New Education Policy 2020 - Issues and Challenges in Higher Educational Institutions

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Abstract

'**The NEP 2020 envisions in India centered education system that directly contributes to the evolution of our nation enduring into an equitable and vibrant knowledge society by giving them a top class quality of education.**'

New Education Policy (NEP) 2020 is great vision and challenge in the present scenario. The government has approved new India literacy programme aiming at providing education for all, through this NEP 2020 government is looking forward to making India a global knowledge super power, it is possible by making Higher Education System more flexible, holistic and multi-disciplinary which will bring out their unique capabilities.

The policy is meant to transform the education system by 2030, some proposal will be implemented immediately starting with the change in the name of the ministry of human resource development into the ministry of education. In this policy we can do implementation in many faces based on time, and region.

NEP 2020 is not an easy task there are many issues and challenges to be faced by the government and educational institutions to face the global challenges and to make use of human resource appropriate.. It is the duty of all the teachers to create skilled graduates with vast knowledge. **As Hunter said "It is an interactive process primarily involving classroom talk which takes place between teacher and pupils and it involves certain consequential activities which are definable".**

The article focus on various issues regarding NEP 2020 it also enlightens about the policy which will be benefited to the students, researchers and policy makers.

Keywords: Education, Implementations, Institutions, Policy, Reform, Vision.

"The New Education Policy under the "Role and Essence of Education" states, "education has an acculturating role. It should refine sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit- thus furthering the goals and socialism, secularism and democracy enshrined in our constitution".[1]

The National Education Policy (NEP) 2020was released in July 2020. This is the first education policy of the 21st century and replaces the 34-year-old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.[2]

For higher education Institutions(HEI), a new umbrella regulator has been proposed with separate verticals for regulation, standard setting, accreditation and funding. It will absorb arts and science, technical and teacher education into its fold, replacing several existing regulatory bodies, and also ensure a level playing field for public and private players. Top foreign universities will be allowed to set up campuses in India. For students, the biggest change may be the

[1] KLE Law journal ISSN 2348-2834

[2] LOTUSARISE* NEP2020 Dec2022

introduction of four-year undergraduate degrees, with options for entry and exit at various stages, a credit transfer system, and the abolition of the M Phil programme.[3]

Vision Of Policy:

This National Education Policy envisions 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 al, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students 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. The vision of the Policy is to instill among the learners 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.[4]

Features Of Nep2020:

National Education Policy 2020 has been announced on 29.07.2020. The National Policy proposes various reforms in higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in this policy.

1. Ensuring Universal Access at All Levels of education:
2. New Curricular and Pedagogical Structure (5+3+3+4);
3. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
4. Establishing National Mission on Foundational Literacy and Numeracy;
5. Emphasis on promoting multilingualism and Indian languages;
6. Assessment reforms - Board Exams on up to two occasions during any given academic year, one main examination and one for improvement, if desired;
7. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
8. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
9. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
10. Robust and transparent processes for recruitment of teachers and merit based performance;
11. Ensuring availability of all resources for higher education
12. Exposure of vocational education in school and higher education system;
13. Increasing Gross Enrollment Ratio in higher education to 50%;
14. Holistic and Multidisciplinary Education with multiple entry/exit options;
15. National Testing Agency to offer Common Entrance Exam for Admission to HEIs;
16. Establishment of Academic Bank of Credit;
17. Setting up of Multidisciplinary Education and Research Universities (MERUs);
18. Setting up of National Research Foundation (NRF);
19. 'Light but Tight' regulation;
20. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; Funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);
21. Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).
22. Internationalization of Education
23. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

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[3] The Hindu 02 August 2020
[4] National Education Policy Ministry of Human Resource Development Government of India.

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24. Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education
25. Establishing a National Mission for Mentoring.
26. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
27. Achieving 100% youth and adult literacy.
28. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
29. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.[5].

The Central Sector Scheme Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) was launched in 2014 to address comprehensively all issues related to Teacher Training/ Capacity Building and Professional Development of Teachers. Under the components, the total 95 Centers were established throughout the country through which faculties/Teachers have been trained. Currently, The Standing Finance Committee has appraised the Scheme and recommended for continuation till 2025-2026 with the total outlay of Rs. 493.68 crore. Under the PMMMNMTT Scheme centers are established on the basis of the proposals received from education institutions, their screening by Screening Committee and approval by Project Approval Board.[6]

Objectives Of Nep 2020:
Depicting objectives of national education policy 2020 involving pedagogy.[7]

Learner Centered Education: Learner centered education uses interactive strategies to engage the student and develop their abilities. This education approach helps student's skills such as decision making and problem solving, team work, and presentation skills that are relevant to the current labor needs. The essence of the policy is to provide holistic education. Which enables the students not only acquire knowledge but also skill, that are required through an approach that exposes them to become confident and self-sustainable. Further, to carry this forward to place work which they would be embarking on.

