Revolutionizing Higher Education in India: The Impact of the National Education Policy-2020

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Abstract
India's educational policies need immediate restructuring. In the digital age, it is imperative to update the outdated educational system. This alteration is necessary to safeguard employment opportunities and the overall economic well-being. The introduction of NEP 2020 caught several people off guard. The alterations brought forth by NEP 2020 left several educators astounded. This article focuses on the implications of NEP 2020 on higher education, despite the fact that educational policies have had an equal impact on both schools and universities. This study delineates the fundamental constituents of NEP and examines their impact on education. The initiative aims to achieve a 50% enrollment rate by the year 2035.
Keywords: Higher Education System in India, Digital Era of Indian Education.

Introduction

In the present digital age, our primary objective is to safeguard the most significant achievements of our civilization, which entails several responsibilities. Knowledge is the most essential factor that facilitates the achievement of one's objectives amongst various responsibilities and variables. Education is the essential element of our society that allows it to be prosperous, equal, and in good health. According to Article 26 of the 1948 Constitution, every individual is entitled to the right to education, with the aim of ensuring education is accessible to all. The Declaration encompasses the National Education Policy, which serves to promote educational equity and tackle the problem of illiteracy. The primary goal is to lower the elementary and secondary school dropout rate. With the passage of "Samagra Shiksha Abiyana" and "The Right to Education Act-2019," India has come a long way towards its goal of elementary and secondary school enrollment for almost all of its citizens. It lays forth the goals for the country's educational system going forward. This new order supersedes the National Policy on Education from 1986. In both urban and rural parts of India, the strategy lays out a thorough structure for elementary, secondary, and vocational education. It is the goal of the project to completely reform India's school system by the year 2021.

The first draft of the National Education Policy (NEP) consisted of 484 pages. During the development of the draft policy, the Ministry

carried out thorough discussions. In response to the request for recommendations, about 200,000 ideas were submitted by a significant number of entities, including 676 districts, 6,600 blocks, 250,000 gramme panchayats, and 6,000 Urban local bodies (ULBs). The primary objective of the National Education Policy is to reshape India's educational framework in order to more effectively meet the specific needs and ambitions of the nation. The implementation of the policy is successfully attaining this objective. This system will actively contribute to our nation's transformation towards a progressive, knowledge-based society by ensuring that every individual has access to a high-quality education.

Review of Literature

The education strategy implemented by the Government of India in 1986, and subsequently revised in 1992, did not succeed in providing education to all the population. Despite the 2009 overhaul of the NEP, these attempts have been unsuccessful in providing education of superior quality. Together with the "Right of Children to Free and Compulsory Education Act 2009," this amendment seeks legal support for universal primary education. In 2019, the Indian government established a committee led by former ISRO chairman Dr. K. Kasturirangan The user's text is empty. In December 2019, the committee presented a suggested education policy. The plan outlined a systematic and substantial overhaul of Indian education policy, accompanied by specific directives for nationwide execution by 2030. The Indian government sanctioned the new National Education Policy (2020) after an extensive analysis and assessment. This decision was taken at a Union Ministry meeting. Union Ministers Prakash Javadekar and Ramesh Pokhriyal Nishank formally adopted the NEP-2020 on Wednesday, July 29, 2020. Javadekar is accountable for the portfolio of Information & Broadcasting, whilst Nishank is in charge of overseeing the Ministry of HRD.

The main goal of the NEP-2020 is to transform India into a fair and dynamic society that is centred on knowledge, by ensuring that high-quality education is accessible to all. It is influenced by the rich cultural legacy of India. Prominent intellectuals in the country including Charaka, Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali, and Panini. Prominent figures in the disciplines of mathematics, astronomy, metallurgy, civil engineering, architecture, shipbuilding, navigation, medical science, surgery, yoga, fine arts, and chess have made remarkable and unique contributions to our collective knowledge of the world. The foundation of the Indian education system is history, support, and inspiration. A systematic framework that integrates several subjects and encourages interdisciplinary study ensures that all students get a comprehensive and diverse liberal education.

Aithal P. S. et al.'s July 2019 article "Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges" The findings, characteristics, and conformance of Indian Higher Education Policies with the proposed NEP - 2019 were reviewed using content analysis. The article compared the proposed policy on higher education to previous ones. The paper also looked at how the NEP 2019 plan may influence the facilities and constraints of private and public HEIs. The advantages and disadvantages of the suggested policy plan are deliberated with stakeholders. The report also recommends strategies to carry out the strategy in a flawless manner that benefits the people and boosts the economy. Sunil Kumar et al. proposed a novel teaching approach to enhance schools and higher institutions in August 2020.

In August 2020, Aithal, P. S., et al. released "Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives." The research contrasts higher education policies with the present system. The presentation explores the benefits of NEP - 2020 and its anticipated impact on the Indian higher education system. Some suggestions were given to efficiently execute the strategy and achieve its objectives.

