

An Evaluation of the Indian National Education Policy 2020 in Terms of Achieving Institutional Goals

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Abstract: A well-defined and potential education policy advocates country's social and economic growth. To improve the efficiency in educational systems, countries employ several phases at school and college levels during their study cycles, considering countries tradition and culture. The 2020 NEP envisions providing a quality education favoring to India's growing economic system, since it influences all spheres like manufacturing, service industry, R&D, banking, and so on. Divulged in its new education policy, created in reception to recommendations from a cluster of experts chaired by Dr. Kasturirangan, former ISRO chief. The new strategy aims to accomplish three important goals in education, from elementary to higher education: maximum quality, fairness, and honesty. As a result, the NEP-2020 aims in cultivating creative potential skills and analytical thinking skills necessary in the global labour market. Thus, all programmes must be rebuilt to be outcome-based, so stakeholders understands the learning capacity required that can help them grow to meet future economic shifts. This article canvasses several policies stated in the education system and divergences with current system. The future paybacks of several conception and the augmented effects of 2020-NEP on the higher education system in India are examined. In order to fulfill its objectives, several recommendations are offered for its proper implementation.

Keywords: Higher education, NEP-2020, Multidisciplinary, Analysis, Implementation strategies, Innovations

1. Introduction

NEP is a comprehensive framework guiding India's educational advancement. As the need for a strategy emerged in 1964 for educational reform, the education commission headed by UGC Chairperson D S Kothari was established. In 1968, the first education policy was enacted by the Parliament based on the Commission's recommendations.

Generically, Every few decades, a new NEP is introduced. Three changes have occurred in India to date, in 1968, in 1986 and in 1992. The third NEP that was made public is on July 29, 2020.

NEP endorses comprehensive improvisations such as embarking upon the higher education to foreign universities, dismantling the AICTE and UGC, abolition of M Phil programme, introducing four years multidisciplinary undergraduate programme of with multiple exit options.

The education policy focuses on renovating curriculum, creating "easier" board exams, and decline in the syllabus taught to hold "fundamental requisites" and promote "existential learning and decisive thinking."

The 1986 policy advocated for "10+2" school structure, the new 2020-NEP proposes a "5+3+3+4" system corresponding to foundational phase of age groups 3-8 years, preparatory phase of 8-11 years, middle phase of 11-14 years, and secondary phase of 14-18 years. For children of early childhood education known as pre-school education aged 3 to 5 also come under the influence of formal schooling. The mid-day feeding programme will be expanded to include 3-5

years of age of pre-school children. NEP further states that native tongue or regional language should be educated till class 5.

Phasing out institutions offering single streams all universities and colleges to strive to become interdisciplinary by the year 2040, NEP acclaims. The NEP-2020 anticipates acceptable quality education while aiming to fulfil India's expanding developmental imperatives. With the rapidly expanding employment in the globally diverse ecosystem, it is becoming increasingly important that people not only study, but also understand how to learn.

The transformation of reforms in education is done in a way that outcomes of the learning provide integrity, best quality, and equity into the system from pre-childhood through higher education.

Multidisciplinary holistic education by captivating knowledge of various arts (prevalently known as generous arts) in the course is the prominence of the policy that furnishes. Theoretical apprehension accentuated through pedagogies emphasizing discussion debate, communication, cross-disciplinary, research, and interdisciplinary thinking.

Having 1070 universities and 42000 HIEs it has been discovered that 40% of the institutions are functioning with a sole programme as against the projected change to a multidisciplinary style of higher education, an essential prerequisite for the country's reform in the educational sector for the twenty-first century. Notable that annual enrolment of around 20% of the colleges have admissions of students below 100 which hampers in improving the quality of education and colleges enrolling more than 3, 000 students

annually are of only 4% which happens due to the quality of education they offer and due to regional imbalance. Fragmentation of the higher education (HE) system in India are due the some of the reasons ascertained:

- 1) Premature spouting of students to divergent disciplines.
- 2) Access to higher education is limited, particularly in socioeconomically deprived areas.
- 3) Lack of liberty for institutions and professors to innovate in higher education in order to attract a large number of students.
- 4) Deficient mechanisms for managing academic careers and advancement of faculty.
- 5) Most universities and colleges have a dearth of research and innovation.
- 6) Institutions of higher education with sub-par leadership and governance.
- 7) A besmirched regulatory system allowing phony institutions and universities to thrive while confining outstanding innovative institutions.

