



National Education Policy 2020 and Higher Education: A Brief Review

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Date of Submission: 05-02-2024

Date of Acceptance: 17-02-2024

Abstract

It is a well-known fact that a well-defined, visionary and futuristic education policy is essential for any country, because education is a key factor of economic and social progress. Different countries have adopted a different education system considering their traditions and cultures. Recently, the Government of India announced the New Education Policy 2020 (NEP2020), which aims to transform our country into a sustainable, fair and vibrant information society by providing quality education to all. This is a welcome step which will bring a paradigm shift in the Indian education system and make it modern, progressive and fair. Based on the NEP 2020, this conceptual research paper focuses on Higher Education (HE). The authors of the article intend to discuss the background and genesis; highlights the vision, focus areas and guiding principles; and be sure to bring the characteristics, areas of influence and opportunities of to the interest groups as well. Finally, they emphasize planned, systematic and careful implementation of policies.

Keywords: National Education Policy 2020 (NEP 2020), Higher Education, Quality Education, , Paradigm Shift, Sustainable Development.

1. Brief Introduction: Quality education is important for developing human capabilities and developing social justice and promotes the development of the country. In this scenario, the educational system must build and form character to empower students. The gap between current and

required learning outcomes can be overcome by reforming the education system. This inevitably brings quality, equity and integrity to the system between Early Childhood Care Education (ECCE) and Higher Education. Therefore, India needed an education system that would ensure equal access to quality education. Education for all students, regardless of their social or economic background. To this end, India has adopted the 2030 Agenda for Sustainable Development (SD) to ensure quality and equity in all education. Support and strengthen education systems to achieve the main goals of the 2030 Agenda, namely The Sustainable Development Goals (SDGs 4.4) are achievable. The Indian government has decided to change this by launching the National Education Policy 2020. The new policy focuses on higher education in India and will directly help transform India into a sustainable, just and smart society by providing quality education to all. This is the purpose of education The purpose of this process is to review and improve NEP 2020 focuses on developing the creative potential and higher intelligence in every individual.

2. Emergence of NEP 2020: Long back India's first Education Policy was introduced in the year 1986. About thirty-four years thereafter, a new policy called National Education Policy 2020 (NEP 2020) is introduced by the Government of India. NEP 2020 thus replaces National Policy on Education of 1986. The policy signifies a huge milestone for India's education system, which will certainly make India an attractive destination for higher education world-wide. In January 2015, the Indian government led the launch of a series of



talks on new education policies. The meeting was chaired by former Secretary Shri. Subsequently, after extensive public consultation, the Ministry of Human Resource and Development (MHRD) released the Draft New Education Policy (DNEP) in 2019. So do it He was actively involved in policy formulation and new policy documents are released. This document, approved by the Federal Government of India on 29 July 2020, sets out a vision for a new education system in India. The policy envisages a India-centered education system that plays a direct role in transforming the country into a stable, fair and dynamic information society, vocational education in rural and urban India. The bill approved by the Union Government of India on 29 July 2020 outlines the vision of India's modern education system. The policy envisions an education system that focuses on providing Ballard Vocational education in rural and urban India. This policy aims to transform the education system in India by 2021. Support and consideration of public investment in education by central and state governments.

3. NEP 2020: What's it about? The National Education Policy 2020 (NEP 2020) brings an ambitious and dramatic change that can transform the education system of the country. This will bring revolutionary changes in the Indian education system.

3.1 Vision: The objective of NEP 2020 is to create the best education system in the world based on the Indian ethos and in accordance with the principles described in the discussion below. This will make India a global knowledge superpower.

3.2 Thrust Areas: NEP 2020 is necessarily addressing the crippling challenges that have affected the Indian Education System for over last few decades. Certain thrust areas of the policy are:

- **Low literacy and numeracy in primary school:** Many reports suggest that 50% of children lack these skills. Age, the ability to understand and process numbers and the ability to read and write even after five years in school. Most of the program has this basic education as its main objective and aims to develop various skills and abilities among the children.

- **In Middle and Secondary Education, high dropout levels, curriculum inconsistency:** According to the Ministry of Education, the dropout rate in high school is 4,444 people dropped out of school for various reasons, including poverty, poor health and distance from school. Additionally, there is considerable variation in attrition rates by state. The data also show a

significant drop in gross education rates. Students drop out significantly after fifth grade, especially after eighth grade. Reduces shrinkage and increases GR. In particular, the middle and high school levels are political arenas.

- **In Higher Education, a lack of multi-disciplinary approach and flexibility with regards to subject choice, assessment as well as a skill-gap:** There is no systematic and flexible approach to the selection and evaluation of higher education programs. Dropouts from higher education are also on the rise. Therefore, policies focus on reducing the number of migrants and increasing the number of migrants GR in Higher Education. Development, assessment, evaluation and comprehensive analysis activities are considered to determine training standards.