Discussion Based Teaching: Discussion based teaching is an instructional approach that prioritizes learner acquisition of knowledge skills and attitudes through discourse rather than passive approaches that focus on lecture and learning.

Value Based Education: Value based education aims at training the students to face the outer world with the right attitude and values. It is a process of overall personality development of a student. When values are thought both inside and outside the classroom through role- plays, textbooks and live examples.[8]

Developing Multidisciplinary Thinkers: A developing multidisciplinary thinkers involves drawing appropriately from multidiscipline to redefine problems outside of normal boundaries and reach solutions based on a new understanding of complex situations.[9]

Developing Creativity: Developing creativity, which demands flexibility adaptability self-reliance and innovations, but development of creativity is embedded in the English national curriculum and in work place training the higher education has to develop creativity. For greater efficiency and increased research output or effectively discouraging innovations and creativity higher education. Offering a wealth of advice on how to foster creativity on an individual on institutional level, there is need for teaching faculties to engage students with the new ideas and practice involved in developing creativity[10]

Research Oriented Teaching: Research oriented teaching interlinks the theoretical and practical parts of scientific knowledge acquisition. This helps the students develop

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[5] Natinal Education Policy 2020,https;//www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final.
[6] The Minister of State for Education, Dr. Subhas Sarkar in a written reply in the Lok Sabha.
[7] Malhotra A. K. & Varma P NEP2020

[8] International Journal of Science and Research(IJSR) ISSN(ONLINE):2319-1064
[9] Mandhir Dua; What is multidisciplinary thinking, (pg. no-2)2020
[10] Norman Jackson, Martin Oliver 2006, Developing Creativity in Higher Education.

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specialized knowledge and enhance their multidisciplinary competences. The Indian education system mainly promotes learning by memorization techniques based on repetition unfortunately students get confined to the prescribed syllabus, books and notes study materials alone. The main functions of research in HEIs to expand the educational procedures through the purification and extension of knowledge, promotion of research provides platform to the students as well as teacher to contribute in the society by establishing new facts.[11]

Developing Critical Thinkers: The NEP 2020 lays emphasis on developing the "creative potential" and "higher-order cognitive capacities" of students. With the NEP 2020 coming into effect, we are hoping to transform education and putting a significant thrust on learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing Felds. The new curriculum will include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners, and make education more well-rounded, useful, and fulfilling to the learner.[12]

Developing Decision Making: The National Education Policy 2020 also recognizes the importance of soft skills such as communication, team work, problem solving, decision making analytical thinking, resiliency, etc. as imperative life skills. The initiative works with an approach where academic knowledge is imparted, However, along with it, leadership skills are also inculcated amongst the students so that they can benefit ahead in their career trajectory.[13]

Major reforms in NEP 2020

1. The curriculum in all subjects has been reduced to its score essentials.
2. This policy focus on critical thinking discovery, enquiry, discussion and teaching based and analysis and holistic learning methods for education.
3. Regulator for higher education will be given more opportunities.
4. Focus on E-learning so that they can reduce their dependency on text books.
5. This policy will boost the education system.
6. Aim to achieve 100% literacy rate.

Higher education plays an extremely important role in promoting human as well as societal well- being and in developing India as envisioned in its Constitution - a democratic, just, socially- conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for al. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.[14]

Given the 21st century requirements, 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.

For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge

[11] Nicholas Walliman, Research Methods: The Basics, 1, (2011).

[12] Amandeep Shukla 2020 NEP, focus on critical thinking creativity: Ramesh Pokhriyal Nishank

[13] www.IndiaToday

[14] B. Venkateshwarlu, A Critical Study of NEP2020: Issues, Approves, Challenges, Opportunities and Criticism,ISSN:2277-7881: VOLUME;10,ISSUE'2(5),FEB 20201,IJME R

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creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.[15]

Major Problems currently faced by the higher education system in India include:

(a) A severely fragmented higher educational ecosystem;

(b) Less emphasis on the development of cognitive skills and learning outcomes;

(c) A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;

(d) Limited access particularly in socio-economically disadvantaged areas, with few HEls that teach in local languages

(e) Limited teacher and institutional autonomy;

(f) Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;

(g) Lesser emphasis on research at most universities and colleges, and lack of competitive peer- reviewed research funding across disciplines

(h) Suboptimal governance and leadership of HEls;

(i) An ineffective regulatory system;

j) Large affiliating universities resulting in low standards of undergraduate education.