India by 2030-2032 with estimated GDP of 10 trillion dollars, is expected to become the world's third biggest economy. It is estimated that cognitive resources would be the driving force behind a ten trillion-dollar economy.

With the foresight of the progress of Indian education sector a comprehensive National Education Policy 2020 has been enacted to propel new heights. The NEP-2020 considers that delivering high quality education to transform nation into a flourishing knowledge society.

Implementation of NEP

The 2020 NEP offers a comprehensive route with education reforms which can only be executed collaboratively both by Center and State Governments. As the implementation could only take place progressively it has set a goal date of 2040 to profusely implement the entire policy.

The government's policies postulate the endorsement of subject-specific boards at both the government levels (state and central), comprised of representatives from the pertinent ministries, to create operational plans for each NEP component.

The policy will articulate the phases that must be necessitated by several institutions, including the National Testing Agency, the HRD Ministry, NCERT, state education departments, school boards, and the Central Advisory Board of Education. A yearly critical review of advancement made in relation to definite goals will serve as a watchdog instrument for planning.

2. Review of Literature

Subra Jyothsna A and Aithal S investigated the 2020 education policy in meeting its purposes. Emphasized the importance of 2020-National education policy by comparing it to a current education policy. They discovered the shortcomings aligned with an existing education policy and trends that would be developed in the future with the new education policy 2020. The research also made key recommendations for educational departments on implementation of the new policy 2020, by providing

incentives for faculty training, article publishing, and Ph. D. requirements, among other things.

Praveen J. and Pooja P. evaluated the recommendations made from the previous 3 educational policies and critiqued variables that are contributing to holistic growth in the education sector. Focused on the improvements that educational institutions, universities, and colleges must make in order to effectively execute the 2020-National Education Policy.

Muskan, emphasized the importance of education sector and their impact on the economy. The study primarily concentrated on the various challenges that are to be faced by the institutions if changes are being adopted to in their work environment based on the education policy 2020.

Ms. Sujatha Ramesh and Dr. K. Natarajan compared the Policy (2019) to American system of education (2019). National Education Policy has authorised the transition to Uh, similar to the USA course. The modular strategies are comparable to those used in the United States.

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Objectives of the study

Initiatives to improve the quality and breadth of India's education system have been launched under the 2020 NEP. The objectives of this study on National Education Policy 2020 are:

- 1) To emphasise the adopted policies on higher education (NEP – 2020).
- 2) To contrast India's existing strategy and list the innovations connected with higher education with the revision of 2020 National Education Policy.
- 3) To conjecture how 2020 NEP would affect higher education sector in India.
- 4) To talk on the advantages of NEP 2020's higher education policies.
- 5) Additional suggestions for enhancements that would help NEP 2020 be implemented successfully and achieve its objective.

3. Methodology

The study comprises of a conceptual analysis of the national educational policy framework, highlighting key aspects of the 2020 NEP policy and associating it to previously executed policy on education. Using discussion process of the focus group the ramifications of the policies are examined applying predictive analysis approach. Thus, recommendations are made based on predictive analysis drawn from the focus group.

Highlights of the Stages

The “National Education Policy-2020” envisions an India-centered education system that takes into account its culture,

values, tradition, and ethos in order to actively contribute to and renovate the country into an unbiased, justified, and vibrant knowledge society. The whole Indian educational system was developed and built by captivating inspiration from historical legacy and taking into account the contributions made by academicians around the globe in many fields. It is being expected that the existing gross enrolment ratio (GER) to reach to 50% by 2035 offering comprehensive education to every candidate which includes interdisciplinary and transdisciplinary. The following table lists the different educational cycle mentioned by the policy.

