

## Higher Education Implementation Strategies a part of India's National Education Policy 2020, which aims to achieve the policy's goals.

**MD Asraul Hoque**

Research Scholar (Ph.D)

School of Social Sciences and Policy,

Centre for Development Studies, Central University of South Bihar, SH-7, Gaya Bela –

Panchanpur Road Karhara, Fatehpur, Bihar-824236

Email: [mdasraul@cusb.ac.in](mailto:mdasraul@cusb.ac.in) Phone no 9064642943

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### Abstract

India has designed and intended to introduce a new education policy called Indian National Education Policy over the next decade of the twenty-first century, under the leadership of its current prime minister and an expert team with members from various backgrounds (NEP-2020). The mission, goals, and specifics are communicated to practitioners and the general public. NEP-2020 is a bold and far-reaching initiative with both positive and negative aspects, with the goal of providing everyone with a high-quality secondary and higher education, as well as comprehensive and research-based growth. Based on focus group conversations, this paper begins with an overview of NEP-2020, followed by descriptions of the policy's strengths and shortcomings in higher education and science, an assessment of the policy's implementation guidelines, and identification and analysis of possible generic strategies for implementing NEP-2020 to achieve its goals. The paper covers topics such as Quality University and college growth, institutional change and restructuring, more inclusive and multidisciplinary education, optimal learning environment and student support, changing the regulatory structure of higher education, technological use and integration, and online and interactive education. Finally, despite various limitations, many guidelines are made for implementing the NEP 2020 successfully. This article can be used by policy implementation teams in the Indian government as a reference.

**Keywords:** *Multidisciplinary Education, Higher Education, NEP-2020, Swayam, Holistic Education, Quality Development, Lifelong Learning*

### Introduction:

India's National Educational Policy (NEP-2020), as the first education policy of the twenty-first century, faces a challenge and, as a result, a target of transforming the country into a developed

country by fostering developmental imperatives in line with the UN Sustainable Development Goals' fourth goal (SDGs), In the year 2030, The aim is to "ensure inclusive and affordable quality education for all," as well as "promote opportunities for lifelong learning for all." India anticipates that by introducing the new national education policy in 2020, it will be able to improve its educational outcomes. It will be able to achieve this target by 2040, with equal access to high-quality education for all, regardless of social or economic status. With the aim of establishing a forum to provide quality school and higher education to every citizen of the country while maintaining Indian ethos and values, the country will be transformed into an egalitarian and vibrant information society and global knowledge superpower by improving the quality of education at every level by implementing a new ideal framework. The new legislation NEP-2020 is aimed at revamping the existing educational framework, including laws, rules, and control systems. As a result, the new strategy NEP-2020 is supposed to be a comprehensive revision with less material but more problem-solving skills, imagination for innovation, multidisciplinary and holistic for stability and honesty. The policy envisions a new set of regulations that will make education pedagogy more innovative, inquiry-based, discovery-oriented, learner-centered, analysis-based, flexible, fun, and futuristic, allowing educated output to support countries' economic growth, social justice and equality, scientific advancement, cultural preservation, and national integration.

Based on focus group conversations, we have distinguished the strengths and weaknesses of NEP-2020 at the higher education and study levels, assessing the policy's implementation recommendations, and defining and reviewing potential generic methods for implementing NEP-2020 to meet its objectives. The paper covers topics like developing quality universities and schools, institutional change and restructuring, more inclusive and multidisciplinary education, optimal learning environment and student support, improving the regulatory framework of higher education, technology use and integration, and online and digital education. Finally, facing numerous constraints, we have made some suggestions for successfully implementing the NEP-2020.

### **Objectives of the study:**

The current research identifies different methods for systematically implementing the NEP-2020 by defining various implementation constraints. The following basic goals are included:

- To plan a NEP-2020 summary.
- To propose plans for the creation of high-quality colleges and universities.
- To propose different strategies professional education.
- To propose different strategies private education.
- To propose different quality development strategies in University and Colleges
- To propose policies to encourage a more comprehensive and multidisciplinary approach to education.

