"A STUDY OF NEP 2020 ON HIGHER EDUCATION EN ROUTE SUSTAINABLE DEVELOPMENT"

Dr. Ashwini K.*   Dr. Archana Ambekar**
*Associate Professor, JAIN (Deemed-to- be University).
**Associate Professor. PG Department, Jain College, Vasavi Campus.

Abstract
It was long overdue since a new education policy was adopted and implemented in India to meet the global standards. The New Education Policy rolled out by the Government of India in the year 2020 is a welcome change and ably abbreviated as NEP - 2020. The educational structure, the guidelines, and the methodology of implementation of the same are commendable. The changes proposed and implemented by the NEP – 2020 in the unorganized and unscientific current education system breathes a fresh wave of hope in foreseeing much brighter and more practical students ready to take on the challenges posed to them. The NEP – 2020 unlike the current education system encourages a lengthier student-teacher relationship during the formative years of 13-18 giving an impetus to the participation of students in sports leading to better health and win accolades in the international arena. The NEP – 2020 seems to impact the education system both at the school level as well as at the college level. This article predominantly focuses on some of the noteworthy and salient features of NEP – 2020 and its aftermath on higher education in India.

Keywords: New Education Policy, Higher education, Sustainable Development

Introduction
The Government of India realizing the importance of education did formulate the National Policy on Education (NPE) to promote the same amongst its people. The framework of the National Policy on Education does cover the education system from the elementary level to the university level suitably accommodating students both in the rural areas as well as the urban areas. The first official and structured National Policy on Education was implemented in the year 1968 by the Government of India with late Mrs. Indira Gandhi as the Prime Minister. The second National Policy on Education was implemented in the year 1986 by the Government of India with late Mr. Rajiv Gandhi as the Prime Minister. Owing to the short comings of above-mentioned National Policies on Education, the Government of India with Shri. Narendra Modi as the Prime Minister of India with the approval of the Union Cabinet of India on 29 July 2020 implemented the new National Education Policy – 2020. The NEP – 2020 is a comprehensive framework encompassing the elementary, higher education as well as the vocational training both in rural India as well as urban India with an aim to achieve 100% gross enrolment ratio in school education by 2030 and transform the education system of India by the year 2040. The NEP – 2020 is aiming at increasing the expenditure of any state in India from the existing 4% to 6% of the GDP. When it comes to the states of India, the regional languages spoken becomes an impediment in implementing the NEP – 2020.

The groundwork for the NEP – 2020 began in January 2015 when a committee under the leadership of former Cabinet Secretary, Shri. T. S. R. Subramanian was set up. This committee submitted a report in June 2017 and based on this report a draft of the NEP – 2020 was submitted in 2019 by an eminent panel lead by the former ISRO chief, Dr. Krishnaswamy Kasturirangan. Later on the Draft National Education Policy – 2020 (DNEP – 2020) comprising of 484 pages was released by the Ministry of Human Resource Development and simultaneously calling in for public debates and public

consultations. More than 2 lakh suggestions from around 2.5 lakh gram panchayats, 6,600 blocks, 6000 urban local bodies, and 676 districts were received.

NEP – 2020 (National Education Policy – 2020) envisions an education system that contributes directly in transforming the nation into an equitable and knowledge society by providing high-quality education to its students. A quality higher education should develop individuals who are thoughtful and creative. Quality higher education should always enable a person to study in one or more areas of interest at an in-depth level and in the process develop character, ethical and constitutional values. It should also in still or develop an intellectual curiosity, a scientific temperament, to think out of the box, to be creative, and develop a spirit of contribution and service. It should also prepare the students across a range of fields which includes arts, sports, languages, sciences, humanities, technology and vocational subjects. The new education policy aims at timely setting up at least one university or college in or near every district, restructure the syllabus or curriculum, formative assessment, to provide support for enhanced student experience, establishing a National Research Foundation to support effective "seed study" at the universities and colleges.

In the current education system, there are some major problems faced by the Indian higher education. One major one is the "enforced separation of qualifications, "early specialization and students narrowing down their scope of research areas, little or no encouragement for research at the school and university level, and lack of funding for peer-reviewed academic research owing to low levels of undergraduate education. Hence, NEP – 2020 has laid down a framework for restructuring and consolidation of the education system to put an end to the "fragmentation of higher education" and see to it that it evolves into developing multidisciplinary and innovative students and transforming increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.
A multidisciplinary education with an element of emotional intelligence is the need of the hour to improve the mental, social, physical abilities of the students and in the long run such a comprehensive model of education shall be the method of education for all undergraduate programs and higher programs in all disciplines.

