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## The National Education Policy and Higher Education

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### Abstract:

Higher education institutions will be governed by independent boards with complete academic and administrative autonomy, according to the New Education Policy. The standards will be light but stringent. Professional education will be part of higher education, which will be overseen by the state government. Some professional education fields will be transferred to colleges. Through a liberal approach, efforts will be made to improve professional education. According to the National Education Policy, a new institutional architecture will be established with large, well-resourced, vibrant multidisciplinary institutions for teaching and research that will significantly expand reach and capacity. Professional education will be a required component of higher education.

A significant amount of public money will be spent to expand and revitalise public higher education. A liberal and broad education will be supplemented by rigorous specialisation in a chosen discipline. According to the National Education Policy, educational institutions will be classified into three types: Type I, Type II, and Type III. The National Research Foundation will be established with the assistance of the state government. Faculty will be able to work on a variety of communities. A 360-degree evaluation and feedback mechanism will be implemented. All financial transactions will be properly assessed and reported. Policy will ensure that all students at all levels of education are taught by teachers who are passionate, motivated, highly qualified, trained, and equipped. The purpose of this paper is to present the overall impact of national education policy on higher education.

**Keyword:** New Education Policy, higher education, Professional education, 360-degree evaluation.

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### Introduction:

Education is the foundation for realising one's full human potential, creating a just and fair society, and advancing national development. Providing universal access to high-quality education is critical to India's continued rise and global leadership in economic growth, social justice and equity, academic progress, national integration, and cultural preservation. High-quality universal education is the most effective way to cultivate and maximise our country's abundant talents and resources for the benefit of individuals, society, the country, and the world. In the next decade, India will have the world's largest population of young people, and our ability to provide them with quality educational opportunities will define our country's future.

The Global Education Development Agenda, reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development adopted by India in 2015, aims to ensure inclusive, equitable, and high-quality education for all by 2030. This goal necessitates the revitalization of high-quality public education. The cabinet-approved 2020 National Education Policy (KKN) represents a significant improvement over the previous 2019 NEP draught. This simplifies the proposed regulatory framework for the sector significantly. Politicians believe that the current university-linked college system will be phased out in the long run. Each college either becomes fully integrated into the university or becomes a self-contained degree-granting institution. Each higher education institution, whether a college or

university, will be governed by an independent body. This National Education Policy 2020 is the primary education policy of the twenty-first century, aiming to address the many growing imperatives for our country's development. This policy proposes reviewing and updating all aspects of the educational structure, including regulation and governance, in order to create a new system that meets ambitious 21st-century education goals, such as SDG4, while drawing on Indian traditions and value systems.

#### **Objectives:**

1. To Study NEP-2020.
2. To Know about the policy of NEP-2020 for Higher Education.
3. To Study Indian Education system and New Pedagogy for Educators

#### **Research Methodology:**

This descriptive research paper is based on secondary data sources. Secondary data sources include journals, magazines, research papers, and the internet.

#### **About NEP-2020:**

The National Education Policy 2020 envisions an education system centred on India that embraces its traditions, culture, values, and ethos in order to transform the country into a just, sustainable, and vibrant knowledge society. NEP-2020 was developed as a foundation for the construction of a high-quality multidisciplinary liberal education at the school, higher, and professional levels, taking into account the country's broad and deep historical heritage, as well as the contributions of many scholars in a wide range of subjects. Increase the gross enrollment rate (GER) in schools, colleges, and vocational schools from 28% and 05%, respectively, to 50% and 20%, respectively, by 2030 by introducing accountability among all stakeholders through radical changes in existing education policies and management systems.

#### **NEP 2020 and Higher Education:**

The National Education Policy (NEP 2020) seeks to transform education by focusing on the student. This was based on the recommendations of the Commission on Education (1964-66) and J.S. Verma (2012), as well as earlier versions of the guideline, namely the National Education Policy 1986, amendment 1992, the Law on the Right of the Child to Free and Compulsory Education,

2009, and the Law on the Rights of Persons with Disabilities, 2016. This is a significant step towards proper education. It focuses primarily on students' holistic development by ensuring access, relevance, equity, quality, and a strong foundational education. This directive provides numerous benefits to education stakeholders.

Curriculum synergies between the childcare and pre-school and higher education segments are hoped for. Improving the quality of learning outcomes is a major policy priority. Another focus was the implementation of appraisal reform, which was long overdue. Most importantly, by promoting lifelong learning over the next decade, NEP 2020 is expected to put India on track to meet the goals of the 2030 Agenda for Sustainable Development. "Higher Education (PT) is an important aspect of the Education System (ES) that determines the economy, social status, technology adoption, and healthy human behaviour in every country," it is rightly said. The policy is primarily concerned with university quality and India's position as a global centre of education.

