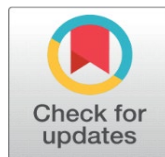
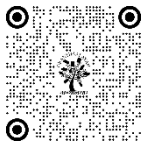


HIGHER EDUCATION UNDER NATIONAL EDUCATIONAL POLICY (NEP) 2020: A TEACHER'S PERSPECTIVE STUDY

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ABSTRACT

Education is the foundation stone of the nation as it plays a powerful role in the growth and development of the country and its citizens. One cannot deny the fact that education is a powerful tool and based on the recommendations by a panel headed by Dr Kasturirangan former chairman of Indian space research former Indian Space Research Organization (ISRO), the New Education Policy has been drafted that focuses on equity, quality, affordability, and accountability of education in our country. This policy contributes directly to transforming India, that is Bharat, The vision of the Policy is to in still among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development. In this paper, the author is going to explore the awareness and perception of university professors regarding structure of higher education, Multiple Exit and entry Option, Multidisciplinary Education, Vocational Education and Academic Bank of Credit, Common Entrance Exam, Online Education and Digital Education, Internationalization of Education Integrated B.ED., Single regulatory body HECI and, awareness of all policies 1968, 86, and 2020

Keywords: National Education Policy, Higher Education, Awareness, Teacher's Perception

1. INTRODUCTION

"Education is the most powerful weapon which you can use to change the world" – Nelson Mandela. The educational system focuses on children from pre-school until graduate education. Educational gains mainly shift from public to individual gains as they attend a higher level of school each year. Durkheim (1956) states that "education is the influence exercised by adult generations on those that are not yet ready for social life" (p.71).

Education means the process of acquisition of knowledge, skill, values, moral, beliefs and personal development. Education is not just learning theories it is putting the acquired knowledge into practical sense that enrich culture, values and personality. It is critical to the country's growth. In Macroeconomic perspective it reduce the social inequalities, generate more employment opportunities, invigorate civic values, promote social mobility, encourage innovation in science and technology, and thereby achieve better level of social and economic growth. Hence promoting proper education is an important and essential element as it helps in development of a country.

2. HISTORY OF EDUCATION SYSTEM

Chronology of the Educational Framework and Regulations in India is rich and diverse. It possesses a unique educational system. The Indian education system was established to impart the culture, history, values, and customs of the nation. Gurukul was India's primordial educational institution, originating around 5000 BC. Students were compelled to reside with educators. This approach highlighted a child's comprehensive growth, encompassing mental, cognitive, physical, and spiritual well-being. Medicine, philosophy, military strategy, astrology, and various other disciplines were instructed. This system primarily emphasises on practical understanding of learnt knowledge to assist students in resolving real-life issues.

The colonisers of India introduced an advanced form of scholarship, namely, the printing of books. In the 19th century, the English language was included into modern schools and served as a second language in pre-modern institutions that taught Arabic, Sanskrit, and Persian literature. The implementation of the Macaulay policy by the British compelled Indian students to adopt the English education system. The objective was to establish a class of Indians who would act as a cultural intermediary between the British and Indians. They concentrated on enhancing teaching quality, augmenting teachers' stipends, printing textbooks, constructing infrastructure, and other initiatives to generate revenue through tuition fees. After independence in 1947, India's literacy rate was below 12%. There was a necessity to implement changes and programs that would enhance the education system. Shortly after independence, there was a significant enhancement in science, technology, and research; nonetheless, the illiteracy rate remained elevated, as education was predominantly accessible to the elite.

The post-independence administration guaranteed that education would be accessible to all social classes, and coordination of educational and health facilities became the primary duty of both the central and state governments. The measures implemented at that time to promote education established the foundation for the Republic of India's education system. Consequently, the government established planning commissions aimed at enhancing education across all levels, modernising the educational system, providing training, and facilitating high-quality teaching. These recommendations and solutions assist in the formulation of educational policies that will regulate and oversee the nation's education system.

Major Educational Policies and suggestions put forward by different commission before NEP 2020 were:

University education committee (1948): It was the first commission that was constituted by India after it gained its independence, and it was also known as the Radhakrishnan commission. An appointment was made for Sir Radhakrishnan to serve as the chairman of the commission. The primary objective of the commission was to facilitate the establishment of educational institutions and to place an emphasis on the relevance of personal growth. Sir Radhakrishnan understood the importance of teaching students who have an understanding of the objectives of social order and who are capable of producing children who will be able to contribute to the advancement of society by cultivating individuals who have an appreciation for India's history and culture.