- To propose strategies for technology use and integration.
- To propose strategies for online & digital education.

NEP-2020 HIGHLIGHTS:

The National Education Policy-2020 aims to turn India into an inclusive, prosperous, and vibrant information society by integrating its history, culture, values, and ethos into its educational system. The NEP-2020 is focused on the country's rich and varied historical heritage, as well as the contributions of many academics to various fields, as the framework for high-quality multi-disciplinary liberal education at both the secondary and higher education levels. With the goal of growing the gross enrollment ratio (GER) of school education and higher and technical education enrollment from 28% and 5%, respectively, to 50% and 20% by 2030, through radical changes in current education policies and governance frameworks that foster openness across all stakeholders. According to NEP 2020, various educational phases will be introduced.

Sr no	Stages in the Educational Life Cycle	Characteristics
1	The Beginning Stage (Five-year duration)	The foundation stage seeks to provide children aged 3 to 8 years old with a basic education that involves play-based and activity-based learning for cognitive, behavioral, and emotional development.
2	Preparatory Stage (Three-year duration)	The preparatory stage aims to educate children aged 9 to 11 years old through activity-based and discovery-based learning by incorporating various subjects in a systematic classroom setting, as well as textbooks to promote deeper understanding.
3	Stage of education in middle school (Three-year duration)	Middle school curriculum strives to incorporate a more abstract concept of various subjects through a liberal education paradigm with a focus on experimental learning. There will be two class level exams every year (semester-based system).
4	Stage of secondary education (Four-year duration)	Secondary school curriculum focuses on multidisciplinary topics and versatile exit choices to prepare students for advanced undergraduate programmes at the next stage. The pedagogy of courses in this stage will be more in-depth and versatile, based on student preferences. Although providing subject groups, emphasis will be placed on life goals. In this point, the semester system will be used, with 5 to 6 subjects per semester, and traditional board exams will be held at the end of the 10th and 12th grades.
5	Stage of Undergraduate Education (Three to four-year duration)	With majors, minors, and research projects as options, the undergraduate higher education stage has four exit options: a certificate after one year, a diploma after two years, a bachelor's degree after three years, and an honours degree after four years.
6	Stage of Post-Graduation Education (One to two-year duration)	The Masters degree is now split into three categories: (i) a one-year programme for students with a four-year honours bachelor's degree, (ii) a two-year programme for students with a

		three-year bachelor's degree, and (iii) a five-year integrated degree programme for students who have reached the 12th grade. The Masters degree will prioritise research in order to gain technical skills, with a focus on high-quality research in the final year to prepare students for the next research degree.
7	Step of investigation (Three to Four-year duration)	Despite the fact that study is an integral part of the final year undergraduate and postgraduate levels, research scholars at the research degree level can conduct high-quality research leading to a Ph.D. in either fundamental, multidisciplinary, or interdisciplinary fields for a minimum of three years full-time or four years part-time. During their Ph.D., they should take at least 8 credits of teaching, education, or pedagogy coursework relevant to their Ph.D. subject. No M.Phil programme will be available as a research degree.
8	Lifelong learning (Learning continues throughout one's life.)	Since lifelong learning is essential for every human being in society, the NEP 2020 proposes lifelong learning and research to keep people from becoming redundant in terms of information, skills, and experience, resulting in a safe and comfortable existence. Education and science are thought to be more mature in terms of life satisfaction and enlightenment at all stages of life.

### Higher Education:

The following are the highlights of the NEP-2020 higher education section:

- Higher education (HE) monitoring and control institutions such as the UGC, AICTE, MCI, DCI, INC, and others will be integrated into the Higher Education Commission of India (HECI) to form a single HEI regulator.
- A comprehensive National Accreditation Council will replace existing accreditation institutions such as NAAC and NAB (NAC).
- The development of a National Research Foundation (NRF) to support university and college research.
- Unification of existing fragmented HEIs into two types: Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with more than 3,000 students on campus. By 2030, the campus must have expanded to more than 3,000 students, and by 2040, it must be multidisciplinary.
- There will be two types of multidisciplinary universities: (1) research-intensive universities and (2) teaching-intensive universities.
- Any current College can grow into either a degree-granting autonomous College or a Constituent College of the University, becoming a completely integrated part of the University.

