



Innovations and implication of NEP 2020 in Higher Education

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Abstract

This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of National Education Policy 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation towards achieving its objectives.

Key words- *Innovations, implication and NEP 2020*

Introduction

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions reflecting the overall high fragmentation and many small sized Higher Education Institutions in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single programme against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education system in India are-

- Early streaming of students into different disciplines.
- Lack of access to higher education, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio of 25% only.
- Lack of teacher and institutional autonomy to make innovations in higher education to attract many students.
- Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- The lack of research and innovations at most of the universities and colleges.
- Suboptimal levels of governance and leadership at higher education institutions.

- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The first national education policy after independence was announced in the year 1968 and the second national education policy which was improved version of the first was announced in the year 1986.

Objectives of the study

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are-

- To highlights and overview the policies of the newly accepted higher education system (national educational policy 2020)
- To identify the innovations in new national higher education policy 2020.
- Effective implementation of national educational policy 2020 to realize its goal.

Methodology

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of national educational policy 2020 and comparing it with currently adopted education policy. Identifying the innovations made using the focus group discussion method. The implications of the policy are analyzed using the predictive analysis technique. Many suggestions are given based on Focus group analysis.

Highlight of Policies of NEP 2020 for the System in Higher Education

- HE monitoring and controlling institutions like University Grant Commission, AICTE, MCI, DCI, INC, etc will be merged with the Higher Education Commission of India as a single regulator for higher education institution.
- The current Accreditation Institutions like National Assessment and Accreditation Council and NAB will be replaced by a robust National Accreditation Council.
- Establishment of a National Research Foundation to fund research in universities and colleges.
- Consolidation of existing fragmented Higher Education Institutions into two types of Multidisciplinary Universities and Multidisciplinary Autonomous Colleges with the campus having more than 3,000

students. The Timeline to become multi-disciplinary is by 2030 and to have 3,000 and more students by 2040.

- Multidisciplinary Universities will be of two types as (1) Research-intensive Universities, and (2) Teaching-intensive Universities.
- Every existing College will develop into either degree granting autonomous College or migrated into a Constituent College of University and becomes fully a part of the University.
- The Gross Enrolment Ratio in higher education including Vocational education will increase from current 26.3% (2018) to 50% by 2035.
- Higher Education Institutions which deliver the highest quality will get more incentives from the Government.
- All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated University by improving and securing the prescribed accreditation level.
- The various nomenclatures used currently such as deemed to be university, affiliating university, central university, affiliating technical university, unitary university, etc will be replaced by 'University' after fulfilling the required criteria as per norms.
- Research will be included in Under Graduate, Post Graduate, and level and have a holistic and multidisciplinary education approach.
- Pedagogy in Higher Education Institutions will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.
- An Academic Bank of Credit will be established which would digitally store the academic credits of all registered candidates earned from various recognized Higher Education Institutions (SWAYAM & Online Distance Learning mode) that can be taken into account while awarding degrees by the college or university.
- Four years Bachelor degree with multiple exit options, one to two years Master's degree based on the number of years spent in Bachelor degree as four or three respectively, and option to do Ph.D. for four years Bachelor degree with research are possible.
- Two years Master degree with full research in the second year, One year Master degree for four years Bachelor degree holders, and Five years integrated Bachelor/Master degree.
- All Higher Education Institutions will focus on research and innovation by setting up (1) Start-up incubation centers, (2) Technology development centers, (3) Centers in frontier areas of research, (4) Centre for Industry academic linkage, and (5) Interdisciplinary Research Centers including humanities and social sciences research.
- Student Centered teaching & learning process instead of Teacher centered teaching model.
- Choice Based Credit System is revised by an innovative and flexible Competency Based Credit System.

- Examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.
- All Higher Education Institutions will have professional academic and career counseling centers with counselors available to all students to ensure physical, psychological and emotional well-being.
- All Higher Education Institutions will develop, support, and fund for topic-centered clubs and activities organized by students with the help of faculty and other experts as needed, in the area of science, mathematics, poetry, language, literature, debate, music, sports, etc.
- Encouragement for Online Distance Learning courses as a part of degree programmes to include the credit system.
- The Degree programmes may contain in-class teaching, Online teaching components, and Online Distance Learning components with 40:30:30 ratio model to achieve a global standard of quality.
- HE quality will be improved to global quality level to attract more international students and the credits acquired in foreign universities will be counted for the award of a degree.
- National Scholarship Portal will be strengthened and expanded to help the financial needs of merit based students. Private Higher Education Institutions will be encouraged to offer larger numbers of free ships and scholarships to their students.

