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NATIONAL EDUCATION POLICY 2020

QUALITY ENHANCEMENT IN HIGHER EDUCATION



Chief Editor

Prof. Virag S. Gawande

Director

Aadhar Social

Research & Development

Training Institute Amravati

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Blawali

Assistant Professor

Department of English

Shivaji College, Ningoli (M.S.)

Editor

Dr. Vilas Aghav

Officiating Principal

Associate Professor & Head

Department of Political Science.

Deerash Mahavidyalaya, Hingoli Dist. Hingoli



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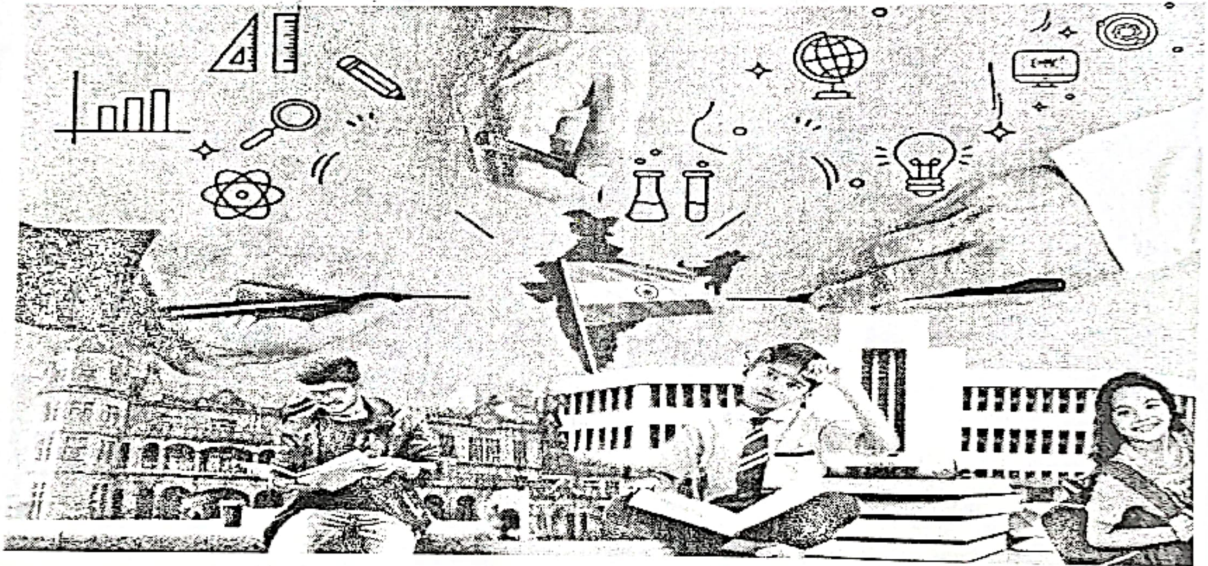
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Dist. Hingoli

Executive-Editors

Dr. Sachin L. Patki

Dr. Prashantkumar P. Joshi

Adarsh Mahavidyalaya,
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M. Bhawani

Assistant Professor
Department of English
Shri College, Hingoli (M S)

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New Education Policy 2020: Challenges and Opportunities for Innovation

Dr. Kishor N. Ingole

Director, IQAC
Shivaji College, Hingoli
E-mail Id- ingolekishore76@gmail.com

Dr. Nirmala S. Padamavat

Director, IQAC
Nutan Mahavidyalaya, Selu
E-mail Id- nspadmavat@gmail.com

Abstract:

Education system is the backbone of any nation. India, after impendence has formed a systematic process to form an education policy. The new education policy 2020 is one of the education policies launched by the Indian Government. The new education policy will be future oriented and this system of education will introduce the unprecedented achievements of Indians in history. The contribution of reputed universities, autonomous colleges and private educational institutions will be very important in the new education policy. In short, the success of the implementation of the new education policy depends on the cooperative federal system and the ability of the states to contribute to reforms.

This conceptual research article is based on NEP 2020 focuses on Higher Education (HE). Authors of the article intend to discuss the impact of New Education Policy 2020 on higher education. The study also outlines the challenges and opportunities for innovation of NEP and analyzes how they affect the existing education system. Finally, they are emphasizing the need for planned, systematic and careful implementation of the policy.

Keywords: National Education Policy 2020 (NEP 2020), Higher Education, Challenges, Opportunities, Innovation.

