

STUDIES ON IMPACT OF NATIONAL EDUCATION POLICY 2020 ON HIGHER EDUCATION IN THANE REGION

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Abstract:

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid 19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.

Keywords: *New Education Policy, Higher Education, Covid-19*

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Introduction:

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous.

changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by the Ministry of Human Resource Development, followed by a few public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5

lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is:

"National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

Quality higher education must aim to develop individuals who are excellent, thoughtful, well rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Objectives of the Study:

- The primary objective of this research is to study the impact of New Education Policy 2020 on higher education.
- The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Research Methodology:

- Primary data collection method

Data collected from Degree College Students:

Salient Features of NEP Related to Higher Education:

The new NEP has been introduced with an aim to formalize changes in the system from school level to college/university level. Keeping in mind the developing scenario, education content henceforth will focus on key concepts, ideas, applications, and problem-solving angles. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will

help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.

Detailed Analysis of Impact of NEP on Higher Education:

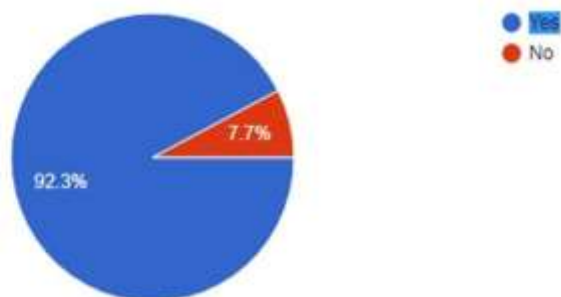
Regulatory System of Higher Education:

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement, and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements, and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Graded Accreditation and Graded Autonomy:

Findings (Results):

Do you know about the National Education Policy-2020?

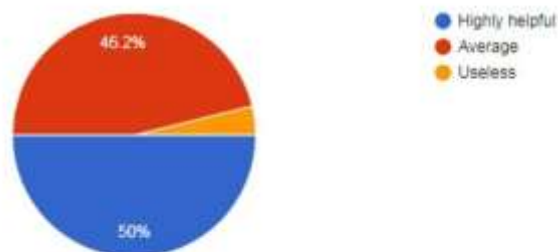


> 92.3% of the participants responded say they know about the National Education Policy

> 7.7% of the participants responded say they do not know about the National Education Policy

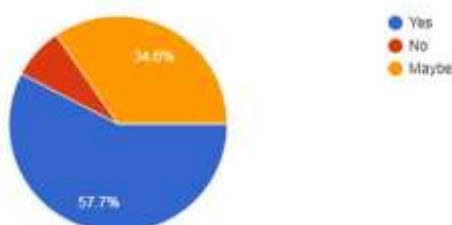


How much will it be helpful for students looking professional career?



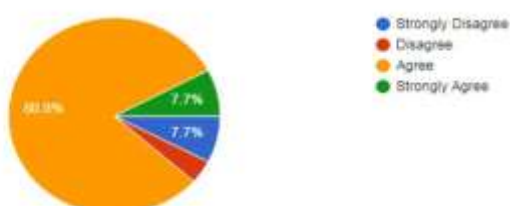
- > 50.0% of the participants responded say it will be highly helpful for students' professional career.
- > 46.2% of the participants responded say it will be average helpful for students' professional career.
- > 3.8% of the participants responded say it will be useless for students' professional career.

According to you, after completion of education students will happy with their carer section option?



- > 57.7% of the participants responded said yes after completion of education students will be happy with their carer selection option.
- > 34.6% of the participants responded say maybe after completion of education students will be happy with their carer selection option.
- > 7.7% of the participants responded say no after completion of education students will be happy with their carer selection option.

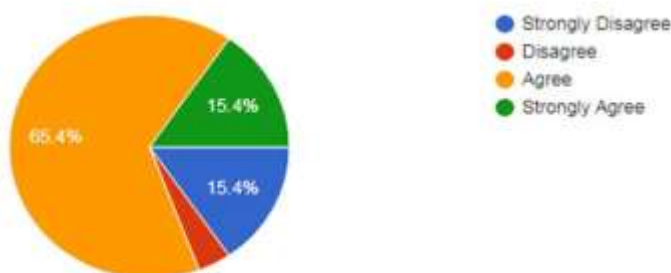
Does using the National Education Policy-2020 after completion of degree improve student's skill during working condition?





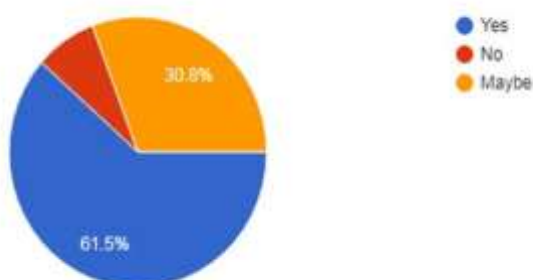
- > 80.0% of the participants responded said agree & this degree improves students' skill during working condition.
- > 7.7% of the participants responded said strongly agree & this degree improve students' skill during working condition.
- > 7.7% of the participants responded strongly disagree & this degree improves students' skill during working conditions.
- > 3.8% of the participants responded said disagree & this degree improves students' skill during working condition.

Do you thing students accept National Education Policy-2020?



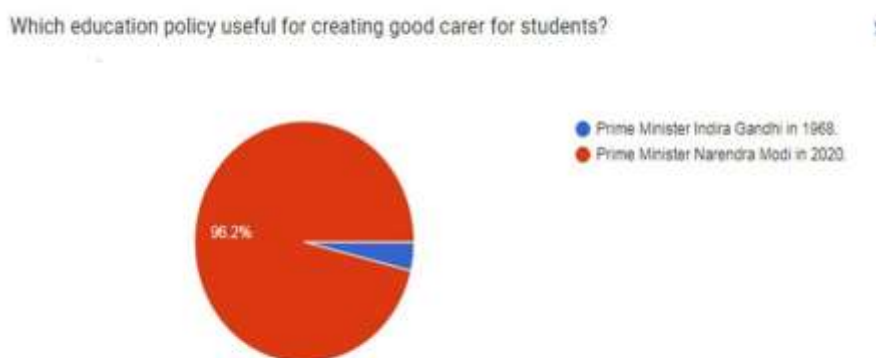
- > 65.4% of the participants responded said agree & student is accept National Education Policy 2020
- > 15.4% of the participants responded said strongly agree & student is accept National Education Policy 2020
- > 15.4% of the participants responded strongly disagree & student is accept National Education Policy 2020
- > 3.8% of the participants responded said disagree & student is accept National Education Policy 2020

In a National Education Policy-2020 process, does it help to students to enhance their practical knowledge about subjects?



- > 61.5% of the participants responded said yes students will enhance their practical knowledge about subjects.
- > 30.8% of the participants responded say maybe students will enhance their practical knowledge about subjects.

> 7.7% of the participants responded say no students will enhance their practical knowledge about subjects.



> 96.24% of the participants responded say Prime Minister Narendra Modi in 2020 this policy is useful for creating good carers for students.

> 3.76% of the participants responded saying Prime Minister Indira Gandhi in 1968 this policy is useful for creating good careers for students.

Conclusion:

The policy introduces a whole gamut of changes and is read largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners must essentially engage with the increasing dematerialization and digitalization of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital perquisite.

now, with the trend towards digitalization and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset.

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting a new education policy every decade for a shift in curriculum. This will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

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