Stages of various educational phases as per 2020 NEP

S. No.	Educational Cycle Stages	Features
1	“Foundation Stage”	The 5 year “foundational Stage” continuously improves children's cognitive and emotional stimulation using Indian customs and cultures with flexible, multidimensional, play-based, discovery-based, and activity-based foundational education.
2	“Preparatory Stage”	The 3-year span of the “preparation stage” extends play-based, discovery, and activity-based learning is part and in addition incorporates textbook-based formal classroom education. Kids are being introduced to a variety of topics in order to prepare them for future exploration and discovery.
3	“Middle school Stage”	The 3-year middle school curriculum emphasizes more abstract concepts in the area of academics, including the social sciences, arts, humanities, & sciences. With subject teachers, experiential learning should be applied in specialised fields. The semester structure is explained to the students, and yearly exams at the two-class level are given
4	“Secondary Stage”	4 years of transdisciplinary coursework, including a liberal arts education, are the main objective of “secondary education stage”. In this phase, the concentration will be more on subject that includes teaching & learning, with increased depth, flexibility, and emphasis on life goals. Students are thought the concept and are expected to study 5 to 6 topics each semester. Board examinations will be administered once the 10th and 12th grades.
5	“Under-graduation Stage”	3 or 4 years of all undergraduate degrees for completion and includes a variety of ways to graduate and/or to exit that included a certificate after the 1 st year, a diploma after the 2 nd year, or a Bachelor's degree after the 3 rd year. A 4-year programme including majors, minors, and research projects will be the preferred undergraduate curriculum.
6	“Post-graduation Stage”	An integrated five-year curriculum at “Post-graduation Stage” with a final year dedicated to high-quality research for students who have completed four years of undergraduate study and two years “Post-graduation Stage” for students who completed three years of undergraduate study, The Masters degree should involve a sizable research component that fosters professional competence and prepare students for a research degree,
7	“Research Stage”	The “research stage” entails carrying out excellent research leading to a Ph. D. in any core, interdisciplinary, or transdisciplinary subject for at least three to four years. Scholars must compulsorily finish 8 credits of courses in teaching, education, and pedagogy related to their Ph. D. topic throughout their doctoral programme. The earlier Master of Philosophy programme has been abolished.
8	“Lifelong learning”	Learning lifelong and research is what 2020 NEP promotes to keep people updating with the information, abilities, and experiences required to function successfully in society. Education and learning at any age will provide greater maturity for a fulfilling life as it is believed to be

New NEP 2020 VS. Existing NEP:

The use of information technology to modernise the education system was emphasised in 1986 National Education Policy. More emphasis was placed on revamping teacher education and early childhood development care, adult literacy, and women's empowerment are all priorities. It also argued that university and college autonomy would improve the quality of education services. However, 1986 NEP failed to produce graduates with employable skills and

failed to create research output in the form of patents and scholarly papers.

Liberal education encouraging interdisciplinary and cross-disciplinary education and research at the undergraduate and graduate levels are the ones which make up for the shortcomings of earlier NEPs and are proposed in NEP 2020. Table 2 contrasts some of the 2020 NEP Education policy with those of its predecessor, the National 1986NEP.

Comparison between the 2020 National Education Policy with the 1986 National Education Policy

2020NEP	1986 NEP
The provide liberal education that is multidisciplinary and interdisciplinary.	Student growth on all fronts is the purpose of education.
The recommended common educational structure is 5+3+3+4+4+1.	10 (5+3+2) +2+3+2+2+3+2 is the standard educational framework.
A child's initial formal education, known as the Foundation stage, begins in the third year of life.	The first formal schooling begins at the primary school level in a child's sixth year.
(4) clubbing years serves to identify the secondary education stage. Two years of higher secondary and two years at pre-university levels. Board examinations for 10th and 12th grades, tests are encouraged at the school level.	Both pre-university level of two-year and the secondary level of two-year were independently evaluated and both had board exams.
Four-year secondary education level includes both common and optional topics. A liberal education policy underpins choice.	Students pick disciplines and specialisations during the first two years of higher education, such as science, business, and arts.
The National Testing Agency (NTA) results at the national level are used as the basis for all admissions to public HEIs for undergraduate and graduate study.	Except for NITs and medical colleges, all under-graduate and graduate admissions are entrance dependent. At the college or state level exams are taken
Undergraduate programmes last four years, with the possibility of graduating with a diploma after one year, an advanced diploma after two years, a pass degree after three years, and a project-based degree after four years.	A bachelor's degree requires three to four years of study.
One to two years are spent in a postgraduate programme, which focuses more on research and specialisation.	Two years are spent in postgraduate study, with a concentration on specialisation.
All HEIs, including colleges, will be independent and complete autonomy in curriculum and evaluation with no connected institutions to state universities	The majority of HEI colleges have no autonomy in curriculum and evaluation and are associated with state universities.
A continuous evaluation system includes examination. Evaluations are the responsibility of the faculty person instructing the course, while exams are handled by the department.	Exams stand apart from instruction. All testing and assessment are under affiliated university authority. Teaching faculty has limited responsibility in evaluating directly the pupils.
The primarily emphasizes is on teaching-learning approach, in-person instruction, fieldwork, and research projects.	The teaching-learning approach primarily emphasises in-person instruction and fieldwork.
30: 1 is the typical student-faculty ratio in higher education.	20: 1 is the typical student-faculty ratio in higher education.
Faculty are seen as partners and mentors at HEIs who help students become innovators and creative thinkers through their instruction.	Faculty members are viewed at HEIs as facilitators of students' education and development as competent individuals.
Students are permitted to pick subjects outside of their domain of study.	From any field of study students are permitted to select the subjects.
One-year research degree leading to M. Phil. in any course has been eliminated as students are being exposed to preliminary research in their undergraduate and post-graduate courses.	A one-year research degree leading to an M. Phil. in any field has been made available to give preliminary research experience.
A Ph. D. is required, coupled with success in the NET or SLET, to become assistant professor in any of the three categories of HEIs,	Having relevant master's degrees and pass in the NET or SLET can become assistant professor in any of the three categories of HEIs.
All three will get equal support for research funding from the National Research Foundation and any other organisations.	The primary recipients are Universities, rather than colleges in receiving research funding from UGC or any other bodies.

