

National Education Policy 2020: Challenges and Opportunities for Students and Institutions in Higher Education

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Abstract

In the presented research paper, what can be the challenges for the students in higher education in the National Education Policy 2020? And what other opportunities will there be for them and similarly what challenges can come for the institutions? And what opportunities will be there for them has been studied. How the institutions will be able to solve the problems of the students and what benefits they can provide to the students, etc. What has been the education policy so far and what changes will be made in them now and how the current education policy can improve education. How much benefit can be obtained, what changes can come in education, etc. have been studied. Under the new National Education Policy 2020, some new changes have been made in higher education which are beneficial for students and institutions. Providing students with the option to choose subjects voluntarily, and providing an independent environment to the students by the institution. Financial aid to students, activation, motivation, potential, etc. have been discussed in the education policy and equity, inclusion, teacher education in higher education. Professional education, improving the quality of research, preventing commercialization of education, providing the best environment for students to learn and supporting students, etc. have been discussed in this education policy. Which has been tried to be publicized through this research paper.

Keywords: National Education Policy 2020, Challenges, Opportunities, Independent environment, Financial aid to students, teacher education.

Introduction

The National Education Policy was framed in 1986 and modified in 1992. More than three decades have passed since previous Policy. During this period significant changes have taken place in our country, society economy, and the world at large. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country. Quality, innovation and research will be the pillars on which India will become a knowledge super power. Clearly, a new Education Policy is needed.



About New Education Policy Consultation

Higher education system in India has an ancient history and it has emerged through various periods. current higher education system he roots of India go back to the English system of education during the British period in India. Higher education plays an essential role in shaping the future of Indian society. According to a World Bank survey in 2019, India has the world's third largest system of higher education. The Government of India published the country's third policy on education on 30 July after independence. The title of this policy on education is "National Education Policy- 2020" (NEP-2020).

Part 'II' of NEP-2020 covers the sector of higher education and gives detailed information about it expectations in this area. For an economically developing country like India, where the demand for a Quality skilled workforce is very much, it becomes necessary to keep a check on the quality of education Provided in the higher education system. Plays an important role in improving the quality of assessment Learning by giving feedback. Evaluation is generally done as the objectives of education are formulated. Any teaching-learning process is incomplete without a proper evaluation system. National Education Policy- 2020 expecting and suggesting fundamental changes in traditional assessment system in higher education. This paper is an attempt to find out the important recommendations made On 'Assessment' in the field of higher education by National Education Policy-2020.

Objectives

1. To study of challenges for students in NEP-2020
2. To study of challenges for institutions in NEP-2020
3. To study of opportunities for students in NEP-2020
4. To study of opportunities for institutions in NEP-2020

Research methods used – In the present research, research method in used Internet surveys

Higher Education

Quality Universities and Colleges in higher education system

Higher education plays an essential role in the development of human as well as social welfare as our constitution has declared India to be a democratic, just, socially conscious, cultured and humane nation

with justice, liberty, equality, and fraternity for all. A good educational institution is one in which every student is welcomed and cared for, where a safe and stimulating learning environment exists, where a variety of learning experiences are provided for all students, and where learning is encouraged and supported. It should be the goal of every educational institution to achieve that good infrastructure and appropriate resources are available.

For the purpose of holistic development of individuals, it is essential that each stage of learning, from pre-school to higher education, involves a defined set of skills and values.

At the social level, the purpose of higher education is to make the nation enlightened, socially aware, knowledgeable and capable enough to uplift its citizens, and find and implement strong solutions to its problems.

