

# A Study on NEP 2020: for Higher Education

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**Abstract:** *The government produced a policy paper on July 29, 2020, and it covers every aspect of education, which is really amazing. The statement pledges to foster multilingualism and the power of language, transmit fundamental literacy and numeracy, and work towards India's transformation into a worldwide knowledge power. Govida (2020)*

*According to Article 45 of Part IV of the Indian Constitution and Article 39 (f) of the Directive Principles of State Policy (DPSP), there is provision for state-funded and equitable and accessible education. The 42nd Amendment to the Constitution in 1976 moved education from the State to the Concurrent List. The education policies by the Central government provide a broad direction and state governments are expected to follow it. But it is not mandatory, for instance Tamil Nadu does not follow the three-language formula prescribed by the first education policy in 1968. The 86th Amendment in 2002 made education an enforceable right under Article 21-A. Education is the only and most effective way to achieve social equality and fairness. Having an education system that values equality and inclusivity is not just important on its own, but it also leads to a society that is fair and inclusive. It is crucial that everyone has the opportunity to pursue their dreams, value their existence, and contribute to the well-being of the nation. The strength of the Indian education system lies in its ability to overcome the obstacles of a child's birth or background, allowing them to progress and grow. This principle reinforces this idea. The main goals of all educational efforts should be to ensure access to education, encourage participation, and reduce the impact of social class through innovative practices. Affordability, accessibility, quality, equity, and accountability are the main areas of concentration for the National Educational Policy 2020 in order to guarantee lifetime learning.*

**Keywords:** NEP2020, Affordability, Accessibility, Quality, Equity, and Accountability

## I. INTRODUCTION

The educational system aims to nurture individuals who have the capacity to consistently practice morality and rituals, show compassion and empathy, display courage and kindness, possess scientific intelligence and creative imagination, and uphold moral values and foundations. The goal is to foster productive individuals who, by their inherent nature, make valuable contributions to a society that is all-embracing and transcendent. The aim is to reduce the scarcity of important opportunities during the period of obtaining higher education, thereby ensuring greater access for all individuals. It is imperative to provide substantial support and assistance to students from underprivileged backgrounds as a social responsibility. The focus is on promoting awareness and opportunities in the field of higher education, with efforts to make the entry processes and curriculum more inclusive. The goal is to enhance employability by improving higher education programs. Efforts are being made to develop quality academic courses in Indian languages and their various forms. Ensuring that all educational facilities are accessible to individuals with disabilities, including wheelchair users, is essential. The aim is to create a supportive and inclusive environment for students from diverse backgrounds through appropriate programs and support systems. Faculty members and mentors are being sensitized and engaged in discussions on gender and gender identity, with a focus on incorporating these perspectives into the curriculum. Discrimination and harassment are strictly prohibited and all necessary measures are taken to prevent such practices. Institutional funeral schemes are being promoted to facilitate increased participation of socially and economically disadvantaged groups. The aim is to institutionalize these schemes without any limitations.

## II. AIMS OF NEP 2020

The NEP, 2020 aims to ensure that at least 50% of learners in the school and higher education system have exposure to vocational education by 2025. This goal is aligned with Sustainable Development Goal 4.4 and is intended to realize the full potential of India's demographic dividend. The policy framework for skills development emphasizes integrating skilling with formal education, starting from grade 9 of secondary education onwards. In higher education, skilling will be integrated with polytechnics offering NSQF-aligned vocational courses and bachelor degrees in vocational studies. The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. The implementation plan for NEP, 2020 briefly review the background of the Vocational Education in the beginning. The details are as follows: The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education; this may be compared to other countries such as the USA where the number is 52%, Germany 75%, and South Korea as high as 96%. These numbers only underline the urgency or the need to hasten the spread of vocational education in India. One of the primary reasons for the small numbers of students receiving vocational education is the unfortunate fact that vocational education has in the past focused largely

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Vocational Education to start from Class 6 with Internships. Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student. Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT). By 2030, the minimum degree qualification for teaching will be a 4-year **drishtiias (2020)**

