

IMPACT OF NEW EDUCATION POLICY ON HIGHER EDUCATION

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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.

1. 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 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 prime minister Narendra Modi in 2020.

2. 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.

3. RESEARCH METHODOLOGY

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analyzed and reviewed to arrive at the inferences and conclusions.

4. Principles of this Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognize, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- According the highest priority to achieving foundational literacy and numeracy by all students by grade 3.
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. In order to eliminate harmful hierarchies among, and silos between different areas of learning.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams.
- Creativity and critical thinking to encourage logical decision-making and innovation.
- Ethics and human & constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.
- Promoting multilingualism and the power of language in teaching and learning.
- Life skills such as communication, cooperation, teamwork, and resilience.
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'.

- Extensive use of technology in teaching and learning, removing language barriers, increasing access for divyang students, and educational planning and management.
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject.
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education.
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions.
- A ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Outstanding research as a co-requisite for outstanding education and development.
- Continuous review of progress based on sustained research and regular assessment by educational experts.

5. The Vision of this 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 all, 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.

Some of the major problems currently faced by the higher education system in India includes:

- A severely fragmented higher educational ecosystem;
- Less emphasis on the development of cognitive skills and learning outcomes;
- A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;
- Limited access particularly in socio-economically disadvantaged areas, with few heirs that teach in local languages
- Limited teacher and institutional autonomy;
- Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;

- Lesser emphasis on research at most universities and colleges, and lack of competitive peer reviewed research funding across disciplines;
- Suboptimal governance and leadership of an ineffective regulatory system; and
- Large affiliating universities resulting in low standards of undergraduate education. National education pool global citizen.

6. CONCLUSION

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 for a new education policy every decade for a shift in curriculum. This, in itself, 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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