

Impact of National Education Policy on Higher Education

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Abstract - Central Government replaced a 34-year-old National Policy on Education, drafted in 1986, with the National Education Policy (NEP) of 2020 on July 29 in a transformative move. Since then, it's been the talk of the town, with parents and students seeking to comprehend the new policy's consequences. Most educators agree the NEP is innovative and futuristic that it will bring a sea of progress. The proposal, which was approved by the union cabinet, makes significant changes in school and higher education, including teaching and curriculum. The National Education Policy (NEP) 2020, which has been in the works since 2016, has a very ambitious vision

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Introduction

Central Government replaced a 34-year-old National Policy on Education, drafted in 1986, with the National Education Policy (NEP) of 2020 on July 29 in a transformative move. Since then, it's been the talk of the town, with parents and students seeking to comprehend the new policy's consequences. Most educators agree the NEP is innovative and futuristic that it will bring a sea of progress.

The proposal, which was approved by the union cabinet, makes significant changes in school and higher education, including teaching and curriculum. The National Education Policy (NEP) 2020, which has been in the works since 2016, has a very ambitious vision. It has outlined several improvements to the educational system. In the following chapters, we will discuss them and their possible consequences. If the proposed regulatory framework with funding from various institutions is introduced, the Indian higher education system will undergo a complete transformation. Because of the typicality of the university governance system, reforming higher education is a more difficult task.

The policy also permits universities to establish offshore campuses, as well as the establishment of institutes in India by several international universities. This is a really positive development. It will result in increased competitiveness, talent flow, and key practices from outside India, resulting in significant improvements in the country's educational standards.

Impact of NEP on Higher Education

To accelerate the speed of economic, social, and academic pursuit in India, a robust and sensitive research ecosystem is needed. The NRF will be a special institution created to help India channel systemic investment in research and innovation, which is currently low (0.69 percent of GDP) compared to the United States (2.8 percent), China (2.1 percent), Israel (4.3 percent), and South Korea (4.2 percent).

Educational institutions have been unable to collect adequate funds through philanthropy or raise tuition fees in order to improve educational quality. Except under the best of circumstances, philanthropic donations are inefficient and cannot be relied upon as a primary source of funding for any educational institution. Fees cannot be raised above the standard of healthy affordability.

The higher education regulatory structure will ensure that the distinct roles of oversight, accreditation, financing, and academic standard setting are carried out by separate, autonomous, and empowered bodies. It offers a four-year multidisciplinary bachelor's degree with several exit opportunities in an undergraduate Programme. Technical and technical fields will be included, and they will be enforced as follows:

1. After one year of study, you will receive a certificate.
2. After two years of training, you will receive a diploma.
3. After completing a three-year programme, a bachelor's degree is awarded.
4. Bachelor's degree in a multidisciplinary field that takes four years to complete (the preferred option).
5. MPhil (Masters of Philosophy) courses will be phased out in order to bring degree education in line with Western models.

Higher education will be controlled by the Higher Education Council of India (HECI). The aim of the council would be to raise the gross enrollment ratio. The HECI will be divided into four verticals:

1. Higher education, including teacher education, is governed by the National Higher Education Regulatory Council (NHERC), which excludes medical and legal education.
2. A "meta-accrediting agency" is the National Accreditation Council (NAC).