Major problems of higher education system in present day India

1. Severely fragmented higher educational ecosystem
2. Less emphasis on the development of cognitive skills and learning outcomes
3. A rigid division of subjects, pushing students into specialist and niche areas of study too early
4. Limited access, especially in socio-economically disadvantaged areas with only a few universities and colleges that teach in local languages
5. Limited Teachers and Institutional Autonomy
6. Inadequate mechanisms for merit-based career management, advancement of faculty and institutional leaders
7. Very little emphasis on research in most universities and colleges and lack of transparent and competitive review research funds across disciplines
8. Lack of governance and leadership in higher education institutions
9. an ineffective regulatory system
10. Too many affiliation universities, resulting in low standards of undergraduate education

Major changes included in the current higher education system in view of the National Education Policy 2020

1. Moving towards a higher education system consisting of large multidisciplinary universities and colleges
2. Moving Toward a More Multidisciplinary Graduate Education
3. Moving towards Faculty and Institutional Cleanliness
4. Revamping curriculum, pedagogy, assessment and student support to enhance the student experience
5. Affirming the integrity of faculty and institutional leadership positions through appointments and career advancement based on merit—teaching, research, and service
6. Establishment of the National Research Foundation [NRF] to actively fund peer-reviewed research and actively support research in universities and colleges
7. Governance of HEIs by highly qualified independent elders with academic and administrative autonomy
8. Providing flexible yet stable regulation of all higher education including professional education by a single regulator
9. Increase access, equity and inclusion through a range of measures, including opportunities for quality public education, substantial increases in scholarships for disadvantaged and poor students,

open schooling, online education and open distance learning [ODL] and disabilities Availability and access to all infrastructure and learning materials for learners

The main thrust of this policy on higher education is to eliminate fragmentation of higher education by shifting higher education institutions into large and multidisciplinary universities, colleges and HEI knowledge hubs.

The entire higher education sector will aim to become an integrated higher education system – including vocational and professional education

Broadly speaking, a university means a multidisciplinary institution of higher education.

Institute which offers undergraduate, postgraduate and Ph.D programs and conducts high quality teaching and research.

Towards holistic and multi-specialized education

India has an ancient tradition of holistic and multidisciplinary learning, from universities such as takshashila and Nalanda to an extensive literature that reveals a combination of disciplines in various fields. Ancient Indian literature like Banabhatta's Kadambari describes education as knowledge of 64 arts. And these 64 arts include not only subjects such as singing and painting, but also scientific fields such as mathematics on chemistry, business fields such as carpentry and tailoring, medicine and engineering as well as communication, discussion and debate. The practical skills [soft skills] are also included.

A holistic and multi-specialty education that has been beautifully described in the history of India is indeed the need of schools today to lead the 21st century and the 4th Industrial Revolution.

Steps will be taken in the direction of holistic and multidisciplinary education of higher quality in large multidisciplinary universities and colleges. Apart from rigorous specialization in the subjects, students will be given flexibility in curriculum, new and interesting courses to choose from. Language, Literature, Music, Philosophy, Indology, Art, Dance, Drama, Education, Mathematics, Statistics, Theoretical and Applied Science, Sociology, Economics, Sports,

Translation and Interpretation subjects in various Higher Education Institutions [HEI] of the country. departments will be established to encourage Indian education and environment.

To bring to life the idea of such a holistic and multi-specialty education, the flexible and innovative curriculum of all HAIs will include credit-based courses and areas of community engagement and service, environmental education and value-based education.

The graduation degree will be of 3 or 4 years duration with multiple exit options with appropriate certificates. For example certificate on completion of 1 year in any discipline or field including Pyaasa one and professional field, Diploma on completion of 2 years, Bachelor's degree after 3 year program, 4 year graduate program promoting multiple special education as it provides opportunities to experience a holistic and multi-specialized education in addition to focusing on a chosen major and minor of the student's interest.

An Academic Credit Bank [ABC] will be set up which will digitally compile the credits obtained from different recognized Higher Educational Institutions so that degrees can be awarded by the Higher Educational Institutions based on the credits obtained. If the student completes a rigorous research

project in their major area of study specified by the HEI, they may also be awarded a degree with research in the 4-year program.

Higher Educational Institutions [HEIs] will have the flexibility to provide postgraduate programs in various formats [a] For students who have completed 3 years undergraduate program, they may be offered 2 years postgraduate programs in which financial year Fully focused on research, [b] students who have completed 4 years undergraduate program with research may have 1 year postgraduate program [c] and 5 years integrated graduate/post graduate program For PhD, either a postgraduate degree or a bachelor's degree obtained with 4 years of research is mandatory. MPhil program will be discontinued.

