after two years will receive a diploma and those who leave after 12 months will be studying for a trade / professional career. M. Phil courses will be suspended.
- A Higher Education Council of India (HECI) will be established to regulate higher education; The focus will be on institutions with 3000 or more students. Among the council's goals is to increase the total enrollment rate from 26.3% (2018) to 50% by 2035.
- Cabinet also approved the renaming of the HRD department to education.

Comparison of New Education Policy (NEP) 2020 and National Education Policy (NPE), 1986

Comparison of New Education Policy (NEP) 2020 and National Policy on Education (NPE), 1986

S.No.	Basis	New Education Policy 2020	National Policy on Education, 1986
1	Name of Authority	Ministry of Education	Ministry of Human Resource Development
2	Percentage of GDP	Education Sector to get 6% of GDP	Education Sector to get 4.5% of GDP
3	Gross Enrolment Ratio	GER-50% by 2035	GER-26.3% upto 2018
4	Format for Schools	5+3+3+4	10+2
5	Break-up of age	3-8,8-11,11-14,14-18	6-16,16-18
6	Subjects	No hard separation of Art, Commerce, Science.	Separation of Art, Commerce, Science subjects
7	Vocational Subject	1 vocational subject is must-class 6 to 8.	Not Mandatory in existing format.
8	Board exam	Objective and descriptive twice a year	Only descriptive exams on annual basis.
9	Languages	3 Languages-by state, region and choice of student	3 language- Hindi, English and the regional
10	Report Card	Report Card to have reviewed from teachers, peers, and students as well.	Report card to have reviewed from teachers.
11	Multidisciplinary	Higher education institutes will be multidisciplinary.	No multidisciplinary concept.
12	E-Content	E-Content in total 8 languages	Lack of regional language e-content

13.	Credit scoring	Multiple entry and exit option for incomplete courses. Their credits will be transferred through Academic Bank of credits.	This is the main difference between both the policies with credit storing for higher studies.
14	M Phil and Doctorate degree	M.Phil is discontinued. Doctorate can be pursued after Master's	First M.Phil, then Doctorate could be pursued.
15	Foreign Universities	Best Indian universities to set up campuses in other countries and best 100 foreign universities may come to set up in India.	No such provision in NPE Policy
16	Multidisciplinary Institution	At least 1 large multidisciplinary institution in or near every district by the year 2030	No such provision of establishing multidisciplinary institution.
17	Controlling Authority	HECI (Higher Education Commission of India) except Medical and Legal, Divided into 4 parts: National Higher Education Regulatory Council (NHERC) for regulation, General Education Council(GEC) for standard setting, Higher Education Grants Council (HEGC) for funding and national Accreditation Council (NAC) for accreditation	UGC, AICTE, ICAR, BCI(legal), CCIM(Medical), ICAI, ICSI, CBSE, NCERT etc.

Analysis of the study

The result of survey done on 200 respondents was as follows:

- 62% of the respondents believe that NEP 2020 will increase the Gross Enrolment Ratio from 26.3% to 50% by 2035.
- 54% of the respondents believed that due to establishment of foreign universities campuses in India, the employment opportunities will increase.
- 64% of the respondents believed that after implementation of the policy there will be increased access and equity in Higher education.
- 72% of the respondents said students will get more exposure due to establishment of multidisciplinary institutions in every district.
- 51% of the respondents said that M Phil course should not be removed.
- The credit storing for higher education was liked by about 80% of the respondents.
- 95% of the respondents supported the making of e-content in 8 regional languages.
- About 90% of the respondents liked the inclusion of vocational education in higher education.

After analysis of the study I found that the hypothesis proved to be correct as New Education policy 2020 is better than National Policy on Education, 1986.

Merits of Higher Education Policies of New Education Policy 2020

- The policy will increase the Enrollment Rate for Higher Education Enrollment including vocational education from 26.3% to 50% by 2035.
- This policy will also allow foreign universities to establish institutions in India, so that the majority of students receive vocational education.
- After the implementation of the policy there will be one regulator of higher education.
- As a result of this policy access to, equity and access to higher education will be increased.
- As a result of this policy by 2040, all tertiary institutions (HEIs) will be multidisciplinary institutions and each will have 3000 or more students. By 2030, in each region there will be at least one multidisciplinary center.
- The system of affiliated colleges' will be phased out over a period of 15 years.
- Single stream higher education institutions will be phased out over time and will all strive to be multidisciplinary.

