National Education Policy 2020: A Concern for Higher Education and Management Education

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ABSTRACT:

This conceptual and descriptive research paper mainly deals with the new Policy on Education (NEP 2020) and its concern for Higher Education (HE). The authors intend to discuss the Policy with respect to the emergence, vision, and thrust areas, as the concern for higher education, along with key highlights, key impact areas and opportunities to the stakeholders. The Authors are also interested in new provisions under education policy for Management education. The study attempts to identify the key concern areas of NEP 2020 in India's higher education and Management education. The Secondary data is used to organize the information for the same. The outcome of this paper deals with the concern for implementing the NEP 2020 and the challenges of designing road map. According to the situation, we will decide that make benefiter industry and future-ready youth in Indian higher education and management education also.

Keywords*:- National Education Policy 2020 (NEP 2020), the Quality Education and Education System, the Higher Education, Concern for Higher Education and Management Education.*

Introduction:

In the present situation, the entire world is changing rapidly in the knowledge landscape. The availability of dramatic scientific and technological advances need for skilled workers with multidisciplinary abilities across sciences, social sciences, humanities, and art will be highly in greater demand in India is moving towards becoming a developed nation and amongst the largest three economies in the world. Indeed, the need for a qualified workforce with great creativity and innovativeness is ever-increasing with the quickly changing

employment landscape. It is to be noted explicitly that the actual gap between the current state of learning outcomes (benefits) and what is required in future must be bridged through undertaking significant changes required that bring about high quality, equity, and integrity into the system, from Early Childhood Care and Education (ECCE) to Higher Education (HE) (Umachagi & Selvi, 1970). The main objective must be for our country to have an education system with equitable access to high-quality education for all learners regardless of social or economic background. This dreamy goal would require the entire education system to be reconfigured and restructured to aid and foster learning so that all of the most critical targets and objectives of the 2028 Agenda for Sustainable Development can be achieved (TaxGuru, National education policy 2020). It is rightly predicted that India will be the third-largest economy in the world by the end of the next decade, with estimated GDP of ten trillion dollars. And it is evident that the ten trillion economies will be driven by knowledge resources and not by the country's natural resources.

In this context, our country has adopted the National Education Policy 2020 (NEP 2020). The new Policy envisions an education system that is centered on India and directly supports the development of the country into a just and thriving knowledge society by offering high-quality education to everyone. It is the first education strategy of the twenty-first century that takes into account the numerous, pressing developmental needs of our nation. (Umachagi & Selvi, 1970). This Policy proposes modernizing and reforming every aspect of the educational structure, including its regulation and governance, in order to build a new system that is in keeping with the aspirational goals of 21st-century education while drawing on India's traditions and value systems. The Policy emphasizes the expansion of each person's creative potential. It is founded on the idea that education must foster the development of more than just cognitive abilities, literacy and numeracy core skills, as well as higher-order cognitive abilities like critical thinking and problem-solving, as well as social, ethical, and emotional skills and dispositions. It is to be noted that the rich heritage of ancient and eternal Indian knowledge and thoughts has remained a guiding light for this Policy (Umachagi & Selvi, 1970). The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thoughts and philosophy as the highest human goal. Education in ancient India

aimed not just to acquire knowledge as preparation for life in this world or life beyond schooling but for the complete realization and liberation of the self.

NEP 2020, which is based on the fundamental pillars of Access, Equity, Quality, Affordability, and Accountability, aims to make both school and college education more holistic, flexible, multidisciplinary, appropriate for the needs of the 21st century, and focused on bringing out the unique capabilities of each learner in order to transform India into a thriving knowledge society and a global knowledge superpower. NEP 2020 is aligned with the 2030 Agenda for Sustainable Development (SD). (Umachagi & Selvi, 1970). To realize one's full potential, create a fair and just society, and advance national development, one must have access to high-quality education. And the secret to India's continuous rise and leadership on the world stage in terms of economic development, social fairness and equality, scientific and technical advancement, national integration, and culture preservation is high-quality universal education. The new Policy was created with all of this in mind and is an excellent first step. The new Policy is

designed keeping all this in mind and is the right stepping in this regard.