3. The Higher Education Grants Council (HEGC) is responsible for university and college scholarships and financing. The National Council for Teacher Education, the All India Council for Technical Education, and the University Grants Commission will all be replaced by this body.
4. The General Education Council (GEC) was created to describe "graduate qualities," or the desired learning outcomes. It will also be in charge of developing a National Framework for Higher Education Qualifications (NHEQF). [No. 25] As a professional standard-setting body, the GEC will oversee the National Council for Teacher Education (PSSB).
5. Professional councils such as the Indian Veterinary Council, Council of Architecture, Indian Council of Agricultural Research, and National Council for Vocational Education and Training will be among the PSSBs.
6. In addition to the JEE Main and NEET, the National Testing Agency will also be responsible for conducting entrance exams for university admissions across the country.
7. The policy suggests that higher education institutions, such as the IITs, make improvements in terms of learning diversity.
8. The policy recommends that India's education be internationalized. In India, foreign universities can now create campuses.
9. Both private and public universities fees will be fixed by authorities.
10. Academic Bank of Credit was created to digitally store academic credits received at various higher education institutions so that they could be transferred and counted against a final degree. Academic credit held in a digital locker would work similarly to bank credit, allowing a student to return to school after a break as decided by the higher education commission.
11. The National Education Strategy is expected to have a significant and long-term impact on the country's higher education system. The government's decision to allow international universities to open campuses in India is a commendable initiative. This will enable students to experience global education quality in their own country.
12. College affiliation will be phased out over the next 15 years, and a stage-by-stage process for granting colleges graded autonomy will be created. Any college is expected to evolve into either an autonomous degree-granting college or a constituent college of a university over time.
13. There will be no rigid distinctions between arts and sciences, curricular and extra-curricular activities, or vocational and academic streams under NEP 2020. Students can choose from a range of subjects around the streams. Internships will be included in vocational education, which will begin in sixth grade.
14. Multidisciplinary Education and Research Universities (MERU) will be developed as model public universities for holistic education on par with Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and others, with the goal of achieving global status.
15. HEIs will focus on research and innovation as part of multidisciplinary education by establishing start-up incubation centres, technology creation centres, centres in frontier areas of research, increased industry-academic linkages, and inter-disciplinary research, including humanities/social science research.
16. Related instruction, engaging pedagogy, continuous formative assessment, and appropriate student support are all needed for effective learning. The programme must be revised on a regular basis to reflect the most recent knowledge standards and must meet specific learning objectives.
17. Institutions and faculty will have the freedom to experiment with curriculum, pedagogy, and evaluation within a wide structure of higher education credentials that ensures continuity across institutions and programme equivalence in ODL (online distance learning), online, and conventional "in-class" modes (blended approach).
18. India should be marketed as a global study destination that offers high-quality education at an affordable price, and it should reclaim its status as a Viswa Guru (world leader).
19. High-performing Indian universities should be encouraged to open campuses in other countries, and select universities should be allowed to operate in India (for example, those from the top 100 universities in the world).
20. A legislative structure will be placed in place to facilitate such entry, and such universities will be given special treatment in terms of administrative, governance, and content norms, on par with other autonomous Indian institutions.
21. The policy will turn India into a vibrant information hub focused on the pillars of "Access, Equity, Quality, Affordability, and Accountability."
22. The aim of education policy would be to promote equality for all. The SEDG (Socially and Economically Disadvantaged Group) will receive special attention. Gender, geographical, cultural, and social disabilities are all part of the SEDG.
23. The NEP aims to raise current GDP by 6% at the earliest possible date. And, to that end, the state and federal governments would collaborate to encourage increased public participation in education.
24. The definition of a university would allow the establishment of a wide range of institutions, including research-intensive universities, education-intensive universities, and autonomous degree-granting colleges. In 15 years, university membership should be phased out, and a new system should be placed in place to give universities progressive autonomy.
25. As a standard-setting body, a new National Evaluation Center, PARAKH (Performance, Assessment, Review, and Analysis of Information for Holistic Development), will be created.

Conclusion

The aim is to raise the Gross Enrolment Ratio in higher education, including technical education, from 26.3 percent in 2018 to 50% by 2035. The policy envisions a broad-based multi-disciplinary holistic curriculum at the undergraduate level, with

innovative and versatile curricular frameworks, creative research combinations, technical education incorporation, and multiple entry/exit points, for integrated, rigorous exposure to science, arts, humanities, mathematics, and professional fields. A comprehensive and multidisciplinary education will aid in the development of well-rounded individuals with vital 21st century capacities in the arts, humanities, languages, sciences, social sciences, and professional, technological, and vocational fields; a social participation ethic; soft skills like conversation, dialogue, and debate; and rigorous specialisation in a chosen area.

“Education thus must transition towards less information, and more towards learning about how to think critically and solve problems, how to be innovative and multidisciplinary, and how to invent, adapt, and absorb new material in novel and evolving fields,” says NEP 2020, calling for changes in education content and pedagogy. “There will be an increasing demand for humanities and art as India progresses towards becoming a developed country as well as one of the world's three largest economies,” says NEP 2020, emphasizing multidisciplinary education and learning.

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