Teachers Education

- All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary Higher Education Teachers Education Institutions Ts by 2030 to offer only four years integrated B.Ed. programme.
- All schools of foundation, preparatory, middle, and secondary level should appoint 4-years integrated B.Ed. degree holders as teachers with dual major specialization (Education & Subject).
- Till 2030, there will be two years B.Ed. programme for 3 years under graduate and one-year B.Ed. for four years under graduate and those who have Master's degree in other subjects.
- M.Ed. will be one year with research focus. The faculty profile in Departments of Education will be diverse with Ph.D.'s in different areas.
- All interested senior or retired faculty will be utilized short or long term for guiding, mentoring, or professional support for research/training/innovation. A separate National Mission for Mentoring will be established.

Professional Education

- All stand-alone professional education institutions in any field shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education by 2030.
- Higher Education Institutions will be encouraged to prepare professionals in agriculture and veterinary sciences through programmes integrated with general education. Higher Education Institutions offering

agricultural education must focus on the local community and involvement in setting up Agricultural Technology Parks in the region to promote technology incubation and dissemination.

- Universities/institutions offering law education must prefer to offer bilingual education for future lawyers and judges-in English and State language.
- Healthcare education system must be integrated in such a way that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. Greater emphasis should be given in all forms of healthcare education to preventive healthcare and community medicine.
- Technical education should be offered within multidisciplinary education institutions and should focus on opportunities to engage deeply with other disciplines. The focus should be on offering Artificial Intelligence, 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, and nanotechnology, neuroscience, with applications to health, environment, and sustainable living.

Private Institutions

- All private universities are eligible for graded autonomy based on their accreditation status.
- All private universities / autonomous colleges have to maintain openness in their financial dealings and the Board of Governors is responsible for any irregularities in the accounting system. Board of Governors should contain eminent people well reputed in their professional area to guide the speedy development of the Higher Education Institutions.
- All Higher Education Institutions have autonomy in deciding their fees structure and surplus if any should be reinvested in the expansion projects with a transparent accounting system.
- All private Higher Education Institutions should offer 20% free-ship and 30% scholarship in the course fee for meritorious students in every course which they offer during a given academic year and this should be checked and confirmed by the accreditation process.
- National Research Foundation will treat all private Higher Education Institutions in par with public Higher Education Institutions for granting research funds which is only based on the merit of the proposals.

Innovations in NEP 2020-

- 100 top Indian Universities will be encouraged to operate in foreign countries.
- 100 top Foreign Universities will be allowed and facilitated to operate in India
- Every classroom shall have access to the latest educational technology that enables better learning experiences.
- Faculty Stability will be provided in an appointed institution with generally no transfer to other institutions.
- Faculty members get curriculum and pedagogy freedom within an approved framework.

- Based on academic and research performance, faculty incentives & accountability will be fixed.
- Faculty fast-track promotion system for high impact research contributions will be offered.
- A multiple parameter-based Academic Performance Index policy with peers & students' feedback, innovations in teaching & pedagogy, professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be in place.
- The Academic Performance Index policy will clearly be defined in the Institutional development plan.
- Focus on achieving sustainable Education Development Goal & GER of 50% by 2035.
- All Ph.D. registered students should take one subject related to teaching/curriculum development and accept teaching Assistantship for enhancing teaching skills.
- All students should be encouraged to take SWAYAM online courses at least two courses per semester.
- Strengthening Vocational education to reach at least 50% of the student population. Higher Education Institutions should plan how Vocational Education can be offered to all the students.
- Plan to give B.Voc. as dual degree programme in Online Distance Learning mode or 2 hours evening programme through Skill labs & partnership with industry & NGOs.
- Currently, research & innovation investment in India is of 0.69% of GDP against a global average of 3% of GDP.
- Inclusion of research and internships in the undergraduate curriculum as a very essential component.
- Four functions of (1) regulation (NHERC), (2) accreditation (NAAC), (3) funding/ grants Higher Education Grant Commission and (4) academic standard setting (GEC) are controlled by an umbrella institution, the Higher Education Commission of India.
- GEC decides the 21st century skills to be learned by students.
- A faceless and transparent regulatory intervention will be designed using technology to monitor quality in higher education. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information will be taken to ensure the basic minimum norms and standards.
- Empower private Higher Education Institutions to decide fees for their programmes independently, though within the laid out norms.
- Information Communication and Computation Technology & Nontechnology will be introduced at undergraduate education to increase the employability of youths.
- Dual degrees in Education & Sanskrit (Dual degrees in 4 years Degree programs), for example, BCA & BA in Language.
- AI Research Centers, Nanotechnology Research centers get support from NRF.
- Creation of Virtual Labs along with SWAYAM and Diksha to support MOOC education.
- Annual education expenditure of India has to increase from the current 4.43% of GDP to 6% of GDP.