Short term training courses, preferably online courses, will be designed for vocational trainers as per the state curriculum and assessment framework by the SCERTs/DIETs. Apart from regular teachers who are trained in imparting vocational education, trainers will be drawn from different sections of society for their expertise in different vocations as a guest faculty. External trainers, who are experts in their vocations, can also be invited to act as master trainers in the online courses for local teachers, who will be mentored at CRCs, BRCs and DIETs ODL to Expand the Coverage National Institute of Open Schooling (NIOS) will cater to the dropouts from the formal system through ODL courses designed and promoted for improving the mobility and employability of students. For this NIOS will develop a mechanism of collaboration with states/UTs to get correct data for pro- actively pursuing students to complete schooling. Textbooks for the National Institute of Open Schooling (NIOS) will be aligned with those of NCERT. This will enable many students to feel confident about their career choices, because any student who desires to exit at class 10 to pursue career in a vocational skill, will be able to smoothly transit from formal to open school education. NIOS will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, arts, games, sports, examples, problems, etc. in textbooks will be incorporated in such manner that they are as much as possible rooted in the Indian context. CBSE and other BOAs will explore offering stand-alone Vocational courses in affiliated schools in ODL mode and develop suitable assessment and certification mechanisms. This will be introduced in a phase wise manner from 2022-23 academic session onwards.

## III. RECOMMENDATION FOR HIGHER EDUCATION

- **Increased Public Investment:** NEP 2020 advocates for increasing public investment in education to 6% of GDP, up from the 2.7% recorded in 2017-18. This substantial increase aims to address financial barriers and improve the quality of higher education institutions

- **Digital Infrastructure:** The policy emphasizes the creation of a robust digital infrastructure to support education. This includes enhancing online learning platforms and resources, which became particularly crucial during the COVID-19 pandemic.
- **Multidisciplinary Education:** NEP 2020 proposes the introduction of a holistic and multidisciplinary education system. This approach encourages the establishment of multidisciplinary institutions and the discontinuation of rigid separations between arts, sciences, and vocational subjects.
- **Flexible Curricula and Credit System:** The policy introduces the Academic Bank of Credits (ABC), which will digitally store the academic credits earned from different institutions. This flexibility allows students to take a break and resume their education or switch institutions seamlessly.
- **Research and Innovation:** Establishing a National Research Foundation (NRF) is recommended to foster a strong research culture across higher education institutions. This foundation will coordinate and promote research in sciences, technology, social sciences, and humanities
- **Teacher Training and Development:** NEP 2020 highlights the importance of continuous professional development for educators. It proposes reforms in teacher education and emphasizes the need for high-quality, ongoing training programs
- **Regulatory Framework** The policy envisions a single overarching umbrella body, the Higher Education Commission of India (HECI), for the entire higher education sector, excluding medical and legal education. HECI will have four independent verticals: regulation, accreditation, funding, and academic standard setting

These recommendations are designed to transform the Indian higher education landscape, making it more inclusive, flexible, and globally competitive.

### III. TIMELINE FOR IMPLEMENTATION

The National Education Policy (NEP) of 2020 delineates that by the year 2025, a minimum of 50% of students within the educational system, spanning from primary to tertiary levels, will receive exposure to vocational education. Aligned with this goal, NEP 2020 has outlined specific short-term and long-term objectives. Concerning short-term accomplishments, the onus rests on tasks such as bolstering the capabilities of Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) to formulate curriculum and educational materials for vocational programs, encompassing the training of educators and facilitators, in both conventional and digital forms slated for the timeframe of 2022-2023. Moreover, States and Union Territories (States/UTs) have been assigned with launching awareness campaigns aimed at reshaping societal attitudes towards vocational education, commencing in the years 2022-2023 and beyond. Significantly, the National Council of Educational Research and Training (NCERT), in conjunction with the Central Board of Secondary Education (CBSE), will supervise the infusion of vocational components into the educational structure from the sixth grade up to the secondary level, integrating age-appropriate skills training for students.

States and Union Territories are mandated to formulate comprehensive curricular sub-frameworks for vocational education in schools under the umbrella of the School Curriculum Framework for Skill Development and Entrepreneurship (SCFSE) for the academic year 2022-2023. Moreover, it is imperative that States/UTs guarantee that fifty percent of upper primary level students are exposed to commercialization by the year 2025.

### IV. CONCLUSION

Thorough plan for incorporating vocational education within the regular educational framework from the outset is provided by the NEP 2020. This involves utilising outside knowledge, creating online and short-term training programmes for vocational trainers, and providing mentorship by experienced trainers. Offering ODL courses to dropouts and guaranteeing conformity with NCERT texts to enable a seamless transition for students will be a key responsibility of the National Institute of Open Schooling (NIOS). Moreover, crucial elements include enhanced public funding, a strong digital infrastructure, interdisciplinary instruction, adaptable curriculum, research advancement, and ongoing professional development for teachers. With a specific schedule for reaching vocational education exposure for

at least 50% of students by 2025, the overarching regulatory framework seeks to make higher education more competitive, flexible, and inclusive.

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