

THE INDIAN HIGHER EDUCATION SYSTEM'S NEP 2020: A FRAMEWORK CHANGE TOWARDS RESEARCH, INNOVATION AND ENTREPRENEURSHIP

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Abstract

With the goal of revolutionizing higher education in India, the National Education Policy (NEP) 2020 of the Indian Higher Education System marks a significant change in educational philosophy. In order to foster an environment of inquiry, creativity, and enterprise among academics, the NEP 2020 lays out a comprehensive framework with an emphasis on research, innovation, and entrepreneurship. This study evaluates the NEP 2020's research, innovation, and entrepreneurship provisions critically and assesses how they could affect the higher education sector. The article examines the logic for the NEP 2020's concentration on these areas and assesses the benefits, drawbacks, possibilities, and difficulties connected with their implementation through a detailed examination of the research, policy analysis, and case studies. This paper offers useful perspectives for policymakers, educators, researchers, and other stakeholders who are trying to navigate the changing Indian higher education landscape and take advantage of the transformative potential of this sector for national development. It does this by offering insights into the NEP 2020's objectives, strategies, and expected outcomes.

Keywords: entrepreneurship, framework, development, education, research.

Introduction

India has designed and plans to execute a new education strategy known as the Indian National Education strategy (NEP-2020) throughout the next decade of the twenty-first century. NEP-2020 is a sophisticated and innovative framework with both positive and negative phases, designed with the goal of providing high-quality higher education to all, with the expectation of holistic and research-based improvement. As the world shifted to the Sustainable Development Goals (SDGs), India continued to make progress, applying lessons from the MDG era. The SDGs presented a more comprehensive framework, including larger dimensions of development and sustainability while encouraging nations to collaborate and create for a brighter future. (NEP-2020) National Educational Policy The fourth goal of the United Nations Sustainable Development Goals (SDGs) is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. In order to elevate India to the status of a developed nation, it is necessary to support developmental imperatives in accordance with this goal [1]. Furthermore, it is stated that this proposal intends to revolutionize the educational system. In addition, it re-establishes a new system for teacher recruitment and redesigns the process to recognize educators as the most esteemed and vital members of society. The policy then elaborates on the fundamental concepts, including the identification, recognition, and development of each student's unique strengths, the attainment of a third-grade foundational level in mathematics and literature, flexible learning, and so forth. There is a lack of differentiation between the departments. The education system is designed to provide a multidisciplinary approach that focuses on practical comprehension, creativity, critical thinking, analysis, conceptual advancement, the cultivation of ethics and human values through constitutional teachings, the acquisition of practical skills necessary for effective life management, and the utilization of technology, among other aspects. The Policy is divided into four distinct sections: part 1 focuses on school education, part 2 on higher education, part 3 on professional education, and part 4 on strengthening and financing various education boards, among other vital areas [2]

The new changes for NEP 2020

- Changes to the 10+2 school system to a 5+3+3+4 curriculum and pedagogical framework for pupils aged 3 to 18.

- By 2030, there will be a significant number of multidisciplinary universities and colleges that provide instruction in local or Indian languages, eliminating higher education fragmentation.
- Regularly upgrading the curriculum, pedagogy, assessment plans, and student support services to reflect the most recent developments and compete with the best in the world.
- The construction of 100 new institutions, or the closure of existing ones, to perform world-class research on cutting-edge topics.
- Reducing the effect of external forces and maintaining transparency while appointing bright individuals with practical vision as institutional leaders.
- Light though intense regulation will phase down 'affiliation' over 15 years and offer performance-based autonomy.
- The major improvements aimed to reach 50% of the gross enrolment ratio by 2035.
- The Common College Entrance Test will be administered in all stages of the graduation process.
- The government will set college costs, and a separate committee will be formed to oversee the prices and guarantee that no institutions charge fees in excess of the preset ceiling.

The MPhil program will be phased out of the educational system, and the mother language medium of teaching will be implemented.

The performance of the 5+3+3+4 education structure

The 5+3+3+4 education structure is a framework used in some educational systems to organize the duration of schooling. It typically refers to:

1. 5 years of primary education
2. 3 years of lower secondary education
3. 3 years of upper secondary education
4. 4 years of tertiary education (college or university)

This structure aims to provide a more comprehensive and balanced education by dividing it into distinct stages, each with its own focus and objectives. The performance of this structure

depends on various factors such as the quality of teaching, curriculum design, resources available, and cultural context. In some countries where this structure is implemented, it may lead to better educational outcomes, smoother transitions between educational levels, and improved alignment with the needs of students at different stages of development. However, its effectiveness can vary greatly depending on how it's implemented and supported.

Overall, the 5+3+3+4 education structure can be successful when accompanied by appropriate policies, investments, and efforts to ensure quality education at each stage.