Review of Literature
Rajni Kant Dixit-NATIONAL EDUCATION POLICY (NEP) 2020 - OPPORTUNITIES AND CHALLENGES IN TEACHER EDUCATION- between the pages 139 – 147, CONCLUSION NEP-2019 has suggested for the standard education for all by making an educating system which is deeply rooted in Indian attribute and rebuilds India as a worldwide information Power. Building Cross disciplinary collaboration in Education through "Liberal Arts Education" is a welcome intention.NEP2019 has recommended for the quality teacher education but there is a big question how and how far it can be implemented in the field of education. [3] **Dr. Kuldeep Kaur Juneja in the paper titled NEP:2020- Innovation and educational Technology in 21st Century between the pages 201-212** has concluded that a collaborative learning environment is necessary for effective innovations in teaching and Learning.[4] **Gita Manishi Swami et.al., in their article titled Implementation of National Education Policy (NEP) 2020 of India: A perspective on pedagogy from Bhagwad Gita-** concludes that the NEP 2020 can be successfully implemented by drawing learning with respect to pedagogy from our ancient treatise Shrimad Bhagwat Gita, which still stands ahead of times. This implies that in order to achieve he objectives of the new education system as laid down by NEP-2020, it is imperative to pay special attention to the pedagogical aspect of teaching, which in turn can be adopted from Bhagwad Gita. This is the first study of its kind where a mix of desktop and Hermeneutics analysis has been used while drawing inference and relevance from Bhagwad Gita on Pedagogy aspect of NEP-

2020, which could become the basis for successful implementation of the same and also for the future studies in this direction. [5] **International Journal of All Research Education and Scientific Methods (IJARESM), ISSN: 2455-6211 Volume 9, Issue 1, January-2021, Page 72 Higher Education Institutions – Some Guidelines for Obtaining and Sustaining Autonomy in the Context of Nep 2020 B. L. Gupta , Ajay Kumar Choubey** have concluded on the review of literature done and based of their ROL have given various suggestions pertaining for obtaining and sustaining autonomy in Higher Education Institutions. [6]

Objective of the study
The prime objective of the research paper is
    a. To study the effects and influence the New Education Policy - 2020 on higher education.
    b. To understand its contribution towards sustainable development

Research methodology
This research is a descriptive study. The data required was collated from secondary sources, viz., the Government websites, renowned journals and other publications. The same data was analyzed and reviewed to arrive at the conclusions.

Striking Components of NEP – 2020: Higher Education
The "fundamental principles" of NEP – 2020 envisages developing individuals who are responsible towards their family, society and the country. To do so, it has laid emphasis on recognizing, identifying and nurturing the abilities in each and every student. It plans to do so by sensitizing the parents as well as the teachers to identify the talent, potential, aptitude and the attitude of the student and nurture the same and promote the student's holistic development both in the academic as well as the non-academic realms. It aims to accord utmost priority to achieve the foundational literacy and numeracy by all students by Grade 3. It is designed to abolish the hierarchies between different realms of learning with no hard separation between subjects like arts and sciences, academic and vocational training, between extracurricular and curricular activities and so on.

It aims at developing a multidisciplinary world by imparting a multidisciplinary and holistic education across the various subjects taught like arts, science, social sciences and humanities, sports and so on. It also emphasizes on understanding the concepts rather than rote-learning and learning only for the exams. It aims at stimulating the students to be creative and being critical in thinking which helps them logical decision-making and innovation. It also aims at instilling ethics of societal living and develop human and constitutional values and have respect for public property. It also emphasizes on developing a scientific temperament, liberalization, responsibility, equality, pluralism, and justice. It has identified the power of language in teaching and learning and promotes multilingualism. It also emphasizes on developing skills like communication and cooperation along with developing life skills such as teamwork and resilience. It also lays emphasis on timely "formative assessment" for learning against "summative assessment" which is believed to give rise to the current "coaching" culture in the society depriving many a student in the rural areas.

NEP – 2020 also proposes an extensive use of technology both for the students as well as the teachers which will help remove the language barriers and improve the educational planning and management. With due respect to the diversity in India, the NEP – 2020 encourages inclusion of the local context in all curriculum, pedagogy, and policy bearing in mind that education is a concurrent subject. NEP – 2020 is ensuring full equity and inclusion in all its educational decisions ensuring that all students shall

thrive in the new education system. It has laid down a framework to synergize the curriculum across all levels of education including "early childhood care and education, school education and higher education."

 One of the main highlights of the NEP – 2020 is that it has a simple but effective regulatory framework of auditing and public disclosure of the educational system ensuring integrity, transparency, as well as resource efficiency and simultaneously encouraging innovation and out-of-the-box thinking through autonomy, good governance, and empowerment. It is laying utmost importance on "research" as a co-requisite for outstanding education and development. It has also laid down a protocol for continuous review of the progress of the education system based on sustained research and timely assessment by the educational experts. NEP – 2020 also aims at instilling the concept of rootedness and pride in India in its students by imparting education about the rich, diverse, ancient and modern culture and knowledge systems and traditions.

To sum it up all, NEP – 2020 considers education as a public service and that all the students should have access to quality education and must be considered a basic right of every child, and to realize this objective, NEP – 2020 encourages substantial investment in a strong and vibrant public education system through "private philanthropic and community participation."

Impact of NEP on Higher Education
According to Mr. Atul Khosla, in his blog writes that 'India would need to invest almost 1 trillion US $ (almost half of our GDP in 2019) over the next 15 years to fulfil the dreams of NEP 2020. The four vertical should not lead to over-bureaucratization and over-regulation of HEIs[1].