- By 2035, the Total Enrolment Ratio in Higher Education, including Technical Education, will have increased from 26.3 percent in 2018 to 50 percent.
- Through enhancing and securing the prescribed accreditation standard, all existing affiliated colleges will gradually expand into autonomous degree-granting colleges with the mentoring help of affiliated universities.
- On meeting the norms, the nomenclature of HEIs in the region, such as 'deemed to be university,' 'affiliating university,' 'affiliating technical university,' and 'unitary university,' will be replaced simply by 'University.'
- Research will be taught at the undergraduate and graduate levels, with a systematic and multidisciplinary approach to education.
- Communication, dialogue, debate, study, and opportunities for cross-disciplinary and interdisciplinary thought will be prioritized in HEI pedagogy.
- An Academic Bank of Credit (ABC) will be created, which will digitally store academic credits earned from various recognised HEIs (SWAYAM & ODL mode), enabling HEI degrees to be awarded based on credits earned.
- A four-year Bachelor's degree with several exit opportunities, a one- or two-year Master's degree depending on the amount of years spent in the Bachelor's degree as four or three, respectively, and the opportunity to obtain a Ph.D. for a four-year Bachelor's degree with study .
- • Post-secondary education will be reshaped to include a two-year Master's degree with full study in the second year, a one-year Master's degree for four-year Bachelor's degree holders, and a five-year blended Bachelor's/ Master's degree.
- All HEIs will concentrate on research and innovation by establishing (1) Start-up incubation centres, (2) Technology creation centres, (3) Centers in frontier areas of research, (4) Centers for Industry Academic Linkage, and (5) Interdisciplinary Research Centres, which will include humanities and social science research.
- An innovative and versatile Competency Based Credit System replaces the Choice Based Credit System.
- The assessment system will move away from high-stakes tests (Semester End system) and toward a more continuous and rigorous evaluation system.
- All HEIs will have accredited academic and career counselling centres with counsellors available to all students to ensure physical, social, and emotional well-being.
- In the areas of science, mathematics, poetry, language, literature, debate, music, sports, and other subjects, all HEIs will create, endorse, and finance topic-centered clubs and activities organised by students with the aid of faculty and other experts as required.
- Online Distance Learning (ODL) courses as part of degree programmes would be encouraged to use the credit system.
- To attract more international students, HE quality will be raised to a global standard, and credits received at foreign universities will be counted against a degree.

- The National Scholarship Portal will be improved and extended to support merit-based students with their financial needs. Private higher education institutions would be encouraged to provide more free ships and scholarships to their students.

### **Professional Education:**

The following are the highlights of NEP-2020 for the higher education technical education section:

- By 2030, all single-field institutions must strive to become multidisciplinary institutions that provide comprehensive and multidisciplinary education.
- HEIs would be encouraged to incorporate agriculture and veterinary science programmes into their general education programmes in order to train specialists in these fields. Institutions that provide agricultural education must specifically address the needs of the local community, and will be given assistance in developing Agricultural Technology Parks to facilitate technology incubation and dissemination.
- The healthcare education system must be incorporated so that all allopathic medical students have a basic understanding of Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. In all aspects of healthcare education, a greater focus on preventive healthcare and community medicine is needed.
- • Technical education should be provided in multidisciplinary educational institutions and should emphasise opportunities for deep interaction with other disciplines. Artificial Intelligence (AI), 3-D machining, big data processing, and machine learning, as well as genomic research, biotechnology, nanotechnology, and neuroscience, with applications in health, the environment, and sustainable living, should be the subject.

