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National Education Policy 2020: A Critically Analyzed Spectrum to Higher Education

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Abstract: ***In the midst of the new educational policies, the resonance of learning has been astute. The New Education Policies in eons to heretofore has demonstrated an indifferent paranoia in the education existentialism. With what is seen and is reformed, the categorical enunciation stands no different from the reforms that are witnessed indistinct. The reforms were initiated in various sectors. The pending reforms were carried out after a long gap of three decades. This paper tries to analyses the fall outs of NEP. The objectives are to understand the origin of policies relating to education sectors, to understand the vision of NEP, to know about the principles of NEP and primary data analysis. The paper elaborates the challenges faced by the reforms pertaining to Education Policies, otherwise would afflict the new dimension of learning.***
Keywords: National Education Policy, Vision, HEI, Knowledge, Education Policies, Karnataka, Radical Restructuring.

I. INTRODUCTION

The annals of teaching embarked with tutoring of conventional rudiments like Indian persuasions, Indian mathematics, Indian sense at ancient Hindu and Buddhist centers of erudition like ancient Takshashila (in ultramodern- day Pakistan) and Nalanda (in India) Before the appearance of Christianity and Christian missionaries. After the Islamic conglomerates were established in the Indian key during the Middle Periods, Islamic education became firmly embedded, and then the Europeans arrived and western education spread to social India. The first modern collegiate institutions arose during British rule at the conclusion of the 19th century. Several campaigns lasting through the first half of the 20th century eventually paved the way for the establishment of the tutorial network in India, Pakistan and the rest of the Indian subcontinent.

In Indian society, the Guru Kula system is famous. The education sector, especially in the post-independence period, underwent drastic changes as time went on. There are a variety of policies that have been established to respond to changes in the competitive environment. The first policy addressing education was developed in 1968. In 1968, Prime Minister Indira Gandhi declared the First National Education Policy under the recommendation of the Kothari Commission (1964-1966). It emphasized "Radical Restructuring" and tried to promote equal educational opportunities for cultural and economic development in an attempt to integrate nations. The Second policy was drafted in 1986. A government led by Rajiv Gandhi implemented it in 1987. There was a special focus on removing disparities and promoting equal educational opportunities for Indian women, Scheduled Tribes (ST) and Scheduled Castes (SC) communities". An amendment and reform was made in 1992 as well. P.V. Narasimha Rao, then the Prime Minister, carried it out. As part of the NEP's 2020 reforms and restructurings in higher education, many more reforms and restructurings were introduced that would help the students. India was the world's fastest-growing major economy, surpassing China in four consecutive years 2014-2018 and that's all because of the education which was so strong (Chandra, 2021). COVID-19 has paralyzed education, businesses, commerce, and industries around the globe along with our daily lives dealing with the severe impacts of the Pandemic. (Chandra, 2021) In consultation with various experts, the Ministry of HRD released a draft NEP in the year 2019. It was designed to optimize the learning capacities of the students by using a 5+3+3+4 design. It was approved by the cabinet on July 29, 2020. This is in line with Sustainable Development Goal 4 which is about quality education and is among the 17 Sustainable Development Goals established by the United Nations in September 2015. By 2030, the goal is to ensure inclusive and equitable quality education and make lifelong learning opportunities available to all. A three-panel task force was set up in March 2020 in Karnataka, the first state in India to set up this task force. Three subcommittees were formed on higher education reforms, school education reforms, and governance and regulation reforms within higher education institutions. Karnataka was the first state to start implementation starting in the academic year 2020-21, following the submission of the task force report in November 2020. The report was accepted by the cabinet of Karnataka in December 2020. In the context of education, the NEP is a historic move. It signifies the end of the era of 34 year old national education policy. It was derived from the draft submitted by Dr. Kasturirangan after consultation with academicians and educators. Lastly, the document also boasts being the result of the largest consultation process. According to Indian philosophy, the highest objective was to attain knowledge (jnan), wisdom (pragya), and truth (satya). The competitive world demands the epiphany of development in every stature. (Chandra, 2021)

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II. OBJECTIVES

The study focusses on the below objectives:

A. To understand the origin of policies relating to education sector
B. To know about the principles of NEP
C. To understand the vision of NEP
D. To know the perception of respondents relating to NEP
E. To offer suggestions

III. FUNDAMENTAL PRINCIPLES OF NEP

The NEP is based on a set of core principles articulated in the Vision Document. The vision document focuses on a number of topics, including sharpening all academic and non-academic spheres, flexibility, no distinction between arts and other sciences, multi-disciplinary approach, decision-making, promoting ethical values, promoting multilingualism, instilling a spirit of teamwork, inclusive education, promoting diversity, and so on.

IV. VISION WITH RESPECT TO HIGHER EDUCATION

Higher education is an important part of transforming manpower into trained human resources for the country's economic development. Many initiatives are carried out to direct the system in meeting the needs of the NEP vision, including the establishment of a multi-disciplinary university, pedagogy assessment, the establishment of a National Research Foundation, streamlining governance, the establishment of a single regulator, open distance learning, and many others.