Secondary education commission (1952): Additional names for the Secondary Education Commission include the Mudaliar Commission and the Mudaliar Commission. In the year 1952, the government of India selected Dr. A Laxman Swami Mudaliar to serve as the head of the Secondary Education Commission. The organisation was established with the purpose of analysing the existing educational system and making suggestions for improvements. Following an investigation into India's secondary education system, the panel made recommendations for changes to be made to the curriculum, vocational programs, and evaluation systems. As per the recommendations of the Commission, pupils in secondary school should be instructed in either their mother tongue or a language spoken in their region.

National Education Commission (1964-66): The Kothari Commission was established by the Government of India with the purpose of analysing and addressing deficiencies in the education system that existed at the time. It was the intention of this commission to set new educational goals and practices. In June of 1966, the panel presented its conclusions, which were subsequently employed in the process of formulating India's initial education policy in the year 1968. The organisation stressed the advantages of having a single educational system across the entire nation. The structure of the educational system in the country was supposed to be composed of the following: 10 plus 2 plus 3. The commission underlined how important it is to raise the amount of money spent on education to a level that is equivalent to six percent of the total national income.

National Education Policy (1968): The Kothari Commission's recommendations constituted the basis for the national education policy. The Government of India resolved to implement the Kothari Commission's findings across all states, deemed crucial for the economic, cultural, and social integration of the nation. Enhancing the quality of education and expanding opportunities for students, with a heightened emphasis on science and technology, were prioritised.

National Education Policy (1986): The policy that was introduced in 1986 was implemented at the time when Rajiv Gandhi was serving as Prime Minister, and it was changed in 1992 while PV Narsimha Rao was serving as Prime Minister. The overall development of individuals was taken into consideration by this strategy, which ensured that everyone had equal access to opportunities. Initiated there was a greater emphasis placed on the education of teachers in open universities. It is recommended that the curriculum be based on the national curriculum framework, with a greater emphasis placed on research and development. Women and members of under-represented groups should receive education. Enhancements were made to both the financial and organisational support systems.

3. NATIONAL EDUCATION POLICY 2020 ON HIGHER EDUCATION

The National Education Policy 2020, was introduced by the government of India on July 19, 2020. The policy's primary objective is to enhance the quality of education and cater to the current employment requirements by assisting students in acquiring new skills and knowledge that go beyond theoretical knowledge. One of the primary objectives of education is to foster the growth of individuals who are both innovative and deserving of respect. Where one is able to follow one or more of their passions without interference from others. It is possible to make a constructive contribution to society as well as to one's own personal development through the acquisition of a decent education. Not only does higher education improve education, but it also promotes social relationships, enhances openness and tolerance, and sustains and develops democratic principles. All of these benefits are a direct result of higher education. NEP 2020 will assist in addressing a variety of difficulties that are present in the current system. These concerns include, but are not limited to, a lack of infrastructure, poor learning results, lack of access to education, issues relating to universities, and inadequate leadership.

The following modifications are included in the policy visions:

- To establish major multidisciplinary universities, with at least one in each district.
- Expand undergraduate education to include more disciplines.
- By offering more seats to higher education institutions, this policy aims to increase the gross enrolment ratio in higher education to 50% by 2035.
- Promoting faculty and institutional autonomy; improving student experience and support; and revising curriculum.
- the establishment of a national research foundation to promote peer-reviewed research and aggressively encourage university-based research.
- By 2040, all HEIs (Higher Education Institutions) will have evolved into big interdisciplinary institutions with programmes spanning subjects and fields. If they are recognised, all sorts of institutions will be able to provide ODL and online courses.
- In the next 15 years, colleges will be granted graded autonomy and affiliation will be phased down.
- The whole higher education sector will be merged into a single system.