Introduction:

India has completed 73 years since its independence. During these nearly 70 decades and before the independence of India, Several Education Commissions were appointed. Commissions like the Woods Report of 1854, the Hunter Report of 1882, the Reilly Commission of 1902 and many more followed by the Radhakrishnan Commission and the Kothari Commission after the independence of India. The NEP 2020 replaces the National Policy on Education of 1986. 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 number of public consultations. T74 Draft NEP was 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." (Venkateshwarlu 191)

Language is the medium of education. If a student's language is crude or he/she has no knowledge of a language, it becomes very difficult for her/him to learn from that language. In the new education policy, it is suggested that education up to Class V should be through the mother tongue or the dialect of the student. In the policy, it has been said that the medium of education should preferably be 'mother tongue'. Earlier it was the teacher who evaluated the student's learning but from here on in the further education system arrangements will be made for the assessment to be done jointly by the student, his friend and the teacher. Now exams are stressful. There is a possibility that there will be a drastic change in the examination system and the importance of the 10th and 12th board exams will also decrease. Authors tried to focus on challenges and opportunities for Innovation of New Education Policy-2020. The new education policy will be future oriented and this system of education will introduce the unprecedented achievements of Indians in history. It is rightly said that, "Higher Education (HE) is an important aspect of the Education System (ES) in deciding the economy, social status, technology adoption, and healthy human behaviour in every country."

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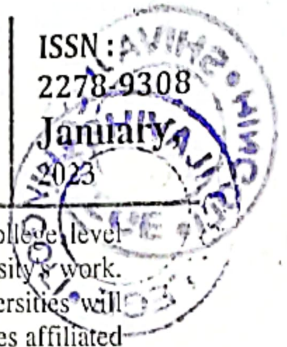
M. Bhavani
Regulatory authority will be established for the education sector and its approval has been made
Professor

Department of English

Shivaji College, Hingoli

Website - www.aadharsocial.com

Email - aadharsocial@gmail.com



mandatory. According to this policy, multidisciplinary education is the hallmark of college level education structure. International standard research will remain at the core of the University's work. Therefore, research, education and general courses are separate for such subjects. Universities will come into being. The education policy includes a new structure whereby instead of colleges affiliated to universities, there will be colleges with the authority to award degrees. A 'National Research Foundation' will be established through an Act of the Central Government. Through it, the faculty will be encouraged for research and financial support will also be provided.

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 challenges and opportunities for innovation of NEP and analyzes how they affect the existing education system.

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.

INNOVATION

Extensive Opportunities for Innovation:

The contribution of reputed universities, autonomous colleges and private educational institutions will be very important in the new education policy. They face the challenges of innovation, as well as the responsibility of taking other schools and colleges along with relatively less financial capacity. Education complex is a very important concept in the new education policy. At the centre of this, educational complex will be a competent school or college. It will be the responsibility of the major school-colleges in the complex to make them, provide them with the necessary technical facilities, and provide the guidance of expert teachers. For example, there will not be enough teachers in the surrounding schools for subjects like sports, arts, music. They will not get that many expert persons or the government will not be able to give the subsidy to that many people. In such a case, these expert teachers should be appointed in the schools located in the cluster centres and their schedule should be planned in such a way that either in the nearest schools. These students can come to this central school for guidance or these expert teachers can go to nearby schools to train them in their subjects. In this connection Principal Anirudh Deshpande says that, "The new National Education Policy aims to shift students from single education to multifaceted education. This policy is going to be a milestone in the education sector. This new policy has been formulated after about 35 years. Keeping in mind the aspirations and interests of the young generation in the country, as the world is on the brink of the fourth industrial revolution, it must be seen in a different light as it responds promptly to the rapidly changing global economic structure and the opportunities it creates." (Deshpande, 2020)

Promote to Vocational Education:

Vocational education has never been given so much importance in India before. According to this new education policy, it will be compulsory for students to take vocational education from class VI. According to the new education policy, every student is expected to learn at least one vocational skill. Access to higher education will depend on this vocational education.

In the new education policy, the subject of vocational guidance has been added from class VI. This is a very appropriate step. But it is difficult to have the system of training for such professions available in all schools. It is not possible for every school to select competent trainers for this vocational training, to have good quality workshops, to provide the necessary infrastructure for imparting vocational education. It is expected that the school in the complex centre should make that arrangement. For example, book binding for children's training can be done properly. Schools will have raw materials or small tools needed for binding. But paper cutting machines, press machines are not necessarily available. If some such machinery is in place, other schools can take advantage of it. Training in making small electronic devices can be given at school level. Soldering will be arranged for that school.