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system.[16]

(a) Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEls across India that offer medium of instruction or program in local/ Indian languages;

(b) Moving towards a more multidisciplinary undergraduate education; (c) moving towards faculty and institutional autonomy

(d) Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;

(e) Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;

(f) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges

(g) Governance of HEls by high qualified independent boards having academic and administrative autonomy;

(h) "Light but tight" regulation by a single regulator for higher education;

(i) Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

Higher education furnishes techniques, skills , knowledge and competences, the basic philosophies, ideologies, critiques and instrumentalities all addressed to the creation and main stream of our society.[17] It provides occasions for articulation of theories of a just society and teaches us that articulation must be grounded in historical realities so that the truth of the working of the legal order is brought to the forefront. It is a subject of great importance as it plays a pivotal role in molding and envisioning the legal system of the country. It is also instrumental in the accomplishment of the cherished objectives such as justice, liberty, equality and fraternity of a Sovereign, Socialist, Secular, Democratic, Republic State. It must sensitize society to identify its problems and ensure social and economic justice through rule of law and to eradicate injustice, poverty, corruption and nepotism from the society. The legal education stands for enhancement of human sensibility and

[15] Kumar.k (2005). Quality of Education at the Beginning of the 21th Century. Lessons from India. Indian Education Review.

[16] National Education Policy Ministry of Human Resource Development Government of India, (Pg. no: 33-34)

[17] Report of "the curriculum development center in law", Vol.1, U, G, C., New Delhi, (1990), 12.

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injects a sense of protecting human liberty and equality before higher education.

Education is one of the most responsible factors for the development of a human person. Right to education, therefore, is held as a very important human right. It is the foundation of good citizenship. Today it is the principal instrument in awakening the child to cultural values, in preparing her for later professional training, and in helping her to adjust normally to her environment. The international community has realized the importance of education for individual and collective well being made explicit provisions in several human rights instruments on the rights to education. The Constitution of India was recently amended to provide for the right to compulsory elementary education to children falling between the age group of 6-14 years. Among the world's 900 million literacy people, women outnumber men two to one. Girls constitute the majority of 130 million children without access to primary education (Human Development report 1995).[18]

1. Higher education plays an important role in improving human well-being and developing India and through this NEP they aim to increase their GER from 26.3% to 50% by 2035, and around 3.5cr new seats will also be added to higher education institutions.
2. Under this, UG education could be of 3 or 4 years with numbers of entry and exit options.
3. Multidisciplinary education and Research University will be set up of global standards.
4. HECI (Higher education commission of India) will be the only body for entire higher education (except medical and legal education).
5. An academic bank of credit will be established in which credit earned by the students during their academics from different HEls could be stored and transferred at the time final degree
6. National research foundation will act as a peak body that fosters a strong research culture and builds research capacity covering higher education.

Issues of NEP 2020:
1. Early streaming of students into different disciplines.
2. Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enroll ratio (GER) of 25% only.
3. Lack of teacher and institutional autonomy to make innovations in HE to attract many students.
4. Insufficient mechanisms for career management and progression of faculty and institutional leaders.
5. The lack of research and innovations at most of the universities and colleges. Suboptimal levels of governance and leadership at higher education institutions.
6. A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

Challenges in the current Higher Education System:
1. Fragmented higher education ecosystem.
2. Poor learning outcomes and development of cognitive skills of student's
s. Rigid, inflexible separation of disciplines for eg: An arts stream student cannot study any science related subject at HE.
4. Lack of quality higher education in socio - economically challenged areas.
5. Low teacher and institutional autonomy to innovate and excel.
6. Inadequate career management and progression for faculty/institutional leaders.
7. Lack of research funding across disciplines.
8. Poor regulatory mechanism that inhibits growth of excellent and innovative HEIs.
19. Large number of affiliations to universities resulting in poor undergraduate Performance.[19]

For all types of higher education except medical and legal education, a Higher Education Commission of India will be set up which will replace the UGC. A multidisciplinary education and research university equivalent to IITs and IMs will be made. These inclass. For admission, there will be a general entrance test, which will be conducted by the National Testing Agency.[20]

[18] Aggarwal, J.C, Theory and principles of Education New Delhi,1995

[19] India's New Education in-services.britishcouncil.org
[20] International Journal of Business and Management Research, Volume9, Issue 3, pages 302-306

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Conclusion

National Education Policy 2020 has ensured education to all, the prevailing challenges of the education system remained thereby hindering the growth of Indian education system to the global level. The new policy introduced many reforms in the education system beginning Indian education reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education. The NEP proposes revision and revamping of education structure, including its regulation and governance, to create a new system aligning with the aspirational goals of 21st century education. The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the Universities Grants Commission and the All India Council for Technical Education.

The policy, while focusing on various facets of education, also tries to bridge-the gap between education and technology. Further, the policy emphasizes the need for formative assessments of peer review system encouraging and assessment by creating National Assessment Centre and developing a system such as Performance Assessment Review and Analysis for Developing Holistic Knowledge for monitoring the achievement of learning outcomes and guide the boards of education to make learning more contemporary and suited to future needs. The biggest highlights of the NEP 2020 are that there would be single regulation for higher education institutions with setting up of Higher Education Commission of India that will eventually replace the existing regulatory bodies like the University Grants Commission (UGC) The long - term plan of the policy is to do away with the current system of colleges affiliated to universities and numerous tiny colleges that are pedagogically unviable and financially costly would be merged with larger HEIs. The NEP 2020 aims to address various gaps existing in the education system of India through this policy.

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