Spotlight of strategies of 2020 NEP for HE system:

Function of HEIs

- 1) Higher Education Commission of India (HECI) to form a single HEI regulator and all other HE governing and monitoring institutes including UGC, MCI, INC, AICTE, DCI, to be amalgamated.
- 2) A resilient National Accreditation Council (NAC) with be replaced instead of the present accreditation institutions, such as NAAC and NAB.
- 3) Formation of the NRF (National Research Foundation) to provide funding for academic research.
- 4) Higher education institutions are merged of currently dispersed two categories of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC)
- 5) By 2030, the school must be multidisciplinary, and by 2040, it must enroll at least 3, 000 pupils.
- 6) There will be two different kinds of interdisciplinary universities: those that prioritize research and those that prioritize teaching.
- 7) Colleges to grow into either a degree-granting autonomous college or a constituent college of the university and migrate into full university member.
- 8) As against to the gross enrolment ratio of 26.3 percent (as of 2018) it is expected to rise to 50% by 2035, in vocational education as well as Higher Education.
- 9) Greater incentives are provided by the government to those HEIs that provide the greatest quality education.
- 10) All currently associated schools to develop into independent granting degree institutions with the assistance of the universities they are affiliated in, via improvement and attainment of the required accreditation level.
- 11) The term "University" will replace the names now in use, such as "deemed to be university, " "affiliating university, " "central university, " "affiliating technical

university, " and "unitary university, " after meeting the necessary standards.

- 12) Research will be encouraged and taught right from the undergraduate and graduate levels using holistic and multidisciplinary approach.
- 13) Communication, presentation, discussion, debates, research, analysis, and interdisciplinary thinking will be the Centre of pedagogy at HEIs.
- 14) Academic Bank of Credit (ABC) establishment and transfers of credit will allow storage of academic credits digitally from different accredited HEIs (SWAYAM & ODL mode), while issuing degrees.
- 15) Bachelor's degree of four years with several exit opportunities, one to two years of Master's degree dependent on the amount of years spent in Bachelor's degree as four or three accordingly, and the opportunity to do Ph. D. for four years of Bachelor's degree with research.
- 16) Two years with one full year of research; one year for bachelor's degree holders with four years' worth of coursework; and five years for an integrated bachelor's and master's degree are the options available for master's degrees: .
- 17) Establishing technology development centers, start-up incubation centres, centers in frontier areas of research, centers for Industry-Academia Linkage, and Interdisciplinary Research Centers, including Humanities and Social Sciences Research and innovation is the primary focus of all HEIs
- 18) HEIs to practice teaching as student-centered learning method instead of a teacher-centered paradigm.
- 19) Competency Based Credit System replaces with the Choice Based Credit System.
- 20) Shift from Semester End system exams to a more continuous assessment system.
- 21) Professional, academic and career counselling centers are to be established in all HEIs with counsellors made available to guarantee psychological, emotional, and physical well-being of students.
- 22) HEIs will form clubs, support fund topic and activities organised by students with the aid of instructors and other professionals as needed, in the disciplines of science, mathematics, poetry, language, literature, debate, music, sports, and so on.
- 23) Encouragement to integrate the credit system in ODL (Online Distance Learning) courses that are a part of degree programmes.
- 24) 40: 30: 30 ratio model may be used in the degree programmes' online, in-class,, and ODL to attain a high standard of quality.
- 25) HE quality will be raised to a level of global standard to draw more international students, and the credits earned at foreign institutions will count toward the awarding of degrees.
- 26) The National Scholarship Portal will be expanded to meet the financial needs of students selected on the basis of merit and also private higher education institutions will be encouraged to provide more scholarships and free cruises to their students.