Support students in the best environment for learning

Learning effectively requires a comprehensive approach. Which includes appropriate curriculum, engaging teaching, continuous formative assessment, adequate student cooperation. The syllabus should be interesting and relevant. Which should be updated from time to time so that the new requirement of knowledge and results towards learning can be achieved. High quality teaching methodology is essential to successfully deliver the course material to the students.

Financial Aid for Students

Various measures to the students financial assistance will be made available through Efforts encourage the merit of students belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes and Economically Weaker Sections. The National Scholarship Portal will be expanded to enhance, encourage and track the progress of these students.

Motivated Active and Competent Faculty

The most important factor in the success of educational institutions is the quality of the faculty members working here and their involvement. Keeping in view the important role of faculty members in achieving the goals related to higher education, some important steps have been taken in the recruitment process over the years.

As the most basic step, all higher educational institutions will be equipped with necessary infrastructure and facilities such as clean drinking water, clean toilets, blackboards, offices, teaching materials, libraries, and a pleasant classroom environment.

There will be no extra teaching load, the student teacher ratio will not be high, so that the teaching process remains an enjoyable activity, students get enough time for discussion, research, and university related activities.

Excellent work will be encouraged by appropriate rewards, promotions, appreciation of works as well as ensuring proper place in the institutional leadership and along with this accountability will also be fixed for those members who are not able to perform as per the prescribed basic norms |

Equity and Inclusion in Higher Education

Access to experiential areas of higher education can open doors to immense possibilities that can lift individuals and communities out of the rut of adversity. That's why providing quality education opportunities to all should be our top priority.

Some additional steps to be taken by the government and higher educational institutions

Some additional steps to be taken by the government

1. Determination of appropriate government funding for the education of SEDGs
2. Setting clear targets for higher GR and SEDGs
3. Promoting Gender Balance in the Admission Process of Higher Educational Institutions
4. Improving access by creating high-quality higher education institutions in development-oriented districts and creating special education zones with a large number of SEDGs
5. To create such higher educational institutions with Chhatarpur allowance which provide education in local Indian languages
6. Providing more financial support and scholarships to SEDGs in higher education institutions, both public and private
7. To create awareness among SEDGs about higher education opportunities and scholarships
8. Creation and development of technology for better engagement and learning outcomes

Some additional steps to be taken by higher educational institutions

1. Reducing the costs associated with pursuing higher education and the loss of economic opportunity in the process
2. Providing more financial aid to socioeconomically disadvantaged students
3. Spreading awareness about higher education opportunities and scholarships
4. making the curriculum more inclusive
5. Making higher education programs more employable
6. Developing more degree courses in Indian languages and indigenously designed
7. Ensuring that all relevant buildings and other infrastructure facilities are wheelchair and disabled friendly
8. Creating bridge courses for students coming from disadvantaged educational backgrounds
9. To provide social, emotional and academic support and counseling to all such students through appropriate behavioral and counseling programs
10. Sensitization and inclusion of faculty members, counselors and students towards gender and gender identity in all aspects of higher educational institutions including curriculum
11. Strict enforcement of all laws against discrimination and harassment
12. Incorporating a specific plan and building an institutional development plan to ensure increased participation from SEDGs

Teacher Education in higher Education

According to the Justice JS Verma Commission 2012 constituted by the Supreme Court, stand alone TEIs, which number more than 10,000, are not making even a sliver of serious effort towards teacher education. Instead, they are selling degrees at high prices. The regulatory efforts made so far in this direction have neither been able to check the rampant corruption in the system nor have they been able to enforce the basic standards set for quality. Rather these efforts have had a negative impact on excellence and innovation in this sector. They are in urgent need of deliverance through significant action in the Inspectorate and its regulatory systems. So that higher standards of quality can be set and integrity, credibility, effectiveness and higher quality can be brought out in the teacher education system.