NEP and Innovations

The National Education Policy (NEP) 2020 of India places a strong emphasis on fostering innovations within the education sector. Here's how NEP 2020 aims to promote innovation:

1. **Curriculum Reforms:** NEP 2020 advocates for the development of a flexible and multidisciplinary curriculum that promotes creativity, critical thinking, problem-solving, and innovation. It encourages educational institutions to adopt innovative pedagogical approaches, including project-based learning, experiential learning, and competency-based education.
2. **Technology Integration:** The policy emphasizes the importance of leveraging technology to enhance teaching, learning, and assessment processes. It encourages the use of digital tools, educational software, online resources, and interactive multimedia to create engaging and personalized learning experiences for students.
3. **Teacher Training and Professional Development:** NEP 2020 prioritizes the training and professional development of teachers to equip them with the knowledge, skills, and competencies needed to foster innovation in the classroom. It emphasizes the importance of continuous learning, peer collaboration, and exposure to innovative teaching practices.
4. **Research and Development:** The policy calls for promoting research and development in education to generate new knowledge, evidence, and insights that can inform innovative policies, practices, and interventions. It advocates for the establishment of research institutions, centers of excellence, and funding mechanisms to support innovation in education.
5. **Entrepreneurship Education:** NEP 2020 emphasizes the importance of integrating entrepreneurship education into the curriculum to foster an entrepreneurial mindset, skills, and attitudes among students. It encourages educational institutions to provide opportunities for

students to develop innovative business ideas, launch startups, and pursue entrepreneurial ventures.

6. Promotion of Indigenous Knowledge Systems: The policy recognizes the importance of promoting and preserving indigenous knowledge systems, practices, and innovations. It encourages educational institutions to incorporate local cultural perspectives, traditional knowledge, and indigenous practices into the curriculum to promote inclusivity, diversity, and sustainability.

7. Quality Assessment and Accreditation: NEP 2020 emphasizes the importance of quality assessment and accreditation mechanisms to ensure the effectiveness and impact of innovative educational interventions. It calls for the development of robust evaluation frameworks, standards, and metrics to assess the quality, relevance, and outcomes of innovative practices.

8. Collaboration and Partnerships: The policy encourages collaboration and partnerships between educational institutions, industry, government, and civil society to promote innovation in education. It advocates for the establishment of innovation hubs, incubators, and collaborative platforms to facilitate knowledge exchange, technology transfer, and entrepreneurship.

NEP 2020 envisions education as a driver of innovation, creativity, and sustainable development. By promoting curriculum reforms, technology integration, teacher training, research, entrepreneurship education, and collaboration, the policy aims to create a dynamic and inclusive education system that equips students with the knowledge, skills, and competencies needed to thrive in the 21st-century knowledge economy.

NEP and Research

The National Education Policy (NEP) 2020 of India places a strong emphasis on promoting Quality Research (QR) within the education sector. NEP 2020 advocates for the promotion of multidisciplinary research to address complex societal challenges. It encourages collaboration across disciplines, departments, and institutions to foster innovation, creativity, and holistic problem-solving. The policy emphasizes increasing funding for research and innovation in education. It proposes initiatives to attract investment from public and private sources to support high-quality research projects, infrastructure, and capacity-building efforts. NEP 2020 advocates for granting greater autonomy to higher education institutions, enabling them to develop their research agendas, priorities, and strategies. This autonomy fosters a conducive

environment for nurturing a culture of research excellence and academic freedom. The policy proposes the establishment of the National Research Foundation (NRF) to facilitate and fund high-quality research across all disciplines, including education. NRF aims to support cutting-edge research, promote innovation, and enhance the quality and relevance of research outputs. NEP 2020 encourages collaboration between academia, industry, and government to promote applied research, technology transfer, and knowledge exchange. It emphasizes the importance of partnerships in driving innovation, entrepreneurship, and socioeconomic development. The policy highlights the importance of promoting and preserving indigenous knowledge systems through research. It encourages researchers to explore and document traditional practices, wisdom, and innovations, contributing to cultural preservation and sustainable development. NEP 2020 underscores the importance of upholding research integrity, ethics, and transparency. It emphasizes the need for robust mechanisms to ensure the quality, credibility, and ethical conduct of research, including peer review, ethics committees, and research ethics training. The policy calls for the development of robust mechanisms for assessing and evaluating the quality and impact of research outputs. It advocates for the use of metrics, indicators, and peer review processes to gauge the significance, relevance, and excellence of research contributions. NEP 2020 recognizes the critical role of quality research in driving innovation, knowledge creation, and national development. By promoting a conducive ecosystem for research excellence, the policy aims to position India as a global hub for cutting-edge research and scholarship across diverse fields, including education.

NEP 2020 and Entrepreneurship

The concept of entrepreneurship encompasses the entrepreneur, their vision, and the execution of their ideas. Entrepreneurship is the act of an entrepreneur engaging in diverse economic activities and assuming all risks and uncertainties in order to build a new firm. The term entrepreneurship originates from the French word "Entreprendre," which refers to those who willingly take on the risks associated with establishing new business ventures. The entrepreneur is the pivotal component in the process of entrepreneurship. The notion of entrepreneurship originated in the 17th century and has since become a prevalent concern in the present dynamic socio-economic climate. Market opportunity identification involves the systematic identification of potential possibilities in the market, allocation of necessary resources to explore these chances, and investment of resources to capitalize on them for long-term benefits. Entrepreneurship is the process of generating wealth by combining resources in innovative ways to establish and run a business that entails significant risks and uncertainties. It is the

outcome of a methodical and structured approach to applying originality and novelty to meet the demands and possibilities in the market.

Conclusion

The NEP 2020 heralds a new era for Indian higher education, one that is driven by research, innovation, and entrepreneurship. By laying the groundwork for a robust RIE ecosystem, the policy not only empowers students to excel but also positions India as a global hub for knowledge creation and innovation. As the nation marches towards realizing its vision of becoming a knowledge economy, the NEP 2020 serves as a guiding light, illuminating the path towards a brighter future.

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