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THE TRANSFORMATIVE JOURNEY OF INDIA'S EDUCATION SYSTEM THROUGH NEP 2020-A STUDY

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ABSTRACT
The National Education Policy 2020 (NEP 2020), which replaces the National Educational Policy of 1986, represents a significant contribution to the nation by aiming to reform India's education system. Implementing a unified policy in a country characterized by its diversity is no small feat. However, education is recognized as a pivotal tool for national development. Specifically, the NEP 2020 focuses on overhauling the higher education sector by addressing various longstanding issues, such as fragmentation within the education system, a lack of emphasis on skill development and learning outcomes, premature specialization, limited accessibility in disadvantaged regions, and insufficient focus on research. Furthermore, the policy highlights problems related to governance and regulatory inefficiencies. By aiming to rectify these challenges, the NEP 2020 seeks to elevate India's educational standards to an international level, fostering continuous improvement and inclusivity across all student demographics. It also looks forward to setting trends for future generations, addressing the specific needs of the research and innovation sectors, and considering the implications of education on the concurrent list. In essence, the NEP 2020 aspires to dispel the 'darkness of education' by transforming India into a "Viswa Guru" – a global leader in education – through a comprehensive and forward-thinking approach. Despite the positive aspects of the policy, critics argue that it poses challenges such as impacting the concurrent list and leading to privatization and commercialization, which may disadvantage the poor. This article explores what the National Education Policy (NEP) 2020 entails and the issues surrounding it.

KEY WORDS: *Indian Education System, National Education Policy 2020, Higher Education, Memorandum of Understanding.*

INTRODUCTION

In this era, the world has become a global village. Competition operates on a global scale, where individuals possessing skills are the ones who secure jobs and succeed in their fields. This is the rationale behind the launch of National Skill Development Missions. In the context of higher education, it signifies that tertiary education, also known as higher education, represents the optional final stage of formal learning that follows the completion of secondary education, leading to the awarding of an academic degree. However, at the school level, students only learn the basics. Higher education refers to the education subsequent to the secondary stage of school education, where students delve deeper into their field's curriculum and also engage in research in their chosen field and curriculum. This transforms them into masters or scientists in their desired field. For this purpose, not only is skill important in that field, but a deeper knowledge of the curriculum is also crucial. According to Justice K.S., the report of the Verma Commission highlighted that many Teacher Educational Institutions (TEIs), numbering over 10,000, are not genuinely pursuing serious teacher education but are essentially selling degrees for a price (Ministry of Human Resource Development, n.d.). If these kinds of activities continue, we will not achieve the moral development of the students. From the foundational knowledge curriculum, higher education needs to impart deep knowledge to the students. Therefore, it must begin with teacher education; only then will students reap the benefits. And also for achieving success in the global level competition, the education given to the students is the global level updating curriculum needed. And also the research also not only need one focus research the to be negotiable in curriculum needs there must be foster cross –disciplinary research needed which means Research and creative practices that engage two or more academic disciplines are referred to as cross-disciplinary research. These activities can vary widely, from merely juxtaposing insights from different disciplines to adopting approaches that are much more integrative or transformative. And also, the MoUs signed between India and different countries make the students to learn collaboration with foreign colleges, but is this one handled by the state or center? These points are really in the NEP 2020 proposal? Like-wise questions that arise in our mind .what is the importance of higher education in education fields, and how will the NEP 2020 handle higher education? What is behind higher education, and are there any issues in the education journey? Let describe.