Objectives of the Study:

The objectives of writing this research paper on National Education Policy 2020 (NEP 2020) are:

1. To discuss the emergence of NEP 2020.

2. To state the vision and thrust areas of the Policy.

3. To bring out its concern for higher education and management education.

4. To highlight the critical impact areas and opportunities to the stakeholders.

Methodology of the Study:

The work is desk research based on reliable and relevant secondary data. The methodology consists of a conceptual discussion on the emergence of the Policy; highlighting the vision, thrust areas, and critical highlights; bringing out its concern for higher education; and highlighting the impact areas and opportunities for the stakeholders. The government documents, reports, press releases, as well as research papers and articles have been referred to and

reviewed thoroughly to get better insight into the subject matter.

The emergence of The Policy:

Our country - India's first Education Policy was introduced in 1986. After thirty-four years, the National Education Policy 2020 (NEP 2020) for India has been updated, revised, approved and finally introduced on 29th July 2020. NEP 2020 thus replaces the National Policy on Education of 1986. The Policy represents an important turning point for India's educational system, making India a desirable location for higher education around the world(Umachagi & Selvi, 1970). It aims to transform education system, keeping the learner at the centre. It is based on the recommendations of the Justice J. S. Verma Commission (2012) and the Education Commission (1966–1966), as well as earlier iterations of the Policy, such as the National Policy on Education (1986–1992), which was modified in 1992, the Right of Children to Free and Compulsory Education Act (2009), and the Right of Persons with Disabilities Act (2016). (Umachagi & Selvi, 1970)

The committee led by former cabinet secretary Shri. T. S. R. Subramanian began the New Education Policy consultation process in January 2015. Based on the committee's report from June 2017, a panel led by Dr. Krishnaswamy Kasturirangan, a former head of the Indian Space Research Organisation (ISRO), submitted the draught NEP in 2019. Afterwards, the Ministry of Human Resource Development (MHRD) presented the Draft New Education Policy (DNEP) 2019 and held multiple public consultations. After that, the Ministry undertook a rigorous consultation process in formulating the draft policy, and over two lakh suggestions were received during the formal consultation process.

A complete framework for primary education, higher education, and vocational training in both rural and urban India is provided by the Policy. It aims to transform India's education system gradually by 2021. A short time after the Policy was announced, the government made it clear that no one would be required to learn a specific language, and that English would not be replaced with any regional language as the language of teaching. The language policy in NEP 2020 provides a broad guideline and is advisory, and it is up to the states, institutions, and schools to decide on the implementation. The Central Government and the State Governments are encouraged under the Strategy to significantly boost their

public investment in education.(Umachagi & Selvi, 1970). It is expected that the Centre and the States will work together to increase public investment in the Education sector to reach 6% of the GDP at the earliest(Sawant, R. G. and Sankpal, U. B., 2021)

What is A NEP 2020?

The National Education Policy 2020 (NEP 2020) will bring ambitious and dramatic change that could transform the Indian education system. It will bring about revolutionary changes in the Indian education system. (Umachagi & Selvi, 1970).

The vision of the Policy:

The NEP 2020 aims at building a global best education system based on Indian thoughts, rooted in Indian ethos, and aligned with certain principles, thereby transforming our country - India, into a worldwide knowledge superpower.

Thrust Areas of the Policy:

NEP 2020 is necessarily addressing the crippling challenges that have affected the Indian Education System over the last few decades, which seems somewhat outdated in the existing scenario. Certain thrust areas of the Policy are:

Poor reading and numeracy outcomes in primary education: Many studies reveal that 50% of kids lack fundamental numeracy, or the capacity to comprehend and deal with numbers, despite attending school for five years. Hence, the Policy views this foundational learning as a core area and tries to help students develop a variety of skills and talents.