4. NEED FOR THE STUDY

In India, National Education Policy (NEP) 2020 is announced recently by the MHRD, with a tremendous transformation in the education system and in order to provide high quality education to all. NEP 2020 aims at making the education system holistic, flexible, and multidisciplinary and also to meet the needs and demands of 21st century. The NEP 2020 is based on the foundation pillars such as access, affordability, equity, quality and accountability. The present study aims at explaining the perception of university teachers on NEP 2020 in India particularly on higher education. The presence of the positive opinion or the absence of the same may have profound implication in the part of authorities (MHRD). The favourable opinion on the present policy might help the authorities and planners, who involved in making, to continue the same without making and drastic change in it. But the absence of the favourable opinion might

help the planners to restructure the present policy in order to refine it. Therefore, the present investigation is very vital from the planning point of view.

5. TITLE OF STUDY

Higher Education under National Educational Policy (NEP) 2020: A Teacher's Perspective Study

Key Terms

Perception: Perception (from the Latin perception, meaning gathering or receiving) is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment.

NEP 2020: The National Education Policy of India 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29th July 2020, outlines the vision of new education system India

Research questions of the study

What are the awareness and perceptions of teachers regarding higher education under NEP 2020?

5.1. OBJECTIVES OF THE STUDY

- To find out the Awareness of university teachers about National Education Policy 2020.
- To study the perception of university teachers regarding higher education under National Education Policy (NEP) 2020.

6. RESEARCH DESIGN, SETTING, AND PARTICIPANTS

This study was conducted on all central university teachers enrolled in Teaching of higher education. The sample consisted of 40 university teachers of Delhi in different discipline. The sample chosen through random sampling method. The researcher developed a Questionnaire and administered through Google forms were emailed to the teachers who were extending their services in various government-university in Delhi. The data were analysed qualitatively. The study will be delimited to obtain the perception of university teachers in only Delhi

7. RESULT AND INTERPRETATION

The result of the study university teacher's perception and awareness about National Education Police (NEP) 2020 in higher education.

Table 1 Awareness about NEP 2020 in higher education

S. No.	Items	Percentages (%)	
		Yes	No
1	Aware about NEP 2020	90 %	10 %
2	Aware about previous policies	94.4%	5.6%

The result shows out from the total population of teachers 90% are aware about NEP 2020 and 10 % are not aware. Out from the total population of teachers 94.4% are aware about previous policies like 1968, 1986 and 5.6% are not aware.

Almost all the teachers are aware about previous policies like 1968, 1986, and present policies (2020).

Table 2 About multidisciplinary Education

S. No.	Items	Percentages (%)	
		Yes	No
1.	Need for multidisciplinary Approaches for holistic development of students	93.7%	6.3%
2.	Possibility of educational institutions to become multidisciplinary by 2040	25%	75%

The result of present study shows teachers, 93.7% agree that there is need for multidisciplinary universities for holistic development of students, 5.6% says that there is no need

Out from the total samples of teachers, 25% are in favour of the possibility of educational institutions to become multidisciplinary by 2040, 75% says that it is not possible, because government don't have funds.

Most of the teacher's perception that there is a need for multidisciplinary approach in the universities for the holistic development of students, but Possibility of educational institutions to become multidisciplinary by 2040, it is challenging task because government don't have sufficient funds for education only 3 to 4% of GDP spend on education.

Table 3 Multiple Exit and entry Option

S. No.	Items	Percentages	
		Yes	No
1.	Multiple exit and entry option will be beneficial	77.8%	22.2%
2.	Providing certificate after 1 year, diploma after 2 years and degree after 3 years will benefit students	100%	0%
3.	Placement of students on the basis of the certificate and diploma, it will become problems of unemployment.	98%	2%
4.	Multiple exit and Entry will become a problems of examination like one certificate will take other university and diploma or degree other university,	97%	3%

Out from the total samples of teachers, 77.8% are of the opinion that multiple exit option will be beneficial for students, 22.2% says it's not beneficial

Out from the total population of teachers, 100 % are of the opinion that providing certificate after 1 year, diploma after 2 years, and a degree after 3 years will benefit students, Most of the teachers believe that multiple exit option will benefit students, also providing certificates, diplomas and degrees at different years will also be a plus point for students.

Most of the (98%) teacher's perception about Placement of students on the basis of the certificate and diploma, it will become problems of employment only 2% samples not agree this statement. The result of present study shows teachers, 97% agree that there is face the problems of universities examination department due to multiple exit and Entry, 3% says that there is no face problems.