Education of Teachers:

- 1) All independent institutions for teacher education to become multidisciplinary.

- 2) By 2030, HEIs will only provide integrated B. Ed. degree a four-year.
- 3) All schools should hire teachers with dual major specializations who have completed 4-year integrated B. Ed (Education & Subject).
- 4) Till 2030, the two-year B. Ed. programme who have completed three years of undergraduate study and a one-year B. Ed. programme for those who have completed four years of undergraduate study plus a Master's degree in another field.
- 5) M. Ed. to be research-focused programme for one-year. Education to be diversified with Ph. D. s in a variety of fields.
- 6) All willing senior or retired academics will be employed temporarily or permanently to provide direction, mentorship, or expert assistance for research, training, and innovation. There will be a distinct National Mentoring Mission developed.

Professional education's function

- 1) By 2030, all independent professional education institutions to strive for interdisciplinary organisations which provides comprehensive and multidisciplinary education.
- 2) Through programmes linked with general education, To train professionals, HEIs will be encouraged in the fields of agricultural and veterinary science.
- 3) In order to encourage the incubation and distribution of new technologies, HEIs that offer agricultural education must concentrate on the neighbourhood and get involved in establishing agricultural technology parks there.
- 4) for aspiring legal professionals universities and other institutions that provide legal education should prioritise bilingual instruction in the state language and English.
- 5) Allopathic medical education should inculcate the grasp of Yoga, Unani, Ayurveda, Homeopathy (AYUSH), Siddha, and Naturopathy, and vice versa. This requires an integrated healthcare education system and should receive more attention in all kinds of healthcare education.
- 6) Technical education need to be provided in interdisciplinary educational settings and ought to emphasise chances for in-depth interaction with other disciplines.
- 7) Along with genetic research, biotechnology, nanotechnology, neuroscience, 3D printing, machine learning, and big data analysis, these technologies have applications in the fields of the environment, sustainable living, and health.

The function of private institutions

- 1) All private universities based on their accreditation status are eligible for graded autonomy.
- 2) All universities (private) and institutions (autonomous) are obligated to maintain financial transparency, and for any discrepancies in the accounting system the BoG is responsible.
- 3) To aid HEIs fast growing the BoG should consist of reputable professionals in respectable fields to aid in fast growth.

- 4) All HEIs are free to choose their fees in a structured way with transparent accounting system and if any surplus should be spent in growth initiatives.
- 5) For every course that all private HEIs provide the deserving students should be given an opportunity by providing free-ship of 20 percent and a scholarship of 30 percent in the course cost. This should be verified and reviewed as part of the accreditation process.
- 6) All private HEIs on an equal footing with public HEIs, to grant research funding that are solely based on the merit of the applications, the National Research Foundation will treat
- 18) Undergraduate education will include NT (Non Technology) ICCT (Information Communication And Computation Technology) and to boost youth employability.
- 19) Granting private HEIs the ability to unilaterally determine programme prices while complying to established norms, in order to provide dual degrees in 4-year degree programmes, such as dual degrees in Education and Sanskrit. BA in Language and BCA.
- 20) NRF provides funding for research centres in nanotechnology and artificial intelligence.
- 21) To promote MOOC education, virtual labs could be created together with SWAYAM and Diksha.
- 22) There shall be transition from executing high-stakes exams to continuous assessment evaluation which will be 50: 50 weightage both for continuous internal assessment and semester end examinations by HEIs.
- 23) The current choice-based credit system will replace with the competency-based credit system.
- 24) Focus on excellent merit-based leadership appointments, effective self-governance, and comprising qualified, capable, and committed people with demonstrated competencies and a strong sense of devotion to the institution. By transparently self-disclosing all pertinent records, BOG will be held accountable to stakeholders.
- 25) To meet the demands of the tech generation, establishing smart class rooms by building infrastructure and generating digital content, are the main areas of focus .
- 26) Other innovations are also recommended, including an emphasis on IPR creation, businesses networking, research and partnerships by other HEIs for enhancing stakeholder perception.

