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**AN APPRAISAL OF NATIONAL EDUCATION POLICY 2020 OF INDIA IN HIGHER
EDUCATION**

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ABSTRACT

NEP aims to transform higher education institutions into large multi-disciplinary universities, colleges, and HEI clusters/knowledge hubs. Vibrant communities of scholars and peers to be created to break down silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects. Active research communities to be created across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education. Move to large multi-disciplinary universities and HEI clusters are thus the highest recommendation of this policy regarding the structure of higher education. India needs to create innovative individuals. This is already transforming other countries educationally and economically. Colleges to be encouraged, mentored, supported, and incentivized to gradually reach the minimum benchmarks required for each level of National Education Policy accreditation. HEIs to have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness.

Key Words:

National Education Policy, Higher Education, Education System.

INTRODUCTION

Higher education is the basis for knowledge creation and innovation and hence it contributes to a growing national economy. Higher Education represents the power behind a vibrant, progressive, and prosperous nation. National Education Policy (NEP) 2020 targets a complete overhaul of the higher education system to deliver high-quality education. NEP aims to transform higher education institutions into large multi-disciplinary universities, colleges, and HEI clusters/knowledge hubs. Vibrant communities of scholars and peers to be created to break down silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects. Active research communities to be created across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

Move to large multi-disciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. India needs to create innovative individuals. This is already transforming other countries educationally and economically. Colleges to be encouraged, mentored, supported, and incentivized to gradually reach the minimum benchmarks required for each level of National Education Policy accreditation. HEIs to have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness.

By 2040, all higher education institutions (HEIs) to become multi-disciplinary institutions and to have larger student enrolments in thousands, for optimal use of infrastructure. By 2030, there shall be at least one large multi-disciplinary HEI in or near every district. The aim is to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. Institutions to have the option to run Open Distance Learning (ODL) and online programs. Single-stream HEIs to be phased out over time, and all to move towards becoming vibrant multi-disciplinary institutions or parts of vibrant multi-disciplinary HEI clusters in order to enable and encourage high-quality multi-disciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs to add departments across different fields to strengthen the single stream that they currently serve. All HEIs to gradually move towards full autonomy (academic and administrative) in order to enable this vibrant culture.

II. REVIEW OF LITERATURE

The previous education policies of the Government of India in 1986 and modified in 1992 are failed to provide education to every citizen of the country and found inadequate in offering high quality education even if an amendment in NEP- 1986/92 was brought during 2009 with a supplementary “Right of Children to Free and Compulsory Education Act 2009” that laid down legal underpinning for achieving universal elementary education. In 2019, Govt. of India formed a committee headed by Dr. K. Kasturirangan former chairman of the Indian Space Research Organization (ISRO). The committee submitted its report in the form of a draft Education policy in December 2019 and suggested both incremental and radical changes in the existing Indian education policy with appropriate guidelines for effective implementation in the country by 2030. After a thorough investigation and 360-degree feedback-based review, the Govt of India accepted its modified version [1] in the Union Ministry meeting as National Education Policy 2020. The declaration was made by Union Ministers for Information and Broadcasting (I&B) Prakash Javadekar and Human Resource Development (HRD) and Ramesh Pokhriyal Nishank for acceptance of the National Education Policy (NEP-2020) on Wednesday 29th July 2020.

The National Education Policy -2020 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all. It draws inputs and disciplines from the vast amount of India’s heritage. The country’s education system contributed many scholars including Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali, and Panini, and many others. Through such eminent people, the country made seminal contributions to world knowledge in varied fields such as mathematics, astronomy, metallurgy, civil engineering and architecture, shipbuilding and navigation, medical science and surgery, yoga, fine arts, chess. The entire Indian education system is founded and built with such background, support, and inspiration. The objective of the policy is to provide a multidisciplinary and interdisciplinary liberal education to everybody based on a proposed system.

