



# Indian National Education Policy 2020

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## ABSTRACT

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). Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed.

**Keywords:** NEP, HEI, Student Centric Model

It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economy will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights.

## Implications of NEP 2020 on Indian Higher Education System

- ❖ 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

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Universities.

- ❖ 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.
- ❖ **Focus on Research & Innovation at UG & PG levels** : This allows students and faculty members to think creatively with confidence to propose and do new things leading to novelty.
- ❖ **Single Regulator for entire HEIs** : National Higher Education Regulatory Authority (NHHERA) a single HEIs regulator setup leads to effective regulation of financial probity of HEIs, governance, open disclosure of financials, faculty/staff, courses, and educational qualities.
- ❖ **Transformation of Public/Government Colleges** : Two possible transformation processes: (a) The affiliated public/government colleges can eventually become multi-disciplinary and expand their capacity to admit annually 3,000 or more students and become autonomous colleges (AC). (b) Small colleges with less resources and student feeding areas will convert itself as a constituent college of the affiliating university and get mentorship and all other kinds of support to offer quality education.
- ❖ **Transformation of Private Colleges** : Three possible of Transformation: (a) The private sector colleges can eventually expand in terms of their resources and quality of education and reaches a predefined accreditation status to become Autonomous Degree giving college, (b) Some small colleges with one or two disciplines and have no scope of expansion to admit 3,000 or more students will join with similar (same management or same religion) colleges in that region and may become a group of colleges or a cluster and transform themselves into a degree giving Autonomous College, (c) The private colleges which cannot form cluster or part of a group and fail to reach the pre-defined accreditation status will eventually close down their operation.

### **Impediments to Realize NEP 2019**

- ❖ **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. All such government owned colleges can be converted into constituent colleges but privately owner small colleges will be either close their operation or shift to a bigger land with an acceptable level of physical infrastructure.

- ❖ **Transforming Undergraduate and Postgraduate courses into 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.
- ❖ **Lobbies at Decision making Appointments:** Though, through implementing National Education policy 2020, the central government dreaming that it can transform the Indian education system to a sophisticated and progressive system for economic and social growth, the present corrupt system will continue due to strong control of corrupt individuals at all levels of current HE system. Such influence and favouritism create lobbies at appointments of top decision makers of higher education leading to the promotion of further continuation of a corrupt system. Due to political reasons, it is difficult to remove such lobbies in appointments and hence quality in the higher education system in India.
- ❖ **Inequality and lobbies in granting Research Funding without proper accountability:** All research funding will be granted and regulated by the National Research Foundation. There should be a proper monitoring system to avoid injustice to many genuine researchers with novel ideas due to partiality in granting funds. A proper monitory system to curb the lobbies and influences by many organizations. Also, the granted research project funds should be utilized fully with the expected outcome and the expenditures should be made open to the public to avoid misuse.

### **Merits of Higher Education Policies in NEP-2020**

- ❖ **Student Centric Model:** The current teacher centric model where the teachers decide the subjects, curriculum, evaluation, etc will be replaced by student centric model where student gets right to decide the subject he has to study from the institution, SWYAM MOOC, and from ODL and he can appear for competency based evaluation in his own pace.
- ❖ **Competency based Continuous Evaluation System:** As against choice-based credit system, competency-based credit system has advantages of evaluating skill sets of a student along with knowledge and experience. Competency leads to confidence and objective of higher education system irrespective of subjects and areas of study is building confidence to identify new challenges and converting them into opportunities to solve

problems in the society.

- ❖ **Research & Innovation Focused:** The objective of higher education is to create new knowledge or a new interpretation of existing knowledge through systematic analysis. This will solve all problems of the society optimally. Involving research and innovations as a major component of higher education creates new intellectual property to throw light into new innovative solutions.
- ❖ **Faculty Productivity based on Research Output:** Research is an integral part of the higher education system. The faculty members who are guiding quality research should have research motives and experience so that they can be role models for their students. The new education policy focus on merit-based promotions which depend on faculty members annual performance indicator score with major portion depends on their performance in research and publications or patent to contribute to the IPR of the organization and hence of the country.
- ❖ **Autonomy at all Levels:** Higher education institutions which have the autonomy to do innovations in deciding the courses, curriculum, pedagogy, examination and evaluation could able to improve the quality of educations offered by them. In university affiliation system, affiliated institutions do not have any autonomy in teaching-learning and evaluation systems thereby the quality and motivation of both students and faculty members get affected. Autonomy at education (teaching -learning processes), examination and evaluation, administration including financial decisions are essential for a progress oriented system.
- ❖ **Integrated Controlling & Monitoring System:** As per NEP-2020, the first 10 years from 2021 to 2030 is the implementation period and the next 10 years from 2030 to 2040 is the operational period. The implementation process is divided into seven stages:- (1) Implementation of spirit and intent of the policy (2) Implementation of policy initiatives in a phased manner (3) Prioritization and sequencing of policy points (4) Comprehensive full-fledged implementation to achieve the desired objectives (5) Collaborative planning, monitoring, and implementation by both Centre and States (6) Timely supply of required resources by both Centre and States (7) Careful analysis and review of multiple linkages to ensure effective dovetailing of all initiatives Effective use of technology to monitor and control each stage is essential for the expected progress of implementation.
- ❖ **Control of Quality through Biennial Accreditation Process:** Currently, the National Assessment and Accreditation Council monitors the quality of education and awards the graded accreditations to HEIs. This accreditation timeframe is five years. As a result, HEIs are not continuously monitored for their accreditation status. Instead, to make accreditation status more serious and effective for continuous improvement, NEP-2020 has simplified it and made it mandatory as a biennial accreditation process.

## 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. By encouraging merit-based admissions with free-ships & scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to visible. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

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