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EVOLUTION OF INDIAN EDUCATION SYSTEM

The Indian education system has its roots in the traditional Gurukula system, which dates back to the Vedic period. Over time, this system evolved with the establishment of ancient universities like Nalanda and Taxila. During the medieval period, the introduction of Islamic education brought Arabic and Persian influences into the Indian education system. The British colonization led to significant changes, including the introduction of the Macaulay education system to serve British interests. This system was named after the committee formed under Macaulay. Prior to the modern school system, the Madras presidency witnessed the existence of Thinai Pallikoodam, a type of school conducted in teachers' homes, laying the groundwork for English education. By 1822, more than twelve thousand schools were operational in the Madras presidency, with each village hosting at least one school. After India's independence, the Radhakrishnan Committee, led by Dr. Radhakrishnan, was the first to restructure the Indian education system significantly, recommending the establishment of the University Grants Commission (UGC) for higher education. This was followed by the Kothari Commission (1964–1966), the Acharya Narendra Deva Committee, and the Mudaliar Committee under Dr. A. Lakshmanswami Mudaliar. In 1986, under Prime Minister Rajiv Gandhi, the National Education Policy was introduced. After that 1992 some modifications made on that policy ,After a 34-year hiatus, the National Education Policy 2020 was formulated under Prime Minister Narendra Damodardas Modi and led by Dr. K. Kasturirangan. NEP 2020 reaches a significant milestone in the evolution of the Indian education system.(test book 2024)

NEP 2020 AND THE HIGHER EDUCATION

"The National Education Policy 2020 (NEP 2020) is designed to encompass four major parts: Part I: School Education; Part II: Higher Education; Part III: Other Key Areas; and Part IV: Making It Happen. This part focuses on action plans in the education field. In this article, we discuss Part II, which pertains to higher education. Higher education encompasses eleven points: Quality Universities and Colleges: A New and Forward-Looking Vision for India's Higher Education System; Institutional Restructuring and Consolidation; Towards a More Holistic and Multidisciplinary Education; Optimal Learning Environments and Support for Students; Motivated, Energized, and Capable Faculty; Equity and Inclusion in Higher Education; Teacher Education; Re-imagining Vocational Education; Catalyzing Quality Academic Research in All Fields through a New National Research Foundation; and Transforming the Regulatory System of Higher Education. (Ministry of Human Resource Development, n.d.) These subtopics under Part II regulate higher education in accordance with the proposals of NEP 2020, outlining how the new education system will be implemented."

ENCHANCING QUALITY AND NEW INNOVATION IN EDUCATION

Quality Universities and Colleges: A New and Forward-Looking Vision for India's Higher Education System and Towards a More Holistic and Multidisciplinary Education aim to enhance quality and introduce new innovations in education. These initiatives envision improving the quality of education in India. The four pillars of the NEP 2020—Access, Equity, Quality, Affordability, and Accountability—are crucial, with each point reflecting its importance. In The Quality Universities and Colleges: A New and Forward-Looking Vision for India's Higher Education System, the main emphasis is on how quality education leads to meaningful lives for students. It proposes making multidisciplinary universities and colleges accessible in every district, while also promoting the use of local languages in India. However, a challenge arises regarding financial feasibility. The NEP 2020 states that the financial expenditure for education allocated in the GDP (Gross Domestic Product) is 6% (Ministry of Human and Resource Development, n.d.). Additionally, it discusses how improvements in curriculum and teaching methods will aid in the curriculum's implementation, as outlined in Part IV, Making It Happen. (Ministry of Human and Resource Development, n.d.)The proposal suggests that curriculum development is managed by both the center and the states since education is on the concurrent list. It involves careful and joint monitoring by committees, although each state has its own board and regulations for specifically framing the syllabus. India, known for its unity in diversity, has each state boasting unique cultural values and languages. Implementing education in local languages appears to be an easy task. However, the real challenge lies in accommodating students who migrate from their home state to another for higher studies. For instance, students from Tamil Nadu are studying in Delhi, or those from the northeastern states are studying in Bengaluru. The all-state students are studying all over India. This aspect must be considered when developing curricula for higher education.

