

Effect of NEP 2020 on Students and Teachers with Special Reference to Higher Education in India

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Abstract:

The NEP 2020, introduced by the Indian government. Has a transformative role in the Indian Education System. It has talked about enhancement of quality of both the teachers and the students of higher education through different means. And likewise, it has provided various recommendations for the holistic development of the students and for the continuous professional development of the teachers. So, in this particular paper, the main aim will be to investigate the effect of NEP (2020) on students and teachers of higher education analyzing its advantages and limitations along with it. By the end of this study, we will be able to know how NEP (2020) is going to shape the whole education system in India and what will be the role of NEP 2020 in shaping students and teachers of higher education which are the main components of education itself. Also, this paper will throw some light on challenges that may arise in the process of implementation for both the teachers and students accordingly.

Keywords: - NEP (2020), Indian education system. students, teachers, effect.

Introduction:

The national education policy introduces significant reforms in the whole education system of India aiming at enhancing the educational landscape for both the students and teachers in India. With the promotion of multidisciplinary education, vocational training, integrated educational programs for students, integrated B. Ed program, for teachers for the improvement of teacher training, NEP 2020 seeks to create a more inclusive and effective educational environment for both the students and teachers. NEP 2020 encourages holistic approach allowing students to be more flexible to explore various fields of study rather than restricting themselves with some specific subject areas of a stream, which aims to broaden their thinking capacity and creativity. The policy makes it mandatory that 50% of students receive vocational training by 2025, aligning education with local industry needs. It also emphasizes practice-oriented teaching which aims to equip the students with relevant skills for improving their employability and real-world application of knowledge rather than sticking with the aspects of knowledge theoretically. Along with these, NEP 2020 has focused on making education student centric where they get the opportunity to choose different fields of study based on their needs and interests without any restriction of specific stream-based education. The students from arts and humanities learn more science and commerce related subjects and all of them can make an effort to incorporate more vocational subjects and soft skills.

NEP 2020 has given special emphasis on preparing teachers with multidisciplinary perspectives and knowledge. It has recommended various initiatives for the success of higher education by achieving the best motivated and capable faculties for higher education

institutions. Therefore, emphasis has been made on improving infrastructure facilities, reducing student teacher ratio, giving freedom to teachers to design their own curricula and pedagogical approach within the approved framework, giving incentives through promotions, reward etc. For improvement of teacher's skills and competencies it lays emphasis on Continuous Professional Development so that teachers become more engaged in their profession. As this policy is giving importance to integration of technology in education teachers can fully use this opportunity to make use of digital tools, online resources, educational apps to enhance their teaching and make learning interesting for the students. In order to keep instructors abreast of developments in education, the policy places a strong focus on continual training, professional development, and technology access for the teachers. Notwithstanding all of the benefits the policy has provided to teachers and students, it has also created several difficulties. Even though NEP 2020 offers a revolutionary vision for the education system of India, issues like infrastructure, quality control, and cultural perceptions of teaching continue to be major obstacles to its effective execution.

Significance of the study:

Implementation of NEP 2020 and study of its advantages and challenges faced by the students and teachers in higher education institutions is crucial for understanding its positive and negative impact on the Indian education system and its impact on the overall growth of the country. The policy's recommendations aim to transform the educational practices, ensuring quality and equitable education for all promoting inclusivity in the education system. However, we can't neglect the significant hurdles it has created for both the students and teachers when it comes to proper implementation of the policy. Analyzing both its positive and negative impact on students and teachers can provide us valuable insights into how effectively these reforms can be realized.

NEP 2020 emphasizes a learner-centric approach by providing holistic and multidisciplinary education to foster creativity and critical thinking among the students. Studying its advantages and challenges in its implementation will try to highlight the opportunity it has given for research, vocational training, teacher training, technology integrated education and students attitude towards the new programs of the policy, while addressing the possible hurdles like funding and resistance, essential for transforming India's higher education landscape and ensuring quality and accessibility. It is significant to study why stakeholders may resist the shift towards the multidisciplinary and technology integrated education system. Examining the benefits and difficulties of putting NEP 2020 into practice is crucial because it will be able to address systematic barriers and identify potential for educational equity. This analysis is essential to assess the efficacy of the new policy and ensure that every student has fair access to high quality education needed for the 21st century.

Objectives of the study:

1. To study the role of NEP 2020 in shaping the students of higher education.
2. To study the effect of NEP 2020 on teachers' development of higher education.

3. To analyze the challenges faced by the teachers and students in the process of implementation of NEP 2020.

Methodology:

The researchers had used secondary data for this study. Various secondary sources of data collection such as academic journals, books, policy documents, databases (such as research gate, google scholar etc.) were used while collecting data.