- Higher Education Institutions shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation (weightage for internal continuous evaluation and Semester end examination will be 50:50).
- Choice based Credit system will be improved and Competency based credit system is going to be adopted.
- Focus on effective self-governance and outstanding merit-based leadership appointment and a Board of Governors of highly qualified, competent, and dedicated individuals have proven capabilities and a strong sense of commitment to the institution. Board of Governors shall be responsible and accountable to stakeholder's through transparent self-disclosures of all relevant records.
- Focus is on the building of digital infrastructure, digital content, and capacity building to keep pace with Tech-generation expectations.
- Other innovations like stress on networking with industries and other Higher Education Institutions for research and collaborations, focus on creating IPR, and improving stake holder's perception are also suggested.

Implications of NEP 2020 on Indian Higher Education System-

- **Only qualified role-models have the opportunity to elevate to the top to decision making role:**
Higher Education policy-making decisions and implementation of such policies may go out of bureaucrats and fake educationists who are enjoying top decision-making positions like Chairman's of UGC, AICTE, MCI, DCI, and Vice-Chancellors of Various Universities. For example, in present Higher Education system in India a person without a single scholarly publication can become Vice-Chancellor of Public Sector Universities and can elevate to various higher positions and even becomes the chairman of UGC. Similarly, a person without a single patent can become Director of Technical Institutions, and eventually can become the Chairman of AICTE. A person without a single IPR like scholarly publication or patent can reach decision making authority at Higher Education Divisions including the Association of Indian Universities.
- **Cleaning of Higher Education Bureaucratic system**
Merit-based appointments of Institutional leaders in Research & Innovations. Unlike the present system, professors without at least five first author scholarly publications or patents during the last five years will not become institutional leaders like Directors, Vice-Chancellors, etc.
- **Transformation of Single discipline Colleges into a multi-disciplinary autonomous degree awarding Colleges**
This will again help to decrease corruption and lobbies in Colleges. Many colleges are unable to chart their own courses, controlled as they are by rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance and the local pursuit of innovation and excellence.

This must be addressed with urgency. This also develops more responsible leaders to work in HE administration along with research so that they can make better innovations in imparting higher educational services.

- **Focus on Research & Innovation at under graduate & PG levels**

This allows students and faculty members to think creatively with confidence to propose and do new things leading to novelty.

- **Highly educated Board of Governors to avoid misuse of power by Individuals**

Every autonomous institution is expected to for a Board of Governors having highly qualified, competent, and dedicated individuals who have proven capabilities and a strong sense of commitment to the institution.

- **The Responsibility of maintaining Quality lies with the Board of Governors**

The Board of Governors shall be responsible and accountable for the outcomes of the Higher Education Institutions to the stakeholders through transparent disclosures of relevant records. Board of Governors has to meet all regulatory guidelines mandated by the National Higher Education Regulatory Authority.

- **Single Regulator for entire Higher Education Institutions**

National Higher Education Regulatory Authority a single Higher Education Institutions regulator setup leads to effective regulation of financial probity of Higher Education Institutions, governance, and open disclosure of financials, faculty/staff, courses, and educational qualities.

- **Elimination of Commercialization of Education**

Higher Education Institutions both public and private should ensure that they are not for profit and if there is any surplus, it should be re-invested in the institutional development under the supervision of Board of Governors members to eliminate the co-multiplication of education.

- **Responsibility of Private Higher Education Institutions towards Educational Philanthropy**

Though private Higher Education Institutions can set their fees independently, by offering at least 20% free-ship and 30% scholarships. This model allows recovering reasonably their cost while discharging their social obligations.

- **Private Universities will overtake Public Universities due to offered 20% free-ship**

Bright and intelligent students irrespective of their economic status, religion, gender, will get the opportunity to study in private Higher Education Institutions free of cost due to 20% free-ship and 30% scholarship leading to mobilization of intelligent and self-motivated students to Private institutions leading to overcrowding of meritorious students in private Universities.

Conclusion-

An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform

itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to be visible. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

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