The emphasis is on offering a flexible curriculum through an interdisciplinary approach, creating multiple entry points in four-year undergraduate programmes, encouraging research, increasing faculty support, and expanding internationalisation.

#### **Activity-based learning**

Activity-Based Learning (ABL) is a child-centered pedagogy developed and tested in 1990 by the Rishi Valley Rural Education Center (RVREC) of the pioneering Rishi Valley School of Alternative Education in Chittoor (Andhra Pradesh). It is a child-centered pedagogy in which children of different ages are grouped into classrooms to encourage peer learning and independent learning using activity cards and worksheets, with the teacher acting as a facilitator. ABL incorporates peer pedagogy and self-directed learning, with children engaging in individual, teacher-assisted, and group learning, allowing teachers to provide personalised attention and chart each child's level of achievement. The number of students in one class is limited to 30.

#### **Experiential learning**

Experiential learning, including hands-on learning, integrated arts and sports

pedagogy, and story-based pedagogy, among others, was adopted as standard pedagogy in each subject and explored the relationships between different subjects at all stages. To close the achievement gap in learning outcomes, instructional transactions will shift towards competency-based learning and education. Assessment tools (such as 'as, in, and for' learning) are also aligned with the learning outcomes, skills, and attitudes defined for each grade level subject.

#### **Empower students through flexibility in course choices**

Students are given more subject flexibility and choice, particularly in secondary school, including physical education, arts and crafts, and professional skills, to allow them to shape their own learning paths and life plans. Comprehensive development and a variety of subjects and study programmes will become a new feature of secondary education from year to year. There shall be no sharp distinctions between 'curricular,' 'extra-curricular,' or 'in conjunction with curriculum,' between 'arts,' 'humanities,' and 'sciences,' or between 'professional' or 'academic' branches. Physical education, arts and crafts, and vocational skills are integrated into the school curriculum alongside science, humanities, and math, with an emphasis on what is interesting and safe for students of all ages.

This new National Education Policy 2020 is the first education policy of the twenty-first century, and it aims to meet our country's many development needs, which are constantly changing. This policy proposes a review and redesign of the educational structure, including its rules and governance, in order to create a new system that meets the ambitious goals of 21st century education while drawing on Indian traditions and value systems. Education policy places a high value on the development of each individual's creative potential. It is based on the principle that education should not only develop cognitive skills such as "basic skills" such as reading and arithmetic, but also social, ethical, and emotional skills.

Many small, pedagogically unsustainable, and financially costly colleges were merged as part of the policy. Each college will have a minimum of 3,000 students. Universities will be free to mix research and teaching based on their

strengths, with the sector eventually consisting of research-intensive institutions on one hand and teaching-intensive institutions on the other. This is the most common structure in the United States and the United Kingdom. The Union Cabinet recently approved the new National Education Policy (NEP) 2020, which will bring about several changes in the Indian education system from elementary school to university level. NEP 2020 aims to "make India a global knowledge superpower". The Ministry of Human Resource Development was also renamed the Ministry of Education by the Cabinet. The cabinet-approved NEP is only the third major restructuring. By providing world-class education, NEP 2020 envisions an India-focused education system that will directly contribute to building our nation towards a just and vibrant knowledge society.

#### **Conclusion:**

India is prepared to implement the National Education Policy 2020 guidelines across the country in order to reform school and higher education and make radical changes in order to create a new education system designed to empower youth and empower them with new knowledge and skills to create alongside human values in order to solve the present and future problems and challenges of civilised society by enhancing their innovative capabilities and technological competence. Quality education is the foundation for technology, which is the application of scientific thinking. Technology is known to have the ability to improve the quality of life for everyone in this universe.

The new education policy, which aims to provide higher education based on values, knowledge, and skills to everyone in the country, contains many inherent proposals to improve the quality of schools and higher education, to stimulate interest in their chosen field, to find challenges, and to involve them in. Change the possibilities by coming up with creative solutions to make life more enjoyable and prosperous, with the expected happiness. Quality higher education aims to develop responsible human beings who will contribute to the development of a better society by increasing discipline based on human values and mutual respect for growth and prosperity. Quality higher education also encourages everyone to

participate in the discovery of new technologies, the introduction of new technologies, or the promotion of new technologies that can help society advance. The new research-oriented education policy aims to accelerate achievement of the aforementioned goals and to transform every stakeholder into an innovator.

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