But if an assembled device doesn't work properly, not every school has the expertise and equipment needed to find the exact circuit connection fault. Training in garden the for teaching a

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M. Gawali

Assistant Professor



nursery can be provided by this vocational guidance centre. This system should be done in some schools. This centre should be made at a place where there is enough space, water facility and other schools should call their students there for training. The aim of the training is to instil in the students the confidence to stand on their own feet. This is a very revolutionary step in this regard. But while implementing this, the central school and its management need to take more responsibility.

The Usefulness of Campus Scheme:

This campus scheme is going to be very important for the students from ninth to twelfth - i.e. junior college group. Today, some six-seven subjects are taught in junior colleges. Now every student will have freedom to choose different subjects. It will include subjects like Arts, Commerce, Science, Law, Technology, Medical etc. Various subjects like Painting, Music, Dance, Ayurveda, Yoga, Indology, mythology will be covered. That means total subject coverage can be more than 30-40. As much as any college will not be able to manage subjects, on this occasion, the Campus system will be effective. A more competent college or institution should take the initiative, discuss with other college managers in the complex, and plan which subjects can be made available to students more and which subjects can be given training to which college. Students from any college in the campus will attend for that hour in the college of the subject they have chosen. From this schedule there will be some disruption, but students will get more opportunities to choose and it will lead to better personality development of students. Since the direction of future education will be determined in this junior college group, the biggest challenge for the educational institutions is to train the students coming to this place more competently.

Importance to Research Subjects:

Research subjects will be given more importance in higher education. The facilities required for research subjects will not be available in all colleges. For example, if research is to be done in chemistry, GC, HPLC, FTIR, NMR, UV Equipment like visible spectrophotometer has to be provided. Few organizations may have the capacity to provide this. State or State to procure such equipment, make necessary journals available to the centrally located colleges. The Central Government should provide special libraries. This centrally located research centre will be used by other colleges in the complex. Such an arrangement would be more practical. Students in arts, commerce or management are required to conduct research. If a specific group is entrusted with the task of making its preliminary match, the work of the researchers will be much easier. It is expected that the research will be useful to society and it will give an answer to some problems in the society. Because of that a separate working group will have to be created to check the quality of research, check its usefulness, identify low-quality or copycat research, and send high-quality research for publication in reputable journals and patent it. This working group will also have to be done with the help of the college at the centre of its complex. It is often criticized that the research done in India is very inadequate and of inferior quality compared to all the developed countries of the world.

CHALLENGES

Challenge for College Training Teachers:

The colleges for training teachers are one such major challenge. The government expects the subject to be taken up by autonomous colleges. Colleges where more subjects are taught - i.e. where there is academic diversity, this college can be added. The reason for this is that in the four-year teacher's course, basic knowledge of various subjects will be given, skills will be imparted. Along with that one subject has to be selected as a special study. Teach different subjects in junior college. Expert teachers of all those subjects have to be prepared in this teachers college. Previously D.Ed. or a qualified teacher was teaching any subject in primary school or B.Ed. a qualified teacher would teach in a secondary school after mastering one or two of his subjects. Now the scope of subjects is going to be much more in higher secondary and higher colleges. Instead of earlier six-seven subjects, now it needs to have to prepare expert teachers for thirty-forty subjects. This is going to be a big challenge. In Rural and urban areas it is necessary to determine the exact number of teachers required and recruit the teachers of that subject in the schools and colleges accordingly. Accordingly, the number of trainees in the college of education has to be determined. Institutions and colleges, which are relatively more capable, will have to shoulder the responsibility of sowing this challenge.

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M. Bhawani
Assistant Professor
Department of English



Diversity and Size of India's Education Sector:

Currently, even though the implementation of the new education policy is gaining momentum, there are endless challenges on the way to its completion. Given the diversity and size of India's education sector, implementing this policy is going to be a difficult task. For example, let us consider the school education system. With more than 15 lakh schools, 25 crore students and 89 lakh teachers, India's education system is the second largest education system in the world. The size of the higher education system is also very large. According to the AISHE 2019 report, there are 3.74 crore students studying in India's higher education sector in nearly 1,000 universities, 39,931 colleges and 10,725 autonomous institutions. Bringing together all the stakeholders at the state, district and taluka levels to implement this new education policy is going to be a very difficult task. Creating a sense of shared responsibility and ownership among the diverse stakeholders at the state and district level will be a major challenge for the Ministry of Education.

Depends upon the Capacity of Countries, States and Governments:

Another important thing is that the implementation of the new education policy depends on the capacity of countries, states and governments. India's education system is underfunded, the entire system is based on bureaucracy and the environment is hostile to new ideas and growth potential in the education system. The drafting committee head K. Kasturirangan has pointed out that, "Ministries of Education (Centre and States) and internal capacities in other regulatory bodies are woefully inadequate. For example, to move from traditional education to experimental education and critical thinking, there is a need to change the attitude of the people running the education system as well as teachers, students and parents". (Sahu.)