Innovations in NEP 2020:

- 1) The operation of Indian universities abroad would be promoted.
- 2) The operation of foreign universities in India would be permitted and supported.
- 3) Each classroom shall be enabled incorporating with recent technologies for learning.
- 4) Within an established framework, faculty members have curricular and pedagogical independence.
- 5) Faculty incentives and responsibility will be determined on the basis of research and academic performance.
- 6) Faculty promotion shall be on fast-track basis with high-impact research contributions.
- 7) Multiple parameters will be adopted, including peer and student evaluation, innovations in teaching and pedagogy, professional development activities, quality and impact research, contribution to an institution, and social community engagement.
- 8) The Institutional Development Plan shall consist of the API policy will be clearly established.
- 9) To focus on quality education and a GER of 50% by 2035.
- 10) To improve teaching skills, all Ph. D. students should study at least one topic relating to curriculum / teaching development and undertake a teaching assistantship.
- 11) Students of all courses should be encouraged to take at least two SWAYAM online courses every semester.
- 12) HEIs should consider in increasing the reach of VE (vocational education) and to make available to to at least 50% of the student population.
- 13) To provide Bachelor in Vocation (B. Voc.), as dual degree programme along with ODL (Online Distance Learning) or as evening programme for 2 hour via Skill labs partnering with business, industry and NGOs.
- 14) The inclusion of research and internships as a required component of the undergraduate curriculum.
- 15) The HECI-Higher Education Commission of India” oversees the functions of NHERC-regulation, NAC-accreditation, HEGC-funding/grants, and GEC-academic standard setting. 21st century skills to be learned by students being decided by GEC.
- 16) The quality in higher education shall be monitored. To maintain fundamental minimum norms and standards, strict compliance procedures with rigorous action, including fines for fraudulent disclosure of mandatory information, would be implemented through transparent regulatory intervention.
- 17) To provide private HEIs the freedom to unilaterally set programme fees while adhering to established standards.

Implications on the 2020 NEP-Higher Education System

- 1) **Role-models who are suitable may be given the chance to be in charge and make decisions:** The development and implementation of higher education laws exclude bureaucrats and bogus educationists (without a single academic publication or patent) from holding prominent decision-making positions like chairman of the UGC, AICTE, MCI, DCI, and vice chancellor of various institutions.
- 2) **Systemic reform in higher education bureaucracy:** Institutional leaders in research and innovation are appointed on merit, unlike the current system, academicians who have not had at least five first-author scholarly publications or patents in the past five years will be barred from becoming institutional leaders such as Directors, Vice-Chancellors, and so on.
- 3) **Conversion of independent-course colleges to multidiscipline:** Colleges that are constrained in their ability to chart their own courses due to the strict bureaucratic rules of the University to which it is affiliated seriously damage the concept of their governance and in the pursuit of excellence and innovation. In order to turn colleges into multidisciplinary independent degree-awarding institutions and improve the delivery of higher education services, NEP 2020 recommends constituting committee with more responsible and qualified leaders to work in HE administration.

- 4) **From undergraduate and graduate levels to focus on research and innovation:** This promotes instructors and students in empowering students right from undergraduate students to propose and carry out fresh ideas with confidence.
- 5) **Constitute committee comprising highly educated personnel as Board of Governors (BoG) to prevent personal abuse of power:** Every autonomous institution is required to constitute committee of highly qualified people as BOG comprised of highly qualified, competent, and committed persons who have a strong sense of commitment to the institution and have a track record of success.
- 6) **Maintaining quality is the responsibility of the Board of Governors:** Through open disclosure of pertinent documents, the BoG shall be held accountable for the outcomes of the stakeholders of the HEI and to adhere to all regulatory standards of NHERA.
- 7) **One regulator overseeing all HEIs:** A single HEIs regulator, the NHERA, ensures that the financial integrity of HEIs, open disclosure of financials, faculty/staff, courses, governance, and educational standards are effectively regulated.
- 8) **Elimination of Education Commercialization:** Public and private HEIs will have to make sure that all this institutions are nonprofit institutions, any surplus funds to be reinvested for the growth of the institution with the approval of BoG and to eliminate the co-multiplications in education.
- 9) **Private higher education institutions' obligations to philanthropic education:** Offering at least 20% free-ship and 30% scholarships private HEIs can set their fees independently.
- 10) **Due to the provided 20% free-ship, private universities will surpass public universities.** Bright and intelligent students, regardless of economic status, religion, or gender, will be able to study in private HEIs for free due to a 20% free-ship and a 30% scholarship, resulting in a mobilisation of intelligent and self-motivated students to private institutions.