All teachers viewpoints is that all students can get jobs only degree basis not the one year certificates and diploma but they can get opportunity of education next time due to the multiple exit and entry options

Table 4 Discontinuing M.PHIL

S.No.	Items	Percentages	
		Yes	No
1.	Discontinuing M.PHIL will be a good step	88.9%	11.1%
2.	Good quality of research One year M.A. will be sufficient for research understanding	15%	85%

Out from the total population of teachers, 88.9% of the teachers are of the opinion that discontinuing M.PHIL. Will be a good step, 11.1% says that it is not in favour because M.Phil. was research oriented program.

Most of the teachers' perception (85%) said that not to sufficient period for good quality of research only one year M.A. for research understanding.

Most of the teachers are in favour of the discontinuation of M.PHIL as it will save the time of students but M.Phil. Was research oriented program.it was create research understanding as well as subject knowledge.

Table 5 Perception on Internationalization of Education

S.No.	Items	Yes	No
1.	Set up of foreign university campus will be good.	61.1%	38.9%

2.	Good professors will join foreign institutions because of higher pay.	94.4%	5.6%
3.	Shortage of vacancies for weak class because students educated in foreign university will grab most of the vacancies.	94.4%	5.6%
4.	Only rich class could get admission in foreign institutions because of high fees.	72.2%	27.8%
5.	Gap between rich and poor will be more wider	100 %	0%

Out from the total population of teachers, 61.1% favour the setup of foreign university campus in India, 38.9 % are against it

Out from the total population of teachers, 94.4% believes that good professors will join these foreign institutions because of higher pay, 5.6% says that they will not join

Out from the total population of teachers, 94.4.2% says that there will be shortage of vacancies for weak section of society because better educated students (educated in foreign university) will grab most of the vacancies, 5.6% says that there will be no shortage

Out from the total population of teachers, 72.2% says that only rich class will be able to get admission in foreign universities, and 27.8% teachers are undecided about it.

Out from the total population of teachers, 100 % believes that after all this the gap between rich and poor will be wider,

While most teachers favour the setup of foreign university campus in India, they also say that there are some drawbacks, good teachers will join these institutions because of higher pay, there will be shortage of vacancies for weak section of the society because students studied in foreign institutions will grab most of the vacancies, only rich class will be able to get admission in foreign universities; this all will lead to a wider gap between rich and the poor class of India.

Table 6 Perception about integrated B.ED.

S. No.	Items	Yes	No
1	Four years Integrated B.ED program will be good steps for teacher education	85.7%	14.3 %
2	Possibility of educational institutions to be ready by 2030 for integrated B.ED	83.3%	16.7 %
3	Possibility of low student teacher ratio	11.1%	88.9 %
4	Training of primary, middle and secondary school teachers should be different	72.2%	27.8 %
5.	Integrated B.ED program from different faculty will be integrate it will be good	88.8%	11.2 %

Four years Integrated B.ED program will be good steps for teacher education 85.7% teachers are agree 14.3 teacher are not agree.

Total population of teachers, 83.3% says that there is possibility of educational institutions to be ready by 2030 for integrated B.ED program, 16.7% teachers don't agree with this.

Total population of teachers, 11.1% of the teachers says that there is possibility of low student teacher ratio, 88.9% teachers don't agree with this statement,

Out from the total population of teachers, 72.2% says that training of primary school teachers and middle school teachers should be different, 27.8% don't agree with it

Integrated B.ED program from different faculty will be integrate it will be good 88.8% agree 11.2% disagree.

Most of the teachers do not agree that there will be low student teacher ratio, also they think that the training of primary school teachers and middle school teachers should be different. Most of the teachers agree that making B.ED the

minimal degree for teacher's education is appropriate as a teacher who has done B.ED can teach any class. Establishment of National Mission for Mentoring Teachers will be beneficial according to most of the teachers.

Table 7 Support of single regulatory body for Higher education HECI

S.No.	Items	Yes	No
1	Do you support formation of single regulatory body for higher education HECI	10%	90%
2.	Do you agree with only One regulatory body will increase quality of higher education	15%	85%
3.	Do you support All body will be merged like NCTE, UGC and other.	45%	55%

Out from the total population of teachers, 90 % are not in favour of the single regulatory body Higher Education Commission of India (HECI), 10 % teachers are positive about it. The result shows only one regulatory body will increase quality of higher education 15% support but all most respondents 85% not agree.