This means that thousands of schools and colleges need to contribute to capacity building and redirection to implement this mega initiative. In short, the existing organizational structure and system of the Ministry will have to undergo a major overhaul. It is promising that the new education policy document lays out a comprehensive and radical overhaul of the existing regulatory system. The Ministry of Education is currently in the process of bringing in an Act to establish the Higher Education Commission of India. The government is considering setting up the Higher Education Commission of India to replace the UGC, AICTE and the National Council for Teacher Training.

Depends upon the cooperation between Centre and State Government:

The third important thing is that this policy will largely depend on the cooperation between the Centre and the States. Although this policy has been drafted by the Central Government with input from various stakeholders including the State Governments, its implementation largely depends on the active cooperation of the States. The main reason for this is that most service-based educational initiatives are run by state governments. It needs to be clear that the decentralization to the Centre and cooperation between the Centre and the States for the implementation of various initiatives. Support is required. In view of the conflict between the Centre and the States in the last few years, the Centre has to take careful steps. Several states with opposition governments have raised objections to several provisions of the new education policy.

The state of Tamil Nadu has followed the stance of not implementing the new education policy. If other states take a similar stand, the Centre's worries may increase. Therefore, the future of the new education policy will depend on how the equations of the federal state are being handled by the Centre.

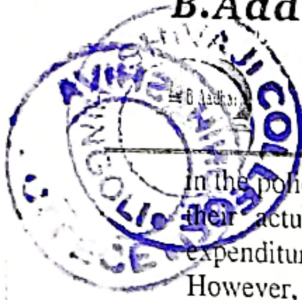
Role of Private Sector:

The fourth important aspect is that the role of the private sector will be important in terms of this policy. Almost 70 percent of higher education institutions in India are private. Also, almost 60 to 70 percent of the total number of students is pursuing higher education in private institutions. Ignoring the fact that the private sector provides financial resources and innovative ideas will not work. Enlisting and recognizing the contribution of the private sector as an important partner in this policy process is an important aspect.

Increasing the Expenditure on Education:

Most importantly, the successful implementation of various initiatives will require sufficient resources in the coming decade. In this context, the country will have to increase public expenditure on education to 6 percent of the gross domestic income to achieve the new policy objectives as stated

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B. B. Shrivastava
Assoc. Professor
Dep. of English
Ge. Hingoli (MS)



in the policy. This is definitely going to be a tough task considering the promises made in the past and their actual fulfilment. For example, in the National Education Policy of 1968, total public expenditure on education was recommended to take up to 6 percent of the domestic income. However, public expenditure on education has not exceeded 3 percent in the last four decades. Surprisingly, the year in which this new education policy came in was the lowest expenditure on education. Expenditure on education decreased from Rs 99,311 crore in 2020-21 to Rs 93,224 crore in 2021-22.

There is no doubt that due to Corona and the economic crisis, the government preferred to spend more in the health sector, thus reducing the expenditure on the education sector. But the government has no plan on how to increase the expenditure on education in the coming years. The New Education Policy 2020 is certainly a guiding document. Considering the new challenges of the new era, the policy aims to address the diverse educational needs, structural inequalities and problems in preparing students for the future. Along with education even the most challenging task of addressing multiple crises in the system is to be accomplished through this policy.

Conclusion:

The implementation of this policy will depend on mainstreaming India's vast population into education and thereby creating numerous employment opportunities. The Centre Govt. has demonstrated the ability to take difficult decisions and implement them quickly during the Covid-19 pandemic. The benefit of this skill will also be in the field of education. Some states have implemented the new education policy while others are going through the process. Still, there is still a long way to go. To various stakeholders at State, District, Taluka level also, involving the private sector in the implementation of this policy is a difficult task. Along with this, there are challenges such as lack of capacity, financial resources and a conducive environment for generating new ideas. But the most difficult task of all is to create public opinion in various states. In short, the success of the implementation of the new education policy depends on the cooperative federal system and the ability of the states to contribute to reforms.

While the new education policy has created great challenges for educational institutions, it has also provided opportunities for innovation. The development of a country is closely related to its educational development. So far, the government has not paid attention to educational development. Therefore, the development of the country was not done properly. Now the government has taken a big step of educational transformation in the form of a new education policy. Social and educational institutions should respond to it with equal force. It needs to take an important step not only in education, but in the transformation of the entire country. It will be an important step.

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M. Bhawali
Assistant Professor
Department of English
Shivaji College, Hingoli (MS)