The union government granted authorization for the NEP on July 29, 2020. However, this action was met with opposition from Jha, P. et al. (2020). 34 years after its antecedent was formulated, the NEP-2020 represents the nation's third educational policy document. The paper examined the increasing inclination towards privatisation and emphasised the imperative of guaranteeing equitable opportunities for high-caliber education.

Suryavanshi's (2020) research conducts a comparative analysis of teacher education programmes in Indian and Chinese institutions. The study revealed that academics and institutional leaders need the freedom to engage in innovative and exploratory activities in the domains of teaching, research, and service. The investigation also determined that the allocation of individual autonomy to institutions under NEP-2020 is a commendable and progressive concept.

Kumar, K., et al. (2020) assessed the NEP 2020's ability to guide future generations in India. The NEP-2020 covers basic, higher, vocational, and technical education and incorporates internet-based e-learning. The UN sustainable development goal has five pillars: access, equality, affordability, accountability, and quality. They shed light on various NEP 2020 issues, highlighting the necessity for caution to achieve targets. They also identified major policy implementation issues that must be addressed to provide high-quality education for everyone.

Deb, P. critically explores the National Education Policy 2020's ambition for foreign universities to internationalise Indian higher education in her 2020 book.

The education policies implemented by the Govt. of India, first introduced in 1986 and subsequently updated in 1992, had difficulties in ensuring the provision of high-quality education. Although there were revisions implemented in 2009, the National Education Policy (NEP) still had deficiencies. Dr. K. Kasturirangan spearheaded a group that put out a groundbreaking strategy in 2019, with the goal of implementing it across the whole country by 2030. The NEP-2020, which was approved in 2020, aims to establish a fair and vibrant knowledge society, taking inspiration from India's diverse cultural past. The necessity for careful execution to meet the aims of higher education policies, as shown by research analyses and criticisms such as Aithal et al.'s assessment and Suryavanshi's comparison of teacher education, is emphasised.

Objectives
- To Examine the New Education Policy (NEP)- 2020 and itsimpact on higher education.
- To assess the fundamental elements of NEP and its influence on the existing educational structure.

Research Methodology
This research is characterised by its descriptive nature. The information was collected by systematic research using Scopus, Google Scholar, many national and international publications, and the official websites of numerous universities. To achieve the objective of the research, the author extensively reviewed scholarly articles on artificial intelligence and endeavoured to incorporate such techniques and resources into library services. Several ideas were adopted from the actual world. The author seeks to achieve the objectives of the research by drawing inspiration from many sources.

Evaluation of NEP in India
In 1968, the Prime Minister of India, Indira Gandhi, implemented the National Education Policy (NEP) for the first time. This decision was made after careful consideration of the recommendations provided by the Kothari Commission study, which was conducted from 1964 to 1968. The objective was to reorganise the nation's education system and provide equitable educational opportunities for both rural and urban regions.(Sahu and Behera, 2022).

In 1986, Rajiv Gandhi implemented the Second National Education Policy (NEP) with the objective of ensuring equitable access to education for all individuals. For those belonging to Scheduled Castes (SC), Scheduled Tribes (ST), and Indian women, among others. This strategy also implemented a distinct scholarship programme, mandated more SC instructors, and facilitated the establishment of new educational institutions.The citation is from Sahu and Behera in 2022.

The second NEP underwent modifications in 1992 during the tenure of the governing government headed by B. Narasimha Rao. It was officially approved in 2005 as part of the "Common Minimum Programme" outlined in the NEP of 1986. They proposed the idea of sitting for the joint entrance examination as a means of gaining admission to technical and vocational programmes. Sahu and Behera (2022)

Occasionally, the governing government undertakes the task of reformulating the education system and educational programmes. It enhances new benchmarks of education while also aiming to fortify and enhance the education system. On July 29, 2020, Prime Minister Narendra Modi endorsed the National Education PolicyNEP that was developed by the MHRD in 2019. Implementing strategies that prioritise the delivery of Competency-based education to students. Within this educational framework, students have the opportunity to acquire and excel in a specific skill of their choosing, free from concerns about the educational setting. Additionally, NEP1 2020 aims to redesign the educational pathway and pedagogical arrangement to create a $5 + 3 + 3 + 4$ system. This means that the first five years of schooling will be devoted to pre-school (three years of schooling and two years of foundational studies), followed by three years of preparatory study (third grade to fifth grade), three years of intermediate study (classes 6–8), and finally, three years of secondary study (classes 9–12 of the $10 + 2$ system).As stated by Varma (2021).