Out of the total respondents support 45% that all body will be merged like NCTE, UGC and 55% other are not same.

Interpretation- Most of the teachers do not support the formation of one single regulatory body HECI, no teacher is in favour,

Table 8 regarding online and digital education

S. No.	Items	Yes	No
1.	Online and digital education will be beneficial	72.9%	27.8%
2.	Quality of offline and online education will be same	22.2%	77.7%
3.	Will Online education be beneficial for the shortages of the teachers and remote Ares?	70.1%	20.9%
4,	Will Digital platform increased quality of education	57 %	43 %

Out from the total population of teachers, 72.9% says that online and digital education will be beneficial, 27.8% teachers do not agree with this statement.

Out from the total population of teachers, 22.2% says that quality of online and offline education will be same, 77.7% teachers do not agree with this.

Online education will be beneficial for the shortages of the teachers and remote Ares. 70.1% support 20.9% respondents not support.

Quality of education increased through Digital platform 57 % respondents agree but 43% teachers are not support for MOOCs and others programmes because assessment of digital courses based on objective types and teaching also are not same face to face and other mode.

Most of the teachers agree with the statement that online and digital education will be beneficial while some teachers says that it will not be beneficial and few teachers are uncertain whether it will be beneficial or not. Most teachers are undecided about whether the quality of online and offline education will be same, some says it will be of same quality and some says that online education and offline education cannot be of same quality.

Table 9 perception on National Research Foundation

S.No.	Items	Yes	No
1.	Establishment of National Research Foundation it will be good for research.	77.8	22.2%
2.	National Research Foundation (NRF) will upgrade the quality of research at present time.	95%	5%

The present study show the result 95% university teachers in support for NRF organisation will increased the quality of research but 5% teachers are not in favour this statement

Out from the total population of teachers, 77.8% agree that the establishment of NRF (National Research Foundation) will upgrade the quality of research in India, 22.2% teachers are uncertain about it.

Most of the teachers consider the establishment of NRF as a good step, according to them it will upgrade the quality of research in India, while some are unsure about it

Table 10 Common Entrance Exam

S.No.	Items	Yes	No
1	Agree with common entrance exam	38.9%	61.1%
2	Just one exam is justifiable for admission in any university	11.1%	88.9%
4.	Quality of education will be improved through common entrance test exam, will It control faviortism?	95%	5%

Out from the total population of teachers, 38.9% agree with common entrance exam, 61.1% do not agree with this.

Out from the total population of teachers, 11.1% says that making just one exam the admission criteria in any university is justifiable, 88.9 % says that it is not justifiable and 33.3% of the population is justifiable about it.

The present study result shows 95% most of the teachers said Institution cannot do any type favour of the students this type activities will be control

Most of the teachers do not agree with the common entrance exams, they say that making just one exam the admission criteria in any university is not justifiable. Also universities will be at a loss be at a loss because the amount that universities used to receive from the application forms.

Table 11 Vocational Education and Academic Bank of Credit

S.No.	Items	Yes	No
1.	Possibility of 50% learners having vocational education by 2025	25%	75%
2.	Possibility to provide vocational education through open and distance learning	16.7%	83.3%
3.	Academic Bank of Credit will be useful	100%	0%
5.	Students can achieve various credit on same time in different organisation like Moocs Online and other platform	0%	100%

Out from the total population of teachers, 25% agree that there is possibility of learners having vocational education by 2025, 75% says that it is not possible because India have no sufficient funds.

Out from the total population of teachers, 16.7% agree that there is possibility to provide vocational education through open and distance learning, 83.3% teachers do not agree with this statement because vocational education will through hands on practise or training so it is not possible through online

Out from the total population of teachers, 100 % says that the academic bank of credit will be useful while 0% Of the teachers are unsure about it.

Students can achieve various credit on same time in different organisation like Moocs, Online and other platform Most of the teachers 100% are not in favour.

Most of the teachers are unsure about the possibility of 50% of learners having vocational education by 2025. According to most of the teachers there is no possibility to provide vocational education through open and distant learning.