Evidences in 2020-NEP of Higher Education Policies:

1) Student Centric Learning (9-19):

Student-centered learning is a learning style that focuses on creating connections in which students pick not only what to study but also how and why to study by making the educational process more meaningful to students. The student will be able to choose the subjects from the institution, SWYAM MOOC, and ODL, thus will be able to take competency-based assessments at his own speed. Learners have the responsibility to create the learning environment by himself, as opposed to the focus on teacher control seen in traditional, didactic instruction. As a result, the component of NEP-2020 in higher education shifts from a teacher-centric to a student-centric education system.

2) Continuous Assessment System Based on Competency (20-25):

Unlike choice-based credit systems, competency-based credit systems evaluate students' skill sets in addition to their knowledge and experience. The appraisal of students' ability in awarding credits instils confidence in pupils, allowing them to recognise hurdles and

transform them into opportunities to address social challenges.

3) Research & Innovation Focused [26-32]:

HEIs goal is to generate novel knowledge or fresh construal of existing information through methodical investigation that best addresses all of society's issues. Inculcating research and innovation as a significant component of higher education results in generating new inventive solutions (as Intellectual Property Rights). The NEP-2020 shifts the HE system away from information and toward new knowledge and innovation.

4) Enhanced STEM HE Curriculum Model [33-39]:

Students to foster their problem-solving creativity be exposed to design and art thinking in higher education, in addition to science, technology, engineering, and mathematics. Thus, the new STEAM model is seen as superior in reaching the goal of NEP-2020's with experiential learning and research-based internships.

5) Faculty Productivity as Measured by Research Output [40-48]:

Research is an essential component of higher education. To act as role models and guide high-quality research, faculty members should have strong research experience. The new education policy emphasis merit-based promotions determined by a faculty annual performance depending on their performance in research, publications, or patents they contribute to institution's and there by contributing to the nation's intellectual property. Thus, the accountability of faculty members in higher education system is based on their productive research over a certain period of time

6) Autonomy at every Levels [49-52]:

Higher education institutions may be able to increase the quality of education they provide by providing autonomy to innovate themselves in terms of curriculum, pedagogy, course selection, evaluation, and assessment. For a progress – oriented autonomy administration in education (teaching-learning processes), assessment, examination, and budgetary decisions is needed

7) Admission of students, faculty selection, and promotion based on merit [53-56]:

The 2020 National Education Policy prioritises merit-based student admissions while promoting societal fairness. It also fosters the employment and promotion of professors, as this is the only method to improve the quality of higher education and research. By electing highly qualified and successful leaders to the Board of Governors, any form of lobbying and reservations should be reduced at the institutional level. Additionally, it emphasises the necessity of merit-based nominations at all HE Council levels responsible for creating and enforcing policy

8) Leaders in education must act as role models [57-61]:

Education leaders are valued based on the self-contribution in research and innovation. For budding researchers the self contribution of leaders become the role models and will be inspired to perform better. HEIs should cultivate super performers as role models who can prove that higher contribution is feasible. Professors in various administrative roles are also required to publish and be active in doing research which serves

as role models for future researchers. It has been noticed that many academics neglect their obligation for research and publications when promoted to administrative roles, rather lobbies and influences to go farther. As NEP-2020 recommends appointments and promotions are based on merit only such role models are given additional possibilities for advancement

9) System of Integrated Control and Monitoring:

According to NEP-2020, from 2021-2030 is the implementation stage followed by the next 10 years from 2030 to 2040 are for operation. Technology must be used effectively to monitor and manage each stage of the implementation process if it is to go as planned.

10) Online training gets a boost [62–69]:

Adoption of information communication and computation technologies (ICCT) has become the need in the twenty-first century. It is crucial to use such as education technology, internet, artificial intelligence, virtual reality, etc. The newest technology aid in planning and designing successful online education owing to enhanced technological advancements by including more research components as the ideal education system.

11) Quality Control and Biennial Accreditation Process [70–73]:

The NAAC grades HEIs on the quality of education they give as well as the approval of funds that are valid for five years. As a result, the performance of higher education institutions is not continually monitored. 2020-NEP shortened and made it a requirement as a biennial accreditation method in order to make accreditation status more serious and effective for continuous improvement. This method requires higher education institutions to always try to enhance their performance and quality.