The higher education system will aim to be an integrated higher education system, including professional and vocational education. The NEP 2020 will henceforth work with 4 verticals; the National Higher Education Regulatory Council (NHERC); National Accreditation Council (NAC); Higher Education Grants Council (HEGC); General Education Council (GEC), to regulate HEIs in India, and to separate the functions of regulation, accreditation, funding and academic standard setting and establishing of Higher Education Commission of India. These verticals are framed to have uniformity in education standards. However, to bring all the higher education institution under a single umbrella and to ensure quality amongst education institutions, one must be measured based on the various parameters such as research, placements, academic excellence, industry linkages etc.. If the higher education commission can manage this, then the benefit will spread far and wide.

 According to educationists, a single principal body was always required to streamline the education policy. As a principal body for higher education, NEP 2020, proposes to set up the HECI (Higher Education Commission of India), excluding medical and legal education. This proposal has raised many eyebrows on UGC and AICTE. NEP - 2020, clearly defines HECI in its Bill, where academic and funding aspects of the higher education sector will be separated.

NEP 2020 and Sustainable Development
"This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspiration goals of 21st century education, including SDG 4, while building upon India's traditions and Value systems."
- New Education Policy of India 2020

SDG 4 is goals which ensure that **all girls and boys complete free primary and secondary schooling by 2030**. It also aims to provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education.

The following areas align with the SDG 4 on quality education:
- Equal access to quality pre-primary education;
- Equal access to affordable technical and vocational education;
- Increase the number of people with relevant skills for financial success;
- Eliminate discrimination in education;
- Universal literacy and numeracy.

Therefore, to conclude in the words of Mr. Kasturirangan "Providing quality education and creating lifelong learning opportunities for all, leading to full and productive employment and decent work as enlisted in the SDGs-2030 is the thrust of NEP-2020," he observed. The former Rajya Sabha member emphasized that vocational education should be integrated with undergraduate education. [2]

Findings
1. The Government of India laid down a language policy in NEP – 2020 which is a "broad guideline" and at the same time is "advisory" in nature. It is up to the states and the institutions there in to decide upon the manner of implementing the NEP – 2020 in their respective states. The State of Karnataka has become the first state to implement NEP from the current year onwards. Other states are also following suit.
2. NEP 2020 brings major changes in the areas of early childhood care and education, wherein the pre-schooling year was brought in focus.
3. The policy focuses on multilingualism and the power of language and multiple exit points for better education and employment readiness.
4. Now according to the new Bill, no financial powers will be given to HECI. The funding process will be handled by the UGC and will directly come under the control of Ministry of Education.
5. One of the main components of NEP 2020 is 'Empowerment and autonomy to innovate'. The main emphasis is on the Research – intensive and the Teaching –intensive of colleges or universities.
6. The announcement of setting up of the multidisciplinary education and research universities (MERUs) in the country gives more hope, which would work in par with the IITs and IIMs and will aim to showcase multidisciplinary approach towards education.
7. Another important change is that the National Testing Agency will serve as the autonomous testing organisation for undergraduate and fellowship programs in HEIs.
8. NEP-2020, opens up for internationalisation of education, by allowing foreign colleges, universities and students to come into India and this poses a great challenge for the home educational institutions to sustain the quality of education.

Conclusion
NEP-2020, undoubtedly is one of envisaged vision to bring a stability in the education system of India. It aptly addresses the need to develop professionals in a variety of fields. India with the implementation of NEP 2020 has paved the path towards skill based learning and much clarity on the regulatory framework, accreditation, funding etc., which further leads to sustainable development in the field of higher education with focus areas being research and vocational training of the students. The easy exit system has further led to multidisciplinary specialization and employment ready.

References

1. Chopra, Ritika (2Aug,2020) explained reading " the new educational policy 2020" – the Indian Express
2. Krishna, Athul (29, July 2020), "NEP 2020 Highlights: School of Higher Education." –NDTV
3. Naidu M. Venkaiah (8, Aug 2020): "the New educational policy, 2020 is set to be a landmark in India's history of education." – Times of India
4. Nandini, ed., (29, July 2020): "New Education Policy 2020 Highlights: - School and higher education to see major changes. - Hindustan Times
5. [1] https://www.educationworld.in/higher-education-regulatory-system-atul-khosla/ [1]
6. [2]https://www.ndtv.com/education/need-reconfigure-education-needs-meet-sustainable-development-goals-2030[2]
7. https://www.ndtv.com/education/need-reconfigure-education-needs-meet-sustainable-development-goals-2030
8. Https://www.researchgate.net/publication/343584099_SDG'S_AND_INDIA'S_NATIONAL_EUCATION_POLICY_2020
9. [3] https://www.researchgate.net/profile/Gautam-Roy
10. [4]https://research.lpubatangas.edu.ph/wp-content/uploads/2021/09/Recent-Research-and-Innovation-An-Integrated-Approach.pdf#page=201
11. [5]https://www.oapub.org/edu/index.php/ejes/article/view/3844
12. [6] https://www.researchgate.net/profile/Badrilal-Gupta.