

A Study of NEP-2020 in Higher Education

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ABSTRACT

NEP-2020 suggests that all components of the educational framework, including regulation and funding, be revised and revamped. To develop a new system that is in line with the aspirational aspirations of the twenty-first century. While drawing on India's traditions and value systems, education, including SDG4, will be prioritised. For the sake of national security, it is regarded vital to instil knowledge about India and its diverse social, cultural, and technological demands, as well as its inimitable aesthetic, language, and knowledge traditions, and strong ethics in India's young people

Keywords: NEP-2020, Skill Development, Higher Education

India is a significant player in the global education market. India claims one of the world's most extensive networks of higher education institutions with 26.31 percent of India's population between the ages of 0 and 14; the education sector offers significant potential for development. India's education system has greatly improved in recent years, and it is now one of the best in the world. It is also one of the most important contributors to the country's economic prosperity. Apart from government initiatives, the importance of private institutions in the development of India's education industry cannot be overstated. However, there are some suspicious figures as well. Despite increased investment in education, 40 percent of the country's population remains illiterate. Only 15% of kids are able to progress to the following level, which is high school. The Higher Education With many institutions, India boasts the world's third-largest upper secondary education system. These days, an increasing number of

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students are pursuing higher education. The number of students enrolling in higher education reflects the outcome. The number of institutions is steadily expanding. As of December 31, 2020, India had the following number of educational institutions: The National Education Policy (NEP) 2020 proposes a new school structure of 5+3+3+4, replacing the traditional 10+2 system. This new structure divides school education into four stages: Foundational (5 years), Preparatory (3 years), Middle (3 years), and Secondary (4 years). The Foundational stage includes early childhood care and education (ages 3-6) and primary grades 1 and 2.

Internationalization of Education

It promotes international collaborations and exchanges to enhance the global competitiveness of Indian higher education.

RESOURCES FOR PRESENTATIONS AND FURTHER INFORMATION

Salient Features of NEP-2020

Higher Education

1. The Fundamental Principles of the Policy:

- ❖ Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each students holistic development in both academic and non-academic spheres.
- ❖ According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3.
- ❖ Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- ❖ No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- ❖ Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- ❖ Emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- ❖ Creativity and critical thinking to encourage logical decision-making and innovation;

- ❖ Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- ❖ Promoting multilingualism and the power of language in teaching and learning;
- ❖ Life skills such as communication, cooperation, teamwork, and resilience;
- ❖ Focus on regular formative assessment for learning rather than the summative assessment that encourages today's coaching culture;
- ❖ Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- ❖ Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- ❖ Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- ❖ Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education; · teachers and faculty as the heart of the learning process their recruitment, continuous professional development, positive working environments and service conditions;
- ❖ A light but tight regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- ❖ Outstanding research as a corequisite for outstanding education and development;
- ❖ Continuous review of progress based on sustained research and regular assessment by educational experts;
- ❖ A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.
- ❖ Education is a public service; access to quality education must be considered a basic right of every child;
- ❖ Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

2. The Vision of this Policy

- ❖ An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

- ❖ The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.
- ❖ To instill a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

- ❖ Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.
- ❖ It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.
- ❖ A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society.
- ❖ It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

Some of the major problems currently faced by the higher education system in India include:

- ❖ A severely fragmented higher educational ecosystem;
- ❖ Less emphasis on the development of cognitive skills and learning outcomes;
- ❖ A rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
- ❖ Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
- ❖ Limited teacher and institutional autonomy;
- ❖ Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
- ❖ Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;

- ❖ Suboptimal governance and leadership of HEIs;
- ❖ An ineffective regulatory system; and
- ❖ Large affiliating universities resulting in low standards of undergraduate education.

This policy envisions the following key changes to the current system:

- ❖ Moving towards multidisciplinary universities and colleges, with more HEIs across India that offer medium of instruction in local/Indian languages;
- ❖ Moving towards a more multidisciplinary undergraduate education;
- ❖ Moving towards faculty and institutional autonomy;
- ❖ Revamping curriculum, pedagogy, assessment, and student support
- ❖ Reaffirming the integrity of faculty and institutional leadership positions
- ❖ Establishment of a National Research Foundation of governance of HEIs by independent boards having academic and administrative autonomy;
- ❖ “Light but tight” regulation by a single regulator for higher education;
- ❖ Increased access, equity, and inclusion

CONCLUSION

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital requisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic. Overall, the NEP-2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP-2020 paves the way ahead for many young aspiring students to be equipped with the right skillset. The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India’s experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework.

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