12) Increased GER via Private Sector Autonomy [74–77]:

One of the unsustainable development goals is to get access of high-quality education for all. Private institutions which operate in tandem with governmental systems, can help achieve the aim. NEP-2020 regulates the private sector with the provision of providence of 20% free seats and 30% half-fee scholarships for the deserving students so that they have access to free or reduced-cost educational possibilities. Such provision will increase the country's rate of growth in higher education.

4. Suggestions and Improvements

1) Ph. D. for permanent teaching in Colleges & Universities:

As research has become the integral part of HEIs bachelor and master degree right from the undergraduate level, it is recommended to have compulsory Ph. D degree for College and University teaching faculty.

2) Compulsory Faculty Annual Publication/ IPR:

To avoid faculty outmodedness and maintain sustainable quality in Colleges and Universities faculty should be encouraged towards publication and IPR generation with a minimum of two open access scholarly research

papers/ initiating IPR which need to be given weightage for the assessing the performance of the faculty.

3) Utilizing Retired Professors services as research advisors and guest faculty:

The ideal resolution for resolving the shortage is to utilize the services of retired professors having good research experience. It is suggested that the HEIs should make use the retired professors services to do with the shortage of faculty.

4) Multidisciplinary Colleges:

Stand-alone colleges with single course should have a tie up with other institutions as NEP may not be applicable to those institutions without multidisciplinary aspect. Different disciplines belonging to different spheres provide different choice for students. For example, Languages, Applied Sciences Basic Sciences, Social Sciences, Engineering, Education, Business Management & Commerce, Computer Science, Agriculture Science, Law & Legal Studies.

5) Leaders in higher education should be role models in research and innovation:

The governing members including heads of the committees should be constitution on the basis of contribution to research. Professors/bureaucrats who could not into research and contribution should not permitted to be in the decision-making positions strictly. Interference of Political or bureaucratic should not impede the appointments in constituting these committees who will be the role models for younger generation researchers and active researchers.

6) Processes of teaching and learning at higher education institutions:

Adaptation of technology in teaching-learning process has to be improved and inculcated which should include, online classes, smart class rooms, To give exposure of online education HEIs should adopt technology based training methods which include: classroom-based classes, industry/vocational/skill based online/classroom-based classes, at least one subject per semester through MOOC like SWAYAM/NPTEL, ODL, etc.

7) Publication/Patent Requirement During Postgraduate Courses:

Industry internship, scholarly papers, owning patents being expected from undergraduate courses, Students should be provided awareness related to IPR, copyright/patent etc., Imposing compulsory publication and patent by giving credits may be possible.

8) Based on Vocational Training Encouragement to Earn While Learning:

To encourage students earn while leaning reducing the dependency on parents they should be encouraged to develop skills in their interested area and make them involve in some kind of economic/productive activities which is possible by giving vocational training. Academic Bank of Credits (ABC) can also be allotted to strengthen at HE level.

9) To encourage employability and entrepreneurship among the students:

Apart from core subjects elective subjects and two skill-based subjects in undergraduate and post graduate programme to focus on employability skills and entrepreneur ability skills. Continuous internal

assessment without holding semester-end exams gives confidence for the students when choosing an entrepreneur career.

10) **Faculty accountability based increments & Promotion based on API Score**

To maintain the quality in HEIs, a tangible, compulsory and continuous assessment is indispensable. Academic performance can be monitored through Annual Performance Indicator (API) score regarding achievements, paper published, patents attained.

11) **Output of Research Projects generated is Important:**

It is important to draw the output of those projects in terms of copyrights/ IPR generation instead of giving numbers for the funded projects.

12) **Publication Promotion for Open Access Journals:**

Nonprofit journals run by Universities should be encouraged and promoted to reduce article processing charges.

13) **Patent filing simplification and patent evaluation speedup:**

Awareness programmes should be conducted for making familiar patent filing procedures, payment of patent fees and evaluation. The existing period of time in filing and granting patent has to be revised which will encourage innovators to file at ease and without time consumption.

14) **Digital India Library (DIL)**

Digital India Library (DIL) should be established (like shodh ganga where all the thesis submitted to any university has to be uploaded in the website), and adding every article published in the country should be uploaded by the universities. Mandatory membership of the Digital India Library by the universities need to be made.

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5. Suggestions and Conclusions

The researchers must start analyzing the NEP 2020 and its impact on the stakeholders in a broader sense. The NEP 2020 is expected to result in affecting the growth of Indian economy and affecting the youths in achieving their goals leading stakeholders to meet the industrial demands at national and global level, resulting in increasing the standard of living and overall economic growth significantly.

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