By the year 2030, only academically sound, multidisciplinary and integrated teacher education programs will be implemented.

Teacher education requires multidisciplinary input as well as high quality content and pedagogical process, keeping this in mind all teacher education programs should be organized in holistic multidisciplinary institutions. For this, all large multi-disciplinary universities as well as public universities and colleges will aim to establish and develop such excellent education departments, which, along with carrying out state-of-the-art research in education, will also be able to conduct research in psychology, philosophy, sociology, neurosciences, etc. Will also conduct B.Ed programs to educate future teachers in collaboration with departments related to subjects like science, mathematics, along with arts, music, history and literature.

The training institutes imparting teacher education shall ensure the availability of experts in particular subjects including education and related subjects. Each higher education institution will have a network of public and private schools and school complexes to work in tandem,

Admission to pre-service teacher preparation programs will be through appropriate subject and aptitude tests conducted by the National Testing Agency and standardized keeping in view the linguistic diversity of the country.

In-service continuing professional development training for college and university teachers will continue through existing institutional arrangements and on-going legs, however, will be strengthened and expanded to meet the need for a rich teaching-learning process essential for quality education. Use of technology platforms like Swayam/Diksha for online training of teachers will be encouraged, so that standardized training programs can be made available to more teachers within less time.

New Assessment of Vocational Education

As per the 12th Five Year Plan estimates from 2012 to 17, a very small percentage [less than 5%] of the Indian workforce falling in the age group of 19 to 24, received formal vocational education. While 52% in the United States and 75% in Germany have received this vocational education, a whopping 96% in South Korea is significantly higher. This number clearly underlines the need to accelerate the spread of vocational education in India.

The aim of the education policy is to remove the condition of social hierarchy associated with education, and for this it will be necessary that all educational institutions like schools, colleges, universities, integrate vocational education programs in a phased manner into mainstream education and its beginning with elementary education. By providing vocational education experience over the years, which then smoothly moves from higher primary secondary to higher education.

To provide vocational education experience to at least 50% of students through the school and higher education system by the year 2025, for which a clear plan with targets and timelines will be developed. Vocational education will be integrated into the academic subjects of all secondary schools in a phased manner over the next decade. For this, liaison and cooperation will be done with secondary schools, IITs, polytechnics, and local industries etc. Skills labs will also be set up in schools in a hub and spoke model, where other schools will also be able to make use of this facility. higher education

Momentum institutes will also be permitted to conduct certificate courses of limited duration in various skills including soft skills. Lok Vidya i.e. subjects related to important vocational knowledge developed

in India will be made accessible to the students through integration in vocational education courses, as far as possible the possibility of conducting vocational courses through cordial mode will be explored.

Implementation of NEP- 2020

Any policy is only as good as its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the Policy outlines key actions to be led by various bodies (including MHRD, RSA, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs) along with timelines and a plan for review, in order to ensure that the Policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. Implementation will be guided by the following principles.

1. Implementation of the spirit and intent of the Policy will be the most critical matter. While the Policy provides much detail, the intent and the spirit of the Policy must serve as the most important consideration.
2. It is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully.
3. Prioritization will be important in ensuring optimal sequencing of policy points -and that the most critical and urgent actions are taken up first - thereby enabling a strong base.
4. Comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved.
5. Since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States.
6. Timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be key for the satisfactory execution of the Policy.
7. Careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives.

Conclusion

Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by a designated team constituted by RSA and the corresponding State body. By 2030, it is expected that the past decade would have provided ample opportunities for evaluation, fine tuning as well as major changes, if called for, to be effected. Thereafter, a comprehensive review of the status of the implementation of the policy in its entirety will be undertaken. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken. It is, of course, expected that annual reviews will continue throughout. This NEP 2020 is excellent in plan, and we all know any policy will be good only when it implement properly. Now this is very challenging to implement this policy properly in India. If this policy implemented properly then the future of Indian education system (school and higher) will be changed drastically.

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