8. MAJOR FINDINGS, RESULT AND DISCUSSION OF THE STUDY

- Most of the teachers are aware of the National Education Policy 2020 (NEP 2020) (90%) and some of them are unaware about the NEP 2020 (10 %). So we can say that most of the university teachers are aware about the NEP 2020.
- The awareness about the policies before NEP 2020 is even more (94.4%) of the teachers are aware about them, very few of them, only (5.6%) are unaware about the educational.
- It was found that there is less possibility of colleges to become multidisciplinary by 2040, (25%) of the teachers says that there is possibility, (75%) of the teachers says that there is no possibility
- Most of the teacher's perception that there is a need for multidisciplinary approach in the universities for the holistic development of students, but Possibility of educational institutions to become multidisciplinary by 2040, it is challenging task because government don't have sufficient funds for education only 3 to 4% of GDP spend on education.
- Most of the teachers consider the multiple exit entry option in UG courses as beneficial for students (77.8%), while on the other hand (22.2%) of the teachers from the population do not consider this as beneficial for students
- Most of the (98%) teacher's perception about Placement of students on the basis of the certificate and diploma, it will became problems of employment only 2% samples not agree this statement. The result of present study shows university teachers, 97% agree that there is face the problems of universities examination department due to multiple exit and Entry, 3% says that there is no face problems.
- It was found that most of the teachers from the population consider that the decision of discontinuing M.PHIL 88.9% will be beneficial for students as it will save their time, (11.1%) of the teachers do not agree with the statement, but M.Phil. Was research oriented program.it was create research understanding as well as subject knowledge.
- Most of the teachers favour the setup of foreign university campus in India, they also say that there are some drawbacks, good teachers will join these institutions because of higher pay, there will be shortage of vacancies for weak section of the society because students studied in foreign institutions will grab most of the vacancies, only 100% rich class will be able to get admission in foreign universities; this all will lead to a wider gap between rich and the poor class of India.
- Four years Integrated B.ED program will be good steps for teacher education 85.7% teachers are agree 14.3 teacher are not agree.
- It was found in the study that there is possibility of the educational institutions to be ready by 2030 for integrated B.ED according to teachers (83.3%), some of the teachers do not think so (16.7%)
- It was found from the study that teachers do not think that there will be a low student teacher ratio as proposed in the policy (88.9%), few teachers think that there is possibility (11.1%),
- It was found in the study that the training of primary school teachers and middle school teachers should be different according to most of the teachers (72.2%), while some teachers do not think so (27.8%)
- Most of the teachers agree that making B.ED as the minimum degree for teachers qualification is appropriate (66.7%), while on the other hand some teachers says that it is not appropriate (33.3%)
- Out from the total population of teachers, 77.8% teachers agree that establishment of National Mission for Mentoring of Teachers it will be useful, but 22.2% teachers are doubtful about it.
- Integrated B.ED program from different faculty will be integrate it will be good 88.8% agree 11.2 disagree.
- Most of the teachers do not agree that there will be low student teacher ratio, also they think that the training of primary school teachers and middle school teachers should be different. Most of the teachers agree that making B.ED the minimal degree for teacher's
- Education is appropriate as a teacher who has done B.ED can teach any class. Establishment of National Mission for Mentoring Teachers will be beneficial according to most of the teachers,