- The current complex name of Higher Education Institutes in India such as 'affiliating university', 'affiliating technical university', 'deemed to be university', 'unitary university', will be replaced by a mere university.
- Undergraduate degrees will be for a period of 3 or 4 years, with many exit options. If a student completes one year, a certificate will be issued in the field or sector that includes vocational and technical fields, or a diploma after two years of study, or a Bachelor's degree after a three-year program. After 4 years of study Bachelor's multidisciplinary program will be offered to the student.
- 4 years planned can also lead to a 'research' level if the student completes a difficult research project.
- Departments of Languages, Books, Music, Philosophy, Ideology, Arts, Dance, Theater, Mathematics, Mathematics, Social, Economics, Pure and Applied Sciences, Sports, Translation and Translation, etc. institutions.
- The Indian Institute of Technology and Engineering institutions will further their education with a wide range of disciplines and more personalities. Art students will learn more about science.
- The university will be a multidisciplinary institution that will offer student degree and degree programs, with quality teaching, research and community involvement.
- Academic Bank of Credit (ABC) will be established to keep digitally earned academic credits.
- Public and tertiary universities and various universities called MERUs (Multidisciplinary Education and Research Universities) will be established. They will be part of IITs, IIMs, etc.
- Higher education institutions will move from high-level assessments to continuous and comprehensive assessment.
- India will be developed as a global learning center that offers premium education at affordable cost. The International Students Office will be established at each center that caters for foreign students.
- Excellent Indian universities will be encouraged to set up campuses abroad.
- A legal framework will be set up to facilitate such entry, and these universities will be given a special opportunity in terms of regulatory, administrative, and content practices in conjunction with other Indian private institutions.
- At all tertiary institutions, there will be an advisory program to deal with the pressures and upheavals of tertiary students.
- Incentives will also be provided to SC, ST, OBC and other SEDGS students.,
- Vocational education will be integrated into all school and tertiary institutions by 2030. By 2025, at least 50% of students through the school system and higher education will have access to vocational training.
- Arts courses will be available to students enrolled in all other Bachelor's degree programs, including 4 different Bachelor's degree programs. B. Voc, which started in 2013 will continue to exist.
- 'Lok Vidya' i.e. an important knowledge of the work developed in India, will be made accessible to students.
- The current Department of HRD will be renamed education ministry.
- Department of Education to form National Technical Integration Committee (NCIVE)
- A National Research Foundation (NRF) will be established.
- The Indian Higher Education Commission (HECI) will also be established under the policy.

Challenges in Implementing NEP 2020

- **Lack of Infrastructure**

There is a shortage of building, furniture, laundry, classrooms, drinking water, playground, network connection, electricity, library in government colleges and universities. No access to hardware, software, network equipment, communications and 24x7 reliable data. This is important and is the key to closing the digital divide in education. Currently, Indian higher education enrollment calculated according to the Gross Enrollment Ratio (GER) is only 26%. GER is the average age group of people aged 18-23 to the number of people enrolled in higher education.

Building new infrastructure can be a herculean task that requires a huge investment and more time to get started. The nations and territories of the Union use their system. As there is no set procedure to be followed for the implementation of the new education policy, provinces and union areas announce their own plans and dates. This will undermine the NEP's goal of providing equitable access to quality and higher education for all and in all parts of the country.

- **Lack of Funds**

According to NEP policy there will be progress in digitalization and e-learning. More funding will be needed to establish the necessary technology and digital infrastructure. In order to bring the education sector in line with international standards, India will also have to spend more on higher education. According to NEP policy, expenditure should increase from 4.6% to 6% of GDP. So there is a need for more money to be allocated to higher education.

- **Lack of Teaching Faculty**

There is a severe shortage of teaching staff at Indian universities and colleges. Most posts are empty. In a private college, untrained and untrained teachers teach students.

- **Traditional Teaching Methods**

Teaching methods are also traditional. The curriculum of universities and colleges is not being reviewed. There will be a need to train and reorganize teachers. There is a need to further develop the skills and training of teachers and make them world-class. It will also require budget and funding.

- **Cultural and Content Curriculum**

NEP 2020 focuses on reducing the content of the curriculum to create a space for critical thinking and to develop the 21st century talented people incorporated into it. There is therefore a need to redesign all aspects of the curriculum and teaching methods in order to achieve these goals.

- **Old Test Pattern**

At most universities and colleges, the annual exam system works. 75% of state higher education institutions are state-owned in India. NEP focuses on constructive learning assessment rather than summative assessment. The main purpose of changing the assessment system is to encourage continuous compliance with learning outcomes. This ongoing assessment requires schools and teachers to adopt new assessment methods and assignments. These approaches require technical intervention and active involvement of teachers and students.

Suggestions

- To meet the challenge of poor provision of tertiary institutions in India, instead of building new infrastructure the existing organs of state can be redesigned and rebuilt in modern higher education institutions. Government can take on projects such as Public-Private Partnership (PPP) such as built infrastructure projects (BOT).
- Government must issue guidelines to state governments and union territories to enforce a uniform implementation plan. Scheduled deadlines must be given to each state to achieve each milestone in order to make the NEP implementation process smoother and more nationalized.
- Government should introduce PPP models to enable private companies to contribute, collaborate and use together their expertise in implementing education reform in India.
- Government should hire teaching faculties at universities and colleges and fill vacant posts.
- In 21st century classrooms government must come up with consistent investment plans, including Union Budget 2021 and partner with the private sector to ensure continuous skills development and teacher training and bring them in line with international standards. There should be teaching programs, induction courses, refresher courses and teacher development programs every year so that they are competent in teaching modern methods and teaching methods.
- Teachers need to rethink the content of reading and change books appropriately. The curriculum should be curtailed to allow for the opportunity for critical thinking and that will develop the 21st century talented people focused on it.
- The assessment pattern should be changed from a summative test to a formative assessment program.

Conclusion

After a survey of 200 respondents, it has been proved that the National Education Policy is better than the National Education Policy, 1986. Government needs to have a systematic approach to successfully implementing NEP 2020 and providing quality education to all students, regardless of their location. NEP 2020 emphasizes making the education system more comprehensive, flexible and in line with the educational needs of the 21st century. However, in order to achieve all of these goals, we must overcome all the challenges in a progressive way for years to come.

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