Higher Education in India

The previous policy objectives focused on creating a comprehensive structure for primary and tertiary education, together with vocational instruction in both rural and urban areas of India. Varma's publication in 2021 The new plan aims to raise the gross enrollment ratio in higher education from 26.3% to 50% by 2035. More flexibility is granted to superior higher education institutions. Numerous NEP measures, including expanding scholarship opportunities, enhancing open and remote learning infrastructure, boosting online education, and encouraging technology usage, were emphasised by the beloved Prime Minister Modi Ji. These enhancements are critical for education. This information was supplied by the 2020 Times of India.

The new NEP intends to formalise and systematise structural changes in primary and secondary education. Because of changing circumstances, education curricula will highlight key concepts, ideas, applications, and problem-solving skills. The national education policy should considerably and permanently enhance higher education. The Indian government's support of overseas colleges is commendable. The children may get a global education in their own country. Universities that are interdisciplinary will focus on all areas, including the humanities and arts. This course provides students with a comprehensive and integrated education. As a result, students will learn more.

Implementing a single standard entrance test is a positive move that will ease the burden of several competitive exams and the strain associated with preparing for them. Furthermore, it will assure future fairness for all potential student applicants. It is a fantastic concept to establish an Academic Bank of Credit (ABC) to hold academic credits earned by students from different accredited institutions. A student is eligible for course completion scores that will be credited to their ABC account. As a result, people have the option of transferring these credits if they decide to change educational institutions. These credits will be preserved even if a student withdraws for whatever reason, allowing them to resume their education later, even after many years.

The implementation of the revised regulatory framework in higher education will guarantee that the responsibilities associated with funding, accrediting, establishing academic standards, and managing administrative affairs are delegated to independent, influential entities. As the sole overarching entity for these four organisations, Higher education has been the site of an abundance of innovative developments and transformations since the implementation of NEP.

Key Features of NEP-20 for Higher Education

- Multidisciplinary Approach: The curriculum places emphasis on a multidisciplinary approach, enabling students to choose courses from a range of fields.
- The Academic Credit Bank (ABC) is being introduced to streamline the process of transferring credits across educational institutions.
- Adaptable Undergraduate Education: Revamping undergraduate programmes to provide flexibility, enabling students to choose majors and minors from many fields of study.
- Four-Year Bachelor's Program: This programme offers a four-year undergraduate degree and provides many possibilities for students to leave the programme before completion.
- Enhanced autonomy for higher education institutions to foster innovation and ensure excellence.
- The National Testing Agency (NTA) administers common entrance examinations, similar to NEET, for admission into higher education institutions.
- Ph.D. Programme Reforms: Implementing changes in the Ph.D. programme to improve the quality of research.
- Advancement of Indian Languages: Enhancement of Indian languages in tertiary education and a heightened emphasis on bilingual instruction.
- Internationalisation of Education: Enhancing cooperation with international institutions and providing students with more opportunities for exposure.
- Prioritise Research and Innovation: Promote and support research and innovation in many fields.
- Technology Integration refers to the incorporation of technology into the many aspects of teaching and learning.
- Holistic Education: The curriculum places equal importance on a well-rounded education, including not just academic subjects but also arts and sports.
- Grievance Redressal Mechanism: Implementation of a strong and effective system for addressing and resolving complaints raised by students.
- Enhanced financial assistance and the allocation of scholarships to students.
- Prioritise teacher training by placing emphasis on enhancing the quality of teacher training programmes.
- Advancement of Adult Education: Advancement of education for adults and continuous learning throughout life.
- Green Initiatives: The implementation of environmental education and sustainable practices in higher education institutions.

Conclusion

The study sought a detailed understanding of the historical context, with an emphasis on the constitutional commitment to education and subsequent legislative acts aimed at increasing access and lowering dropout rates. It relied on academic materials as well as real-world experiences to provide insights. An examination of the historical growth pathways of prior National Education Policies was carried out, with a focus on their impact on the construction of fair and impartial educational possibilities. As the research advanced, the contents of NEP 2020 were explored,

revealing a revolutionary strategy aimed at constructing an equal and flourishing information society. The higher education study highlighted key features such as a cross-disciplinary approach, the installation of the Academic Credit Bank (ABC), and considerable changes in undergraduate and Ph.D. curriculum. The emphasis on autonomy, research, innovation, and technological integration displayed a progressive viewpoint in keeping with the evolving needs of a dynamic society.

The NEP's commitment to comprehensive education, mechanisms for resolving concerns, financial assistance, and ecologically friendly initiatives exemplify its all-encompassing and inclusive approach. Transformative efforts included the introduction of a common entrance test and the establishment of the HECI with different sections. The many activities not only address current issues, but also anticipate the growing needs of a dynamic society. India aspires to increase overall enrollment and give foreign educational opportunities. The NEP 2020 acts as a catalyst for good change, directing the nation towards a more hopeful and inclusive educational environment. This plan not only predicts but also actively impacts the future of education, indicating a significant step forward in boosting quality, diversity, and innovation in India's higher education system.

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