- It was found in the study that most of the teachers do not support the establishment of one single regulatory body for higher education (90 %), and only some teachers are positive about it (10 %).
- The result shows only one regulatory body will increase quality of higher education 15% support but all most respondents 85% not agree.
- Few teachers support the formation of one single regulatory body HECI, some teachers is in no favour because it process goes to centralisation.
- It was found from the study that the perception of the teachers 72.9% the online and digital education is good, they think that it will be beneficial for the students who attend the regular classes
- It was found from the study that teachers do not think that the quality of online and offline education will be the same, some of the teachers agree that the quality will be same (22.2%) and the remaining (77.7 %) of the teachers are not agree about it.
- Quality of education increased through Digital platform 57 % respondents agree but 43% teachers are not support for MOOCs and others programmes because assessment of digital courses based on objective types and teaching also are not same face to face and other mode.
- Most of the teachers agree with the statement that online and digital education will be beneficial but Most of the teachers are not agree that quality of online and offline education will be same, some says it will be of same quality
- It was found in the study that most of the teachers support the establishment of National Research Foundation of India as it will upgrade the quality of research (95 %), but 5% teachers are not in favour this Most of the teachers consider the establishment of NRF as a good step, according to them it will upgrade the quality of research in India,
- Most of the teachers in the study do not agree with the common entrance exam (61.1%), and on the other hand (38.9%) of the teachers agree with the common entrance exam.
- It was found from the study that teachers are against this one common exam because just one exam is not justifiable for admission in any university as every university have different standards (88.9%), according to some teachers (11.1%) it is justifiable
- The present study result shows 95% most of the teachers said Institution cannot do any type favour of the students this type activities will be control. %5 of the university teacher not support
- Most of the teachers do not agree with the common entrance exams, they say that making just one exam the admission criteria in any university is not justifiable. But also most of the teachers said Institution cannot do any type favour of the students this type activities will be control.
- It was found in the study that out from the total population of teachers, 25% agree that there is possibility of learners having vocational education by 2025, 75% says that it is not possible because India have no sufficient funds.
- It was found in the study that out from the total population of teachers, 16.7% agree that there is possibility to provide vocational education through open and distance learning, 83.3% teachers do not agree with this statement because vocational education will through hands on practise or training so it is not possible through online
- It was found from the study that most of the teachers agree that Academic Bank of Credit will be useful for the students (100%),
- Students can achieve various credit on same time in different organisation like Moocs, Online and other platform Most of the teachers 100% are not in favour.
- Most of the teachers are unsure about the possibility of 50% of learners having vocational education by 2025. According to most of the teachers there is no possibility to provide vocational education through open and distant learning. It was found from the study that most of the teachers agree that Academic Bank of Credit will be useful for the students

9. CONCLUSION

The National Education Policy 2020 anticipates for a complete renovation of the higher education system. NEP 2020 is designed for transforming the Indian education system to meet the needs and challenges of 21st century. Implementing a new policy is a big task and it requires a detailed plan for smooth execution. This study tries to contribute a valuable suggestion and support for the newly framed policy plan for implementation. Findings of this study may have direct or indirect impact on the features of NEP 2020. This study also helps in modifying the features of framed policy. May the authorities concerned will reconsider and restructure it on the basis of the demands raised by the people who derives benefit from it. Implementing new educational policy in the Indian educational system will make a drastic change and provide a high-quality education to all. Then it will also produce an all-round development of the future citizens to the nation.

10. EDUCATIONAL IMPLICATIONS REGARDING THE NEP 2020 POLICY

- Most of the teacher's perception is positive but Possibility of educational institutions to become multidisciplinary by 2040, it is challenging task because government don't have sufficient funds for education only 3 to 4% of GDP spend on education. The government should provide more sufficient fund for the implementation of multidisciplinary approach in the different institution.
- It was found in the study that online and digital education is beneficial but online and offline education cannot be of same quality so government should strengthen for quality
- of institution. The government should also ensure that the quality of online education should be of good level.
- The government should ensure that there is internet connectivity everywhere in the country; otherwise the objectives cannot be achieved.
- University teachers opinion are positive about multiple exit and entry It is beneficial for students but proper guideline should be provided by the policy-maker for better implementation of policy. In multiple exit option the government should ensure that there is value for such certificates and diplomas in the market.
- It was found in the study that total population of university teachers said that academic bank of credit is useful, students should be benefited from different organisation online and offline also.
- Most of the teachers are unsure about the possibility of 50% of learners having vocational education by 2025. According to most of the teachers there is no possibility to provide vocational education through open and distant learning. So government blended mode should be provided for the vocational education
- The result show positive perception regarding ITEP the teachers are the backbone of any educational institution, in order to achieve the objectives of this policy the teachers should be trained accordingly for the integrated B.ED program.
- Most of the teachers do not support the formation of one single regulatory body HECI, no teacher is in favour because its functioning goes to the centralisation. Regarding the single regulatory body HECI the government should ensure that this body is working efficiently as it would be difficult for just one body to look after so many aspects of higher education.
- Establishment of NRF as a good steps it upgrade the quality of research in India. Concerned institution should regular check on the quality of research.
- The salary of teachers should be increased by the Indian government so that they will not leave Indian institutions because of better payment in foreign institutions. For the teachers also there should be some option or some way for those teachers who travel from one state to another for better job opportunities.
- The government should also look into the employability rate in the government institutions of India; it should provide more vacancies for the eligible students.

CONFLICT OF INTERESTS

None.

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