Discussion and Analysis

Highlights of educational reforms for higher education students and faculties:

NEP 2020 has made an ambition for improving the quality of Higher Education Institutions (HEI) and to position India as a global education system by altering the Higher Education Institutions into large multidisciplinary universities, colleges and HEI cluster/ knowledge hubs, which will aim to have 3000 or more students. It is providing a more flexible curriculum to the students through a more holistic and multidisciplinary education system. The establishment of Higher Education Commission of India for the whole higher education sector will be among the most revolutionary changes. This will act as a single regulatory body and other functions including accreditation, funding and academic standard setting will be carried out by separate verticals. When it comes to undergraduate degree it is either 3- or 4-years duration with multiple exit options offering the students with certificates after completing 1 year program in a discipline. The 4 years program will provide the students with a scope to a degree with research if the student completes a research project in his / her major area of study. It has introduced Academic Bank of Credit which digitally stores the academic credits earned from various HEIs. Talking about Master's degree, students who have completed 4-year bachelor degree with research there will be 1 year master's degree for them. Emphasizing on a more holistic and multidisciplinary education system in higher education level NEP 2020 has focused on 'liberal arts' in Indian education which is exactly the kind of education students will require for the 21st century. Students pursuing their higher education will acquire all the capabilities of human beings including intellectual, aesthetic, social, physical, emotional, moral in an integrated manner. The focus is given on promoting all round development of the students that possess critical 21st century capacities in various fields across the arts, humanities, science, languages, technical, professional and vocational fields and rigorous specialization in a chosen field or fields. NEP 2020 stated in its recommendations for a flexible curriculum structure that will offer multiple entry and exit points to create new possibilities for lifelong learning. Flexibility in curriculum and engaging course options are offered to the students for the development of various skills preparing them for a better life after completing formal education. Environmental education, value-based education, global citizenship education and internship program for various subjects that need practical education as well as research internship with faculty and researchers at own or other HEIs is given importance in NEP 2020. By integrating vocational education within higher education, it has stated that at least 50% learners should have exposure to vocational education by 2025. For the improvement in access, equity and inclusion more focus is given on Open Distance Learning and Online mode of learning.

To transform the higher education system NEP 2020 has addressed the issue of faculty shortage and their quality improvement. For this it has recommended to optimize teaching load of the faculty by taking 1:20 as a healthy faculty student ratio.

The policy is aimed to provide the faculty of higher education with a better service environment, with greater infrastructure support as well as educational technology required in the classrooms.

For the development of teachers and to ensure quality teachers' preparation the policy has introduced 4 years Integrated B.Ed. Course promoting a more holistic approach to teacher training.

It has provided the faculties with technological platforms such as SWAYAM, DIKSHA for continuous learning and recommended for mentoring missions with senior faculty to ensure continuous opportunities while pursuing their career.

In order to improve the faculty's capacity to engage students in the learning process and provide pertinent curricula, educators are urged to embrace a multidisciplinary viewpoint. They are provided with greater autonomy to design their own curricula and use their own pedagogical approaches to improve teaching outcomes.

Challenges for implementation in higher education:

This particular section deals with challenges faced by the teachers and students of higher education in the process of implementation of NEP 2020.

First of all, let us discuss the hurdles faced by the teachers in the process of exercising NEP 2020.

NEP 2020 has talked about experiential learning, ICT based classroom, multidisciplinary teaching and many more which requires continuous and proper training on the part of the teachers. But it is seen that such facilities for teachers are not still that much available specially for exercising NEP 2020 curriculum. Along with that this policy has increased the workload of the teachers. For example – along with playing the role of a teacher, he has to design individualized learning experiences, participating in frequent professional development and so on. Also, another important problem is that some teachers are very much resistant to change as they are more accustomed to the traditional methods of teaching. So, methods like project based or activity-based learning are not pleasing to the teachers. One more important concern is the digital divide. Especially in rural areas, there is a lack of connectivity, so it becomes impossible for the teachers to exercise the importance of technology in their teaching methods in rural areas. The last but not the least important point is that this policy lacks clarity regarding its implementation part. So, teachers are unsure how to translate policy recommendations into actionable steps.

Thus, above mentioned are some of the most crucial challenges that the teacher faces in the process of exercising NEP 2020. Now, let us throw some light on the type of problems that are being aroused on the part of the students.

NEP 2020 has highlighted the importance of use of technology and digital tools in education of India. But it is not accessible by all. Particularly in rural areas there is a lack of electricity, connectivity, resources etc. Along with that NEP has also emphasized the need of more research in the field of higher education, but to make it possible proper infrastructure and resource facilities are needed which are yet to be completely provided to the higher education institutions of India. Also, NEP is seen to give over emphasis on Multidisciplinary learning which is overburdening the students and they are finding it difficult to navigate multiple streams and subjects and they are in a state of confusion. Another important point is that NEP 2020 has given importance to vocational training and courses but at the ground level it is seen that there are no adequate resources and infrastructure to practice them. At last, we can mention that, this policy has also talked about inclusive education but has provided limited actionable steps for accommodation of students of special needs. These are some of the most important areas in which students are facing problems in exercising NEP 2020.

Conclusion

NEP 2020 has brought a great change in the whole education system of India starting from preprimary to higher education. This policy has provided various recommendations for each stage of education. These recommendations will be proven as fruitful and effective if they can be carried out smoothly and efficiently. And for that to happen, the government should give importance on actionable steps to be carried out on the ground level along with providing recommendations. That way only these recommendations can be converted into actions and the goal which the Indian government has for the Indian Education System will be achieved.

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