V. KEY INITIATIVES RECOMMENDED IN THE VISION DOCUMENT

To achieve above mentioned principles and vision, the following initiatives are recommended in the vision document of NEP 2020:

1) Trying to concentrate on Online Education
2) Providing digital infrastructure
3) To encourage online teaching tools
4) To encourage e content development and creation of repository
5) Creation of content in the medium of instruction
6) Focusing on creation of virtual labs
7) Concentrating on teacher Training
8) Framework for online assessment and examination
9) Effective implementation of blended learning techniques
10) Formulation of standard Guidelines

VI. ANALYSIS AND INTERPRETATION

Many people were unable to provide accurate information because the topic was new. The respondents were given an interview schedule to follow. The required information was obtained from a total of 150 respondents and analysis was produced based on the responses

1) Age Group of the Respondents

Age Group	Number Respondents	Percentage
18-19	66	44
19-20	84	56
Total	150	100

Table 1: Students responded about questioners' on NEP. (Age group)

The above table and chart shows the age group of respondents. 46 percent and 54 percent belonged to age group of 18-19 and 19-20 respectively.

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2) Gender of the Respondents

Gender	Number Respondents	Percent
Male	78	52
Female	72	48
Total	150	100

Table 2: Number of People responded regarding the questionaries' on NEP

The analysis shows that 52 percent were male and 48 percent were females.

3) NEP has Offered Flexibility in Subjects

Flexibility Aspect	Number Respondents	Percentage
YES	93	62
NO	57	38
Total	150	100

Table 3: Opinion regarding Flexibility Aspects

The above analysis shows that 62 percent opined that there is flexibility and 38 of them were of opinion that there was no flexibility. Flexibility is seen in terms of choosing subjects, deciding to exit and other benefits of NEP.

4) Beneficial in Terms of Attaining Degree

Beneficial Aspect	Number Respondents	Percentage
YES	116	77.33
NO	34	22.67
Total	150	100

Table 4: Beneficial in Terms of Attaining Degree

The results show that 77.33 percent were of opinion that this system is beneficial in terms attaining degree and 22.67 percent said it is not beneficial. Many of them were of opinion that it is highly beneficial since it offers exit at every year and provides a certificate at every level. But few of them opined that it would reduce the seriousness of degree.

5) Broadening of Choices

Choice Aspect	Number Respondents	Percentage
YES	124	82.67
NO	26	17.33
Total	150	100

Table 5: Broadening of Choices

The results show that 82.67 percent opined that it fulfills the concept of choice and 17.33 percent opined that it is not beneficial. Students are able to choose various subjects unlike the previous system which was rigid in terms of combinations.

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6) Academic Bank of Credit Facility

Academic Bank Facility Beneficial	Number Respondents	Percentage
Yes	129	86
No	21	14
Total	150	100

Table 6: Academic Bank of Credit Facility

The above table presents the opinion of the respondents relating to Academic bank facility. Wherein 86 percent opined that it is beneficial concept. This provides a unique benefit for earning credits and learning focus would change.

7) Skill and Ability Enhancement

Skill and Ability enhancement	Number Respondents	Percentage
YES	126	84
NO	24	16
Total	150	100

Table 7: Skill and Ability Enhancement

As per the above data 84 percent opined that this would definitely have positive advantage on skill and ability enhancement and 16 percent opined that it would not have any enhancement to the core.

8) Ethics and Human & Constitutional values

Ethics and Human & Constitutional values	Number Respondents	Percentage
YES	132	88
NO	18	12
Total	150	100

Table 8: Ethics and Human & Constitutional values

The above table presents the views on NEP in regard to fostering values. 88 percent opined that it would help in fostering values and 12 percent opined that it would not be beneficial in terms of fostering values.

9) Broadening of Knowledge

Broadening of Knowledge	Number Respondents	Percentage
YES	89	59.33
NO	61	40.67
Total	150	100

Table 9: Broadening of Knowledge

The above chart and table presents the views on NEP in regard to broadening knowledge. 59.33 percent opined that it would broaden the knowledge and 40.67 percent opined that it would not broaden the knowledge.

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10) Knowledge of Core papers

Knowledge of Core paper	Number Respondents	Percentage
Sufficient	60	40
Not Sufficient	90	60
Total	150	100

Table 10: Knowledge of Core Paper

The survey reveals 40 percent opined that it was sufficient to broaden knowledge but 60 percent opined that it was not at all sufficient to enhance knowledge of the core papers. In the present system a graduation student would learn 10 papers every year and now the number of papers and knowledge gained would be less.

11) Diversity Aspect

Diversity Aspect	Number Respondents	Percentage
Yes	80	53.33
No	70	46.67
Total	150	100

Table 11: Diversity of Combinations and SEC

The above data states that 53.33 percent of the respondents opined that diversity criteria is fulfilled and another 46.67 percent opined that it is not fulfilled. This scheme offers various combinations that would cater to skill enhancement options.

12) Introduction of Vocational Courses

Vocational Courses at early Level	Number Respondents	Percentage
Good	30	20
Bad	120	80
Total	150	100

Table 12: Vocational Courses

The above data relates to vocational courses. 80 percent opined that offering internships to vocational courses would be detrimental in creating interest for further studies and 20 percent opined that it is good for vocational courses at early level.