In Middle and Secondary Education, there is a significant dropout rate, as well as inconsistencies in the curriculum. According to the data provided by the Ministry, the percentage of students who fail to complete their secondary education in a number of states has increased over the course of the past three years. There are several factors that contribute to dropping out of school, such as being poor, having poor health, or living a long distance from the school. In addition, there are considerable differences in the percentages of students who drop out of school depending on the state, gender, ethnicity, and social class. Even the Gross Enrollment Ratio (GER) is falling significantly as a result of the fact that the data show a considerable number of registered pupils are dropping out after grade 5 and especially after grade 8 of their respective educational programmes. As a

result, one of the primary goals of the Policy is to reduce the number of students who drop out of school and boost the percentage of students who graduate from middle school and high school.

A lack of multidisciplinary approaches and flexibility regarding topic choice, evaluation, andregards to topic choice, evaluation, as well as a skill gap: The dropout rate is also increasing in higher education institutions due to a lack of multidisciplinary approaches and flexibility. At the same time, the Gross Enrollment Ratio (GER) is on the decline, and of those students, less than half are enrolled in middle and secondary schools. It indicates that a significant number of pupils should enrol in higher education. As a result, the primary goals of the Policy are to reduce the percentage of students who drop out of higher education institutions and to boost GER.

Concern For Higher Education:

Along with concern for Primary Education, Middle and Secondary Education, the Policy emphasizes Higher Education (HE). According to the procedure, the Ministry of Human Resource Development (MHRD) will be called the Ministry of EducationThe

policy is more focused on the needs of the learners, allowing students the freedom to follow their passions while still developing their skills and increasing their employability.The Policy advocates improving the governance standards in HEIs with change in the name of existing bodies and authorities as well as the introduction of some new authorities and bodies such as the Board of Governors (BoG), National Higher Education Regulatory Authority (NHERA), National Accreditation Authority (NAA), National Higher Education Qualification Framework (NHEQF), Higher Education Grants Commission (HEGC), Professional Standard Setting Bodies (PSSBs), National Higher Education Regulatory Council (NHERC), National Educational Technology Forum (NETF), and National Research Foundation (NRF) (MHRD, 2020). Moreover, the Policy brings about some creative and innovative changes as follows:

• New architecture: A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. The current 800 universities and 40,000 colleges will be consolidated into 15,000 excellent institutions.

• Liberal education: A broad-based liberal arts education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields will be implemented. This would have imaginative and flexible curricular structures, creative study combinations, vocational education integration, and multiple entry/exit points.

• Governance: Institutional governance will be based on academic, administrative and financial autonomy. An Independent Board will govern each higher education institution. The Policy strives to create a delicate balance ensuring 'minimal government and maximum governance' in the HEIs.

• Regulation: Regulation will be 'light but tight' to ensure financial probity and public-spiritedness - standard setting, funding, accreditation, and regulation will be conducted by independent bodies to eliminate conflicts of interest (Aithal, P. S. And Aithal, S., 2020).

Key Highlights of the Policy: (India's new education policy 2020: Highlights and opportunities)

NEP 2020 is a positive reimagination of India's existing education regime. The Policy envisions an integrated, engaging, immersive, holistic learning model. Scientific temper and evidence-based thinking will be taught alongside aesthetics and art.

1. The NEP brings about various changes in the higher education system, aiming to improve it to create more significant opportunities for individual employees.

The key highlights from the new policy aim to:

• Creating a Higher Education System (HES) consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and more Higher Education Institutions across India which offer their programmes in local/Indian languages.

• Shifting from a rigid Higher Education curriculum to multidisciplinary undergraduate education.

• Offering faculty and institutional autonomy.

• Revamping the curriculum, pedagogy, assessment, and student support for enhanced student experiences.

2. A goal of the NEP is to increase the Gross Enrolment Ratio in higher education, including vocational education, to 50% by 2035 from 26.3% as of 2018.

3. NEP will replace the fragmented nature of India's existing higher education system and bring together Higher Education Institutions (HEIs) into large multidisciplinary universities, colleges, and HEIs clusters/knowledge hubs. The Policy states that single-stream HEIs will be phased out over time.

4. While the NEP indicates that colleges will first be given graded autonomy based on accreditation, the ultimate goal is to have them become independent degree-granting colleges or constituent colleges of universities.