### **Private Institutions:**

The following are the highlights of NEP-2020 for private higher education institutions:

- Based on their accreditation status, all private universities are eligible for graded autonomy.
- All private universities/autonomous colleges must be transparent about their financial transactions, and the Board of Governors is responsible for any accounting system violations. To direct the rapid development of HEIs, the BoG should include eminent people who are well-known in their fields.
- All higher education institutions have control in assessing their fee structure, and any surplus should be reinvested in growth programmes using a consistent accounting framework.
- In any course that they deliver during a given academic year, all private HEIs should offer 20% free-ship and 30% scholarship in the course fee for deserving students, and this should be tested and validated by the accreditation process.

- When it comes to granting research funds, the National Research Foundation would consider all private HEIs on an equal footing with public HEIs, based solely on the merits of their proposals.
- With fewer than 3,000 students, private institutions that cannot grow and emerge as multidisciplinary institutions will inevitably

### **Quality Development Strategies in Universities and colleges:**

The following strategies are useful while ensuring quality in higher education :

- Role models as leaders will inspire all other stakeholders to perform better because they show that super-performance is possible. Vice-chancellors, Directors, Principals, Deans, Heads of Departments, and Professors should inspire and encourage others through their excellent research efforts, both as individuals and as members of research teams.
- Every year, the curriculum of the programmes undergoes major changes in response to changes in the related industry.
- Concentrate on the rapid growth of six essential infrastructures to become a world-class university: physical infrastructure, digital infrastructure, innovative academic infrastructure, intelligent property infrastructure, emotional infrastructure, and networking infrastructure to become a world-class university.
- Integration of universities and industries for the transition of intellectual property to industries for large-scale development and supply to society at a low cost.
- Holding politicians and bureaucrats out of the academic affairs of universities and autonomous institutions.
- Professors at all levels, regardless of other administrative duties, should be involved in teaching and science.
- Academic and research contributions will be audited and held accountable every year before the faculty retires.
- Faculty enrichment and obsolescence elimination by making two FDP certifications in appropriate and futuristic subjects mandatory per year, with no annual increment for those who do not complete them.
- The university negotiated a zero-interest student education loan by terminating all fellowships and scholarships based on gender, religion, or financial circumstances.
- To eradicate corruption, concentrate on a low-cost approach with high quality through digitization of facilities, online video lectures, and automation of review and evaluation.
- Convert a preference-driven credit system to one that is based on choice, innovation, and competency.

### **Strategies for more holistic & multidisciplinary education:**

In terms of value-based and multidisciplinary education, the following methods will help current colleges and universities become more holistic:

- By designing and implementing the STEAM model of instruction instead of the STEM model, equal priority is given to multidisciplinary and super-specialty education.
- Adding an experimental learning component and a skill-oriented learning component to undergraduate education as a strategy to improve employability and entrepreneurship.
- Adding two 50-point ESEP (Employability Capability Enhancement Papers) papers to a semester as a prerequisite for internal evaluation-based marks would certainly be a differentiation strategy for HEIs.
- A particular differentiation approach is to identify institutional core values and work to instill them in all HEI stakeholders.
- A branding strategy involves preparing, executing, and recording the organization's innovations and best practises, as well as publicising these innovations and best practises widely.

### **Technology usage and integration strategies:**

The following are some examples of application incorporation and usage strategies:

- With the slogan "One country—one online platform," the creation and use of indigenous technology platforms for online teaching and training is underway.
- Prepare faculty members to use Artificial Intelligence and Robotics technology, as well as Virtual Reality and Augmented Reality technologies, in teaching and training methods, by using national training portals such as SWAYAM.
- Put a focus on integrating 21st-century emerging technologies like ICCT underlying technologies and Nanotechnology into engineering, pharmaceuticals, and health sciences technical education and research because they are innovative technologies with the potential to address basic human needs, advanced issues related to comfortability, and more and issues with dreamy desire relating to human fantasy in culture
- The central government should provide general research facilities for university and autonomous institution researchers in important technology areas such as agri-technologies, water-technologies, energy-technologies, space-technologies, biotechnology, genetic-technologies, ICCT underlying technologies, nanotechnology, and basic sciences. The best possible use of these shared facilities should be ensured. This would also remove the duplication of research equipment in many university laboratories that are underutilised due to a lack of maintenance.
- Free and high-speed internet for all citizens: The central government should build technology infrastructure to provide both urban and rural communities with free and high-speed internet access. This will contribute to the realisation of the modern India