13) Impact of changes in Medium of Instruction

Changes in Medium of instruction	Number Respondents	Percentage
Positive	44	29.33
Negative	106	70.67
Total	150	100

Table 13: Impact of changes in Medium of Instruction

The above data analyses the medium of instruction aspect. The NEP proposes mother tongue to be implemented at initial levels. But 70.67 percent were of opinion that it would be detrimental in higher education. 29.33 percent were of opinion that it was a good move.

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14) Impact on drop out ratio

Drop Out ratio	Number Respondents	Percentage
Increase	85	56.67
Decrease	65	43.33
Total	150	100

Table 14: Impact on drop out ratio

The above chart presents data for opinion relating to drop out ratio. 56.67 percent opined that drop out ratio would be significantly increase after NEP implementation because the seriousness of education may decline because there is exit option at every level is offered. 43.33 percent opined that it would decrease drop out ratio.

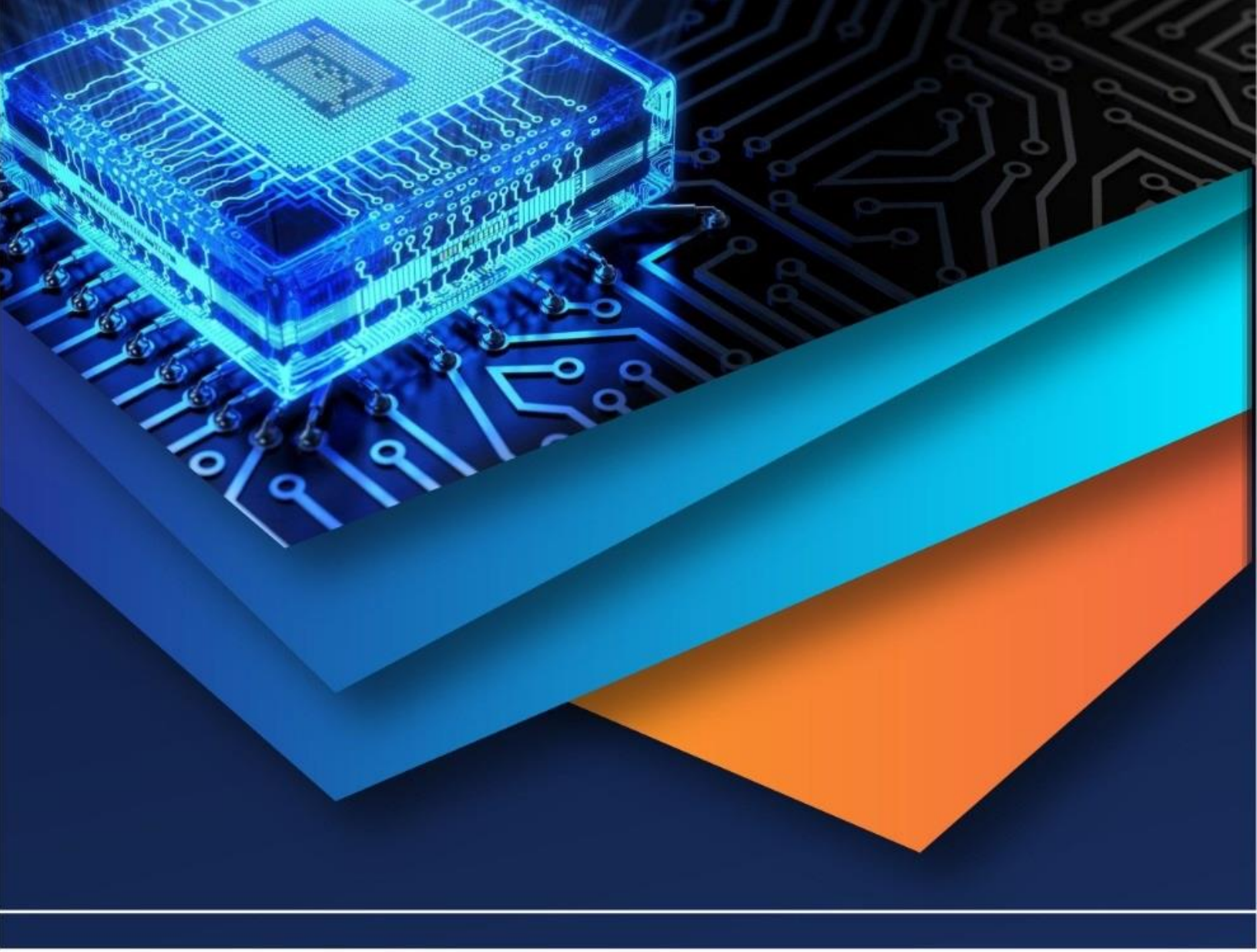
VII. CONCLUSION AND SUGGESTIONS

Rapid changes were required in this industry. The new policy addresses a number of important issues. However, the policy's success is contingent on both the implementation of the recommendations and the mindset of the recipients. There are both positive as well as negative aspects. However, the negative consequences must be eliminated by proper implementation at the grassroots level.

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