3.3 Principle Guidelines: The main pillars of this policy are access, equity, quality, affordability and accountability. The policy firmly believes in the idea that the purpose of education is to develop good people capable of rational thought and action, possessing compassion and empathy, courage and determination, scientific character and creative imagination, and strong ethical attachments and values. Thus, it aims to nurture committed, productive and contributing citizens to build a just, inclusive and pluralistic society in accordance with the Constitution. The main principles on which this policy is based are:

- Flexibility, for learners to choose their subjects and programmes, and thereby choose their paths in life according to their own talents interests.

- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic etc. to ensure the integrity and unity of knowledge and eliminate harmful hierarchies among and silos between different areas of learning.

- Multi-disciplinary and holistic education across the sciences, social sciences, arts, humanities and sports for a multidisciplinary world.

- Emphasis on conceptual understanding rather than rote learning and learning for exams only, on creativity and critical thinking to encourage logical decision-making and innovation, on ethics as well as human and Constitutional values e.g. empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, scientific temper, liberty, responsibility, pluralism, equality and justice and on life skills e.g.



cooperation, teamwork, communication and resilience.

- Regular formative assessment for learning rather than the summative assessment that encourages today's coaching culture.
- A respect for diversity and respect for the local context in all curriculum, pedagogy, and policy by always keeping in mind that education is a concurrent subject.
- Total equity and inclusion is the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.
- Resource efficiency without any compromise on equity and quality along with optimum utilisation of resources.
- Being teachers and faculty as the heart of a learning process, their rigorous recruitment and preparation, continuous professional development, positive working environments and service conditions are require to be assured.
- A light but tight oversight and regulatory system to ensure integrity and transparency of the educational system through audit and public disclosure while simultaneously encouraging innovation and creative ideas through autonomy, good governance and empowerment.
- Outstanding research as a prerequisite for outstanding education and continuous development.
- Continuous policy-making based on regular assessment of realities on the ground by educational experts.
- A rootedness and pride in India and its rich, diverse, ancient and modern culture, knowledge systems and traditions, and its forward-looking aspirations to be incorporated in an accurate manner, and form an anchor and source of inspiration for all education.
- Education is a public service and not a commercial activity or source of profit, and access to quality education must need to be considered a fundamental right of every citizen.
- Lastly, substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private participation.

4. NEP 2020 and Higher Education: The objective of the National Education Policy (NEP 2020) is to change education so that the learner remains at the center. It is based on the

recommendations of Education Commission (1964-66) and Judiciary J. S. Verma Commission (2012) such as earlier versions of the policy i.e. National Education Policy 1986, amended in 1992, Children's Right to Freedom and mandatory, Education Act 2009 and the Rights of Persons with Disabilities Act 2016. In fact, this is a big step towards proper education. It focuses primarily on the holistic development of students by ensuring access, relevance, equity, quality and a strong basic education. This policy offers many benefits to stakeholders in the education sector. It plans to create synergy in the curriculum between childcare and education in schools and colleges. The main focus area of the policy is improving the quality of learning outcomes. Another priority area is the implementation of assessment reforms, which remained a long-awaited change. Most importantly, the NEP 2020 is expected to steer India towards the 2030 Sustainable Development Goals by promoting lifelong learning opportunities over the next decade. It has been rightly said that "Higher Education (HE) is an important part of the Education System (ES) to determine the economy, social status, adoption of technology and healthy human behavior in all countries". The main objective of the policy is the quality of the 4,444 Higher Education Institutions (HEIs) and positioning of India as a center of global education. The focus is to provide a flexible curriculum with an interdisciplinary approach, creating multiple exit points for a four-year undergraduate program that catalyzes research, improves faculty support and enhances internationalization. The following table shows specific concerns related to higher education policy.

5. Conclusion:

We know that well-planned, organized and clear policies are important for schools, colleges and universities. It is generally believed that good education policy always leads to better education in the country. The National Education Policy 2020 (NEP 2020) is a welcome and much-needed reform in Indian education, aiming to make it modern, progressive and balanced. A team of academics and deep international knowledge make schools and higher education more transparent, flexible and distinctive, this plan needs to be implemented on a large scale and has never been tried before in the world. The changes will begin in 2021-22 and continue Very simple but well executed It's up to the user to understand the problem and try to solve it. Read his new course viz. National Education Policy 2020 (NEP 2020)



nearly three decades later Major policy changes in 1986. Diversity-oriented policies, international best practice in education, field experience and stakeholder engagement. The functionality is simple, but implementation will show whether the educational quality of his program will improve the success of the New Economic Policy 2020 and the pace of its implementation will depend on the ability of governments, universities and schools to respond to the challenges they face. significant challenges in the coming years and decades in a sustainable manner. I result found that, “The National Education Policy (NEP 2020) has brought about 4,444 major changes that will transform the education system.

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