III. OVER VIEW OF NEP - 2020

The National Education Policy 2020 envisions an India centered education system by incorporating its tradition, culture, values, and ethos to transform the country into an equitable, sustainable, and vibrant knowledge society. The NEP-2020 is developed by considering the wide and deep historical heritage of the country and the contributions of many scholars to different subjects as the founding stone to build high quality multidisciplinary liberal education at both school and higher & professional education level. With the objective to increase the gross enrollment ratio (GER) of school education enrollment and higher & professional education enrollment to increase from 28% and 05% to 50% and 20% respectively by 2030, by means of radical changes in the existing education policies and governance systems by introducing accountability in each stakeholder.

IV. STRENGTHS & WEAKNESS OF THE POLICY AT HIGHER EDUCATION & RESEARCH PART OF NEP-2020:

Strengths of the NEP-2020 Act

- (1) The NEP 2020 is futuristic and expected to fill the gap between the current status of national innovativeness and the desired state of national innovativeness.
- (2) The draft contains a comprehensive proposal on all aspects of education for all levels of the people.
- (3) Systematic education for children is proposed from the 3rd year of the age.
- (4) Emphasis is on manpower development, entrepreneur ability, and employability.
- (5) The entire proposal is based on the concept of education for equality.
- (6) Private HIEs will get the freedom of admission whereas Public HEIs admit students through NEA ranking & counselling.
- (7) All types of HEIs will be multidisciplinary, accredited, and autonomous degree granting institutions at undergraduate and postgraduate levels.
- (8) Mark scored by each student in each subject is based on the continuous evaluation by the concerned faculty members of the department so that the performance grade of the student will be based on true academic scores not based on his/her fate or luck.

- (9) Well written by considering all aspects of education and all levels of people in society.
- (10) The experience and thoughts of many experts are embedded in the Proposal.

Weakness of the NEP-2020 Act

- (1) The subject identification and specialization into science, commerce, arts in order to choose the type of professional education are not clear.
- (2) Implementation details at school levels and college levels are also not clear.
- (3) The three years exit with a degree and four years exit with a research project-based degree is also confusing to get a government job under a similar degree qualification.
- (4) One year and two years Masters degree programmes are also suggested and it is not clear that under what circumstances these different duration Master degree programmes have to be offered.
- (5) Online Distance Learning (ODL) permission should be restricted to only universities instead of autonomous colleges too.
- (6) Less importance and information is given for diploma programmes under higher education.
- (7) No substantial support to improve the quality for contributing to global ranking.
- (8) Accumulating required land and infrastructure for affiliated colleges to be transformed in to multi- disciplinary autonomous colleges is a major constraint.
- (9) If all types of HEIs start offering ODL programmes the system will become worse due to unhealthy competitions.
- (10) Since top class foreign universities are allowed to enter and offer educational services in India with huge investments, sustainability for Indian organizations becomes a challenge.

V. CONCLUSION

India is geared up to implement the guidelines of National Education Policy 2020 throughout the country to reform and make radical changes in school education and higher education with an objective of creating a new education system which should empower the youngsters and boost their confidence to create new knowledge, new skills, along with human values to solve current and future problems and challenges of the civilized society by means of their enhanced innovative ability and tech-savvies. It is known that technology which is an application of scientific thinking has the capabilities to improve the quality of life of everyone in this universe and quality education is the foundation for it. With the objective of providing value based, knowledge based, and skill based higher education for everyone in the country, the new education policy has many intrinsic propositions to improve the quality of school and higher education to creating interest in their chosen area to find challenges and converting them into opportunities by discovering innovative solutions to make life comfortable and successful with expected happiness. The quality higher education has the objective of developing human beings who are responsible for creating better society by means of improved human value-based discipline, and respecting each other for growth and prosperity. Quality higher education also makes everyone to contribute to discovering new technology, adopting new technology, or promoting new technology which can contribute to the progress of society. It is expected that the new education policy which is research focused, will accelerate the attainment of the above objectives and makes every stakeholder as innovator.

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