dream by creating a platform for digital education, digital economy, digital governance, and digital services in the primary, secondary, tertiary, and quaternary sectors..

### **Strategies for online & digital education:**

The use of a digitization approach allows for the efficient creation and exchange of information tools in the following ways:

- Developing an online education network and teaching-learning frameworks for institutions.
- Training faculty and students about how to use online digital resources effectively.
- Creating interactive content for the classroom that incorporates a variety of multimedia simulation effects
- Artificial intelligence and augmented reality strategies for effectively teaching both theoretical and realistic subjects online. To provide quality teaching and preparation for generation Z and generation A students, artificial intelligence, virtual and augmented reality, and simulation approaches can be effectively used in both online and classroom-based education.
- Creating an institutional digital archive with global networking so that all stakeholders can access any information at any time.

### **Research and innovation strategies needed:**

The primary goal of NEP-2020 is to increase citizen contributions to science by enhancing and stimulating their innovativeness and competitiveness. Students' research culture can be strengthened in a number of ways at the higher education level:

- Applying research elements to undergraduate and graduate programmes.
- Make obligatory publications/patents in the final year of undergraduate and graduate school.
- Annual Study Metrics are based on the ABC productivity model and are connected to annual increments and promotions to improve faculty teamwork.
- Organizing conferences and workshops in order to build a strong research network.
- Establishing institutional journals to facilitate academic communications and scholarly publications.
- Making copyright or patent obligatory for academic study in the name of the researcher and the institution/university from the Indian Patent Office and the Copyright Office, respectively.

### **Conclusion**

India is planning to introduce the National Education Policy 2020 guidelines across the country in order to reform and make fundamental changes in school education and higher education, with the goal of developing a modern education system that will empower young people and boost economic growth their faith in their ability to generate new knowledge, new skills, and human values in order to resolve current and future problems and challenges in civilised society through enhanced creative ability and tech-savvy. It is well recognised that technology, as an application of scientific thought, has the ability to enhance the quality of life of everyone in the world, and that quality education is the basis for this. With the aim of providing everyone in the country with a value-based, knowledge-based, and skill-based higher education, the new education policy has many intrinsic propositions to enhance the standard of school and higher education, as well as to create interest in their chosen field and to find challenges and turning them into opportunities by inventing new ways to make life more enjoyable and prosperous, with the expectation of happiness. The aim of high-quality higher education is to create human beings who are responsible for building a better society through enhanced human value-based discipline and shared respect for growth and prosperity. Quality higher education also allows all to engage in the discovery, implementation, and promotion of emerging technologies that can help in society's advancement. It is expected that the new research-based education policy would hasten the achievement of the above goals and turn every stakeholder into an innovator. The systematic implementation of proposed policies by establishing multidisciplinary, degree-granting, autonomous higher education institutions with students from various disciplines at the undergraduate, graduate, and research as the intellectual property, levels led by highly focused and dedicated teachers can build an environment of creative and lateral thought. A top-down approach among stakeholders is recommended for successful implementation. Clean but knowledgeable members of implementation committees, light but tight rules, transparency from top to bottom, publish or perish, and annual performance-based increments are some of the power mantras. Faculty-focused and student-centered national education policy 2020 can be enforced effectively within the specified timeline of 10-15 years, with periodic auditing of organisational performance through NAC, punishing for unacceptable behaviour through a harsh penalty, and faculty-focused and student-centered national education policy 2020.

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