Catalyzing Quality Academic Research in All Fields through a New National Research Foundation: This point in the proposal indicates how NEP2020 addresses research-oriented fields. Societies that have valued research since ancient times have become marvelous and have contributed geniuses to the world. This section of NEP 2020 also emphasizes the importance of research, explaining how the field will evolve through collaboration with researchers, private institutions, government, and industry. The National Research Foundation (NRF) is established for research purposes. The NRF will collaborate with existing funding agencies to avoid the duplication of work and will be governed by top researchers and innovators, taking research to the next level. A point in Catalyzing Quality Academic Research in All Fields through a New National Research Foundation criticizes the previous policy for allocating only 0.69% of its budget to research (Ministry of Human Resource Development, n.d.). However, how much this policy allocates to research-oriented fields is important. Social science research is also noted in NEP2020, but the arts and sciences need the same attention because science solves problems while social science research analyzes the impact of science and technology. Thus, these fields should collaborate to benefit society. Government institutions like the Department of Science and

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Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agricultural Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC) will be funded by the NRF to enhance research. Peer-reviewed grant proposals from all disciplines will yield better research results, opening the gates for new innovators to contribute to the nation. However, most higher education institutions are run by private entities. If the NRF imposes more rules and regulations while funding, it will purely contribute to national development, considering that 65% to 75% of students are studying in private institutions(Dr.T.Sundararasan 2022). Thus, the research education field will smoothly progress along a good path.

Creating Supportive and Inclusive Educational Environments

Optimal Learning Environments and Support for Students: This section argues that curriculum, pedagogy, continuous assessment, student support, institutional autonomy, and innovation, along with institutional development plans (IDP), are crucial. A positive aspect of the proposed NEP2020 is the regular updating of the curriculum to reflect new innovations, especially in the science fields, which influence changes in society and are reflected in arts fields such as social sciences. Furthermore, institutional development plans support student development by improving clubs and activities. Granting more autonomy to institutions is seen as beneficial, although it affects the decision-making restrictions of universities and their operational dependency. However, this autonomy allows for the adoption of best practices in institutional planning, implying that universities will still have some influence post-autonomy. Specific conditions for institutional autonomy eligibility include ten years of experience, an NBA (National Board of Accreditation) assessment score above 675, and Higher Education Institutions (HEIs) with a score of 3.0 or higher from NAAC/NBA or a corresponding accreditation agency, contingent upon an on-site peer visit committee's decision. HEIs achieving a NAAC/NBA or corresponding accreditation score between 3.26 to 3.5 in one cycle and accredited in the second cycle are eligible without requiring an on-site expert visit. Additionally, HEIs with a score of 3.51 in NAAC/NBA or corresponding accreditation and a score of 750 qualify for eligibility without needing an expert on-site visit. It is mandatory for HEIs to adhere to UGC Regulations, including ensuring no incidents of ragging (Regulations 2012), promoting equity (Regulations 2012), and providing proper grievance redressal (Regulations 2012), both in writing and in spirit. (balram corde 2021)Equity and Inclusion in Higher Education: This section mainly focuses on achieving the Sustainable Development Goals (SDGs) and outlines steps the government intends to take to increase the Gross Enrollment Ratio (GER), conduct programs in higher education, and address the needs of migrant student populations.

Re-imagining Vocational Education: There is a misconception in India that vocational education is only for those who do not perform well academically or are unable to pursue higher education. This perception negatively impacts students genuinely interested in vocational education. According to the 12th Five Year Plan (2012-2017), less than 5% of students in India receive vocational education, which is significantly lower than in the USA (52%), Germany (75%), and South Korea (95%). Before NEP 2020, vocational education was targeted at students who had completed 8th grade and were in grades 11 and 12. India, with its large youth labor force, aims to enhance skill development in vocational fields, as addressed by the National Skill Qualification Framework (NSQF). This initiative promotes skill development, enabling students to pursue jobs they are passionate about, thereby fostering entrepreneurship and leading the nation towards self-sufficiency in its economy. (Ministry of Human and Resource Development, n.d.)

