New Education Policy 2020: A Study on New Paradigm in Education

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ABSTRACT

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation towards achieving its objectives.

Keywords: Higher education, Education policy 2020, Overview analysis, Implementation strategies, Predicted implications, Predicted, impediments

Introduction:

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities[1]. It is found that over 40% of these small sized institutions are running single programme against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21stcentury[2]. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the highe reducation (HE) system in India are[3]:

- Early streaming of students into differentdisciplines.
- Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER)of25%only.
- Lack of teacher and institutional autonomy to make innovations in HE to attract manystudents.
- Insufficient mechanisms for career management and progression of faculty andinstitutional leaders.
- The lack of research and innovations at most of the universities andcolleges.
- Suboptimal levels of governance and

leadership at higher educationinstitutions.

● A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

. **Objectives Of The Study:**

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are :

1. To highlights and overview the policies of the newly accepted higher education system (NEP 2020

2. To compare National Education Policy 2020 with the currently adopted policy inIndia

3. To identify the innovations in new national higher education policy2020.

4. To predict the implications of NEP 2020 on the Indian higher educationsystem.

5. To discuss the merits of Higher Education Policies of NEP2020.

6. Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.

Methodology:

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020and comparing it with currently adopted education policy. Identifying the innovations made using the focus group discussion method [5-6]. The implications of the policy are analysed using the predictive analysis technique [7-8]. Many suggestions are given based on Focus group analysis.

Highlights Of Indian National Education Policy 2020:

Highlights of the Stages:

The National Education Policy 2020 envisions an India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. The various educational lifecycle stages announced inthe policy are listed in table 1 along with their special features [4].

Table 1 :

Various educational stages to be implemented as per NEP 2020 [4]

S.no.	Educational life-cycle Stage	Features
1	**Foundation Stage:**	Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2	**Preparatory Stage**	Three years Preparatory stage consists of building on the play,discovery and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.

3	Middle school education Stage:	Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.
4	Secondary education Stage	Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
5	Under-graduation Education Stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
6	Post-graduation Education	The Master's degree - a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year.
7	Research Stage:	Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject.
8	Life long learning:	The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

5. Highlight Of Policies of NEP 2020 For He System:

Higher Education:

1.	HE monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, etc will be merged with the Higher Education Commission of India (HECI) as a single	regulator for HEI. 2. The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council(NAC).

3. Establishment of a National Research Foundation (NRF) to fund research in Universities and colleges.

4. Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The Timeline to become multi-disciplinary is by 2030 and to have 3,000 and more students by 2040.

5. Multidisciplinary Universities will be of two types as (1) Research-intensive Universities, and (2) Teaching-intensive Universities.

6. Every existing College will develop into either degree granting autonomous College or migrated into a Constituent College of University and becomes fully a part of the University.

7. The Gross Enrolment Ratio in H E including Vocational education will increase from current 26.3% (2018) to 50% by 2035.

8. HEIs which deliver the highest quality will get more incentives from the Government.

9. All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated University by improving and securing the prescribed accreditation level.

10. The various nomenclatures used currently such as deemed to be university, affiliating university, central university, affiliating technical university, unitary university, etc will be replaced by 'University' after fulfilling the required criteria as per norms.

11. Research will be included in UG, PG ,level and have a holistic and multidisciplinary education approach.

12. Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.

6. Innovations In Nep 2020 :

1. 100 top Indian Universities will be encouraged to operate in foreign countries.

2 Every classroom shall have access to the latest educational technology that enables better learning experiences.

3. Faculty Stability will be provided in an appointed institution with generally no transfer to other institutions.

4. Faculty members get curriculum and pedagogy freedom within an approved framework.

5. Based on academic and research performance, faculty incentives & accountability will be fixed.

6. Faculty fast-track promotion system for high impact research contributions will be offered.

7. A multiple parameter-based API policy with peers & students' feedback, innovations in teaching & pedagogy, professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be inplace.

8. The API policy will clearly be defined in the Institutional development plan.

9. Focus on achieving sustainable Education Development Goal (SEDG) & GER of 50% by 2035.

10. All Ph.D. registered students should take one subject related to teaching/curriculum development and accept teaching Assistantship for enhancing teaching skills.

11. All students should been couraged to take SWAYAM online course satleast two courses per semester.

12. Plan to give B.Voc. as dual degree programme in ODL (Online Distance Learning) mode or 2 hours evening programme through Skill labs & partnership with industry & NGOs.

7. Implications Of NEP 2020 On Indian Higher Education System:

1. Only qualified role-models have the opportunity to elevate to the top to decision making role: Higher Education policy-making decisions and implementation of such policies may go out of bureaucrats and fake educationists who are enjoying top decision-making positions like Chairman's of UGC, AICTE, MCI, DCI, and Vice-Chancellors of Various Universities. For example, in present HE system in India a person without a single scholarly publication can become Vice-Chancellor of Public Sector Universities and can elevate to various higher positions and even become the chairman of UGC. Similarly, a person without a single patent can become Director of Technical Institutions, and eventually can become the Chairman of AICTE. A person without a single IPR like scholarly publication or patent can reach decision making authority at Higher Education Divisions including the Association of Indian Universities.

2. Cleaning of Higher Education Bureaucratic system:

Merit-based appointments of Institutional leaders in Research & Innovations. Unlike the present system, professors without at least five first author scholarly publications or patents during the last five years will not become institutional leaders like Directors, Vice-Chancellors, etc.

3. Transformation of Single discipline Colleges into a multi-disciplinary autonomous degree-awarding Colleges:

This will again help to decrease corruption and lobbies in Colleges. Many colleges are unable to chart their own courses, controlled as they are by rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance and the local pursuit of innovation and excellence. This must be addressed with urgency. This also develops more responsible leaders to work in HE administration along with research so that they can make better innovations in imparting higher educational services.

8. Impediments to Realize NEP 2019 Proposal From Its Stakeholders Point Of View Based On Predictive Analysis:

1. Conversion of affiliated colleges into Autonomous Colleges:

There are many affiliated colleges to public universities which have one or two courses, a small piece of land without enough physical infrastructure (like single building colleges), less than 300 annual admissions, etc. Such colleges cannot- expand their operations to become multi-disciplinary colleges and hence cannot transform themselves into autonomous colleges. Even though the UGC has made it mandatory to have a minimum of 5 acres of land to give and continue affiliation to the colleges, many universities have not strictly followed such conditions.

2. Transforming Undergraduate and Post graduate courses in to Research based Courses:

To transform current UG and PG courses with information oriented into research oriented is a cumbersome process. For this, first, faculty members of HEIs should develop research skills, the HEIs should develop research infrastructure, and students should be prepared as independent thinkers to create new knowledge or new analysis of existing information. Changing the mindset of all stakeholders takes time and effort from HEI administrators. Preparing the faculty members for implementing research- oriented curriculum is the

first step for which research experienced faculty appointments is crucial. The minimum qualification for faculty appointments in HEIs should be a quality Ph.D. with at least 5 IPR in the form of either scholarly publications orpatents.

3. Maintaining quality & accountability in Public/ Government Universities & Colleges:

Many currently available faculty members and administrative leaders in public universities are below average due to the fact of non-compliance of merit-based appointments and promotions. The National Education Policy stress on merit-based appointments and promotion in all levels of HE system which is difficult to follow in countries like India. In such a scenario, maintaining quality and accountability is difficult in public sector HEIs.

Conclusion:

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution.

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