Key Impact Areas and Opportunities:

National Education Policy (NEP 2020) is a massive stride in proper education.By providing access, relevance, equity, quality, and solid fundamental learning, it primarily focuses on the overall development of pupils. The Policy provides players in the education sector with a number of advantages. It envisions integrating curriculum throughout the divisions of early care and education, K–12, and higher education. The Policy's main area of focus is the enhancement of the learning outcomes' quality. Bringing about evaluation reforms, which have been a long-awaited adjustment, is another area of concentration.

Most crucially, through encouraging opportunities for lifelong learning for everyone in the coming ten years, the Policy is intended to put India on pace to meet the objectives of the 2030 agenda for sustainable development. The statement that "Higher Education (HE) is an important component of the Education System (ES) in determining the economy, social standing, acceptance of technology, and healthy human behaviour in every country" is accurate. The Policy intends to improve HEIs' quality and establish India as a centre for international education. In what would be a four-year undergraduate programme, the emphasis is on providing a flexible curriculum through an interdisciplinary approach, creating numerous departure points, sparking research, boosting faculty support, and increasing internationalisation. It offers some chances as well as having some significant effect regions.

Thus, in light of the above, specific critical points of NEP 2020 with respect to higher education can be derived as follows: (Umachagi & Selvi, 1970)

• The Policy envisages a new vision and architecture for higher education with large, well-resourced, vibrant multidisciplinary institutions leading towards excellence.

•The Policy offers many entry and exit points, inventive study combinations, integrated vocational education, and comprehensive but flexible curricular structures to ensure a broad-based liberal education.• The Policy facilitates voluntary and self-directed governance as institutional governance will be based on academic, administrative and financial autonomy.

• The Policy aims to ensure good regulation by ensuring that it is light yet strict and that it is controlled by independent bodies to avoid conflicts of interest.

Although the policy document contains and calls for a number of guiding principles for its efficient implementation, there are some obstacles that cannot be ignored, such as acceptance of the flexible higher education model, acceptance of the idea of multidisciplinary institutions, requirement for greater public funding, requirement for rich digital infrastructure, and others. A successful implementation of the Policy necessitates the adoption of the fundamental principles outlined in the policy document, a radical simplification of the decision-making processes, a reordering of the budgetary resources, automation and mechanisation of the system, a shift in perspective, and the planned and systematic implementation of the new Policy over the ensuing months and years.

Conclusion:

Over three decades after the last significant adjustment to the Policy, the National Education Policy 2020 (NEP 2020) is an ambitious and welcome effort to transform India's educational system into one that is contemporary, progressive, and equal. NEP 2020 is in line with the 2030 Framework for Sustainable Development and is based on the fundamental pillars of Access, Equality, Quality, Affordability, and Accountability (SD). By making school and college education more comprehensive, adaptable, multidisciplinary, and in line with the demands of the twenty-first century, it seeks to transform India into a thriving knowledge society and a global knowledge superpower. The Policy calls for a massive implementation on a scale that has never been done before. The actual changes will begin in the academic year 2021–2022 and last through 2030, when it is anticipated that the first level of change will become apparent. Although the mission is noble, how well it is carried out will rely on how well the implementers recognise and address the difficulties. It necessitates a significant amount of acceptance, dedication, optimism,

and attitude and mindset adjustment. Unquestionably, by introducing its new education plan, the National Education Policy 2020 1986, the Indian government made a significant advancement. Even the NEP 2020 drafting committee has made a significant effort to develop a strategy that takes into account many points of view, international best practises in education, real-world experiences, and stakeholder comments. The challenge is difficult, but the implementation roadmap will determine whether this will actually encourage an inclusive education that prepares students for the workplace and the future. The Policy has arrived at the right time, according to the writers, and its goal is quite noble. But there is a huge difference between establishing a policy in writing and adhering to it in spirit. The effectiveness of NEP 2020 and the speed at which it is implemented depend on how well the government, universities, and other institutions can address occasional practical issues. Timelines and a review strategy are necessary in addition to the actions conducted by various authorities and bodies. By coherence in planning and synergy among all authorities and bodies involved in education, the Policy must be implemented in accordance with its spirit and objective (MHRD, 2020).

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