Strengthening Institutions and Governance

Institutional Restructuring and Consolidation: in this section giving the autonomy to the college of undergraduate program by certificate given by the acceleration council it will become established slowly as autonomous colleges. But need to be consideration with some rules and regulations the research in public and private collaborations to get high quality is encouraging welcome one. Motivated, Energized, and Capable Faculty: Focuses on faculty development, fair compensation, and creating a supportive environment for research and innovation, recognizing the central role of faculty in the educational ecosystem. Teacher Education: the education wants to good in manner means the teacher education wants to regualat6e as per above said that k.s varma the teacher education wants to learn it not for sell. It regulates strictly the rules and regulations of teacher education, the fours B.ED system is introduced and also if any subject the students already finished the four years degree give 1year B.Ed it reduces the time limit for the students, internalization points the Lot of Mous signed between the various Universities and foreign colleges. On internationalization this topic explore that the foreign universities which came here and open their branches in the India to give foreign colleges and universities education to Indian students for that and also various MoUS singned for this In a bid to bolster international collaborations, 6 MoUs have been signed, including the IIT-Madras Zanzibar campus MoU. Additionally, MoUs were also signed between IIT Tirupati and IIFCET, for offering the advanced certification and training course on “Digital Manufacturing and Automation for Foundry Industry” for training and enriching the knowledge of diploma holders/graduate engineers employed in the industry; IIT Tirupati and M/s Siemens/ Wipro for establishing Centre of Excellence on “Smart manufacturing and Electric Vehicle Technologies”; IIT Jodhpur and CU/Raj; IIT Ropar and five Central Universities of North India for academic collaboration and sharing of resources; VNIT Nagpur and TCS to path breaking research in the area of automotive electronics, powers electronics and other related interdisciplinary subjects; NIT Raipur and the Bhilai Steel Plant, the largest steel plant in India giving opportunity of entrepreneurship skill to budding students by exposing them to

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industrial training and joint degree programmes. The PM-USHA initiative also resulted in 15 MoUs with various states.An MoU was signed between DHE with BISAG-N as well. The UGC signed 5 MoUs: University of Mumbai and University of Illinos, USA; University of Mumbai and Saint Louis University, USA; Guru Ghasidas Vishwavidlaya and L N Gumilyov Eurasian National University, Kazakhstan; University of Lucknow-Lincoln University College Kualalumpur, Malaysia; University of Lucknow and Universidade Federal do Ceara, Brazil.In the realm of higher education, 6 MoUs were established to promote the Indian Knowledge System. 14 MoUs under the National Educational Technology Forum (NETF) and All India Council for Technical Education (AICTE) were also signed in partnership with: SkillDzire Technologies Pvt Limited, MathWorks India Private Limited, TimesPro, Google India, Gate India Electronics Private Limited, Future Minds, The Open Group, CONSORTIUM FOR TECHNICAL EDUCATION (CTE), Maha Learning Tab India, Durjeya Solutions Private Limited, Flaunch Innovation Pvt. Ltd, Electronics Sector Skill Council, NIELIT, and the Instrumentation Automation Surveillance & Communication Sector Skill Council. Furthermore, 2 SAMARTH MoUs with different states were also inked, alongside an MoU with SAMARTH DU and EdCIL.[1]. The foregin education universities and the colleges were setup their campus in the India and taking classes to the ODL (Online Distance Learning) (PIP 2023)but the education is in the concurrent list so there is clear cut definition needed whether it handled by the center or state the universities taxes handle by who both or only by the state. Transforming the Regulatory System of Higher Education: Aims to overhaul the regulatory framework to promote autonomy, innovation, and accountability, simplifying processes and establishing quality standards. Effective Governance and Leadership for Higher Education Institutions: this section talks about the BoG(Board of Governors) the governors.

CONCLUSION

The National Education Policy (NEP) 2020 aims to significantly improve the Indian education system. While it introduces commendable reforms, there is a need for adjustments considering education falls under the concurrent list, necessitating modifications to align with the cultural values and specific needs of different states. Careful implementation and curriculum development are crucial, incorporating both national and international concepts. MoUs have played a vital role in elevating Indian education to the next level. The introduction of multiple entry and exit options, along with a designated year for research, enhances students' interest in research. The policy also streamlines the path to obtaining a Ph.D. by eliminating the M.Phil. program, thus reducing the time required for research scholars to complete their doctorates. This approach is academically sound and promises to bolster research and innovation within the educational landscape.

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