

# **Journal of Research in Education**

(A Peer Reviewed and Refereed Bi-annual Journal)

(SJIF Impact Factor 5.573)



**St. Xavier's College of Education**

**(Autonomous)**

**Digha Ghat, Patna, Bihar - 800011**

VOL.12, No.1 | JUNE, 2024

- Gray, C., Wilcox, G., & Nordstokke, D. (2017). *Teacher mental health, school climate, inclusive education and student learning: A review*. *Canadian Psychology /Psychologie Canadienne*, 58(3), 203–210. <https://doi.org/10.1037/cap0000117>
- Hargreaves, A. (2005). *Educational change takes ages: Life, career and generational factors in teachers' emotional responses to educational change*. *Teaching and Teacher Education*, 21(8), 967–983. <https://doi.org/10.1016/j.tate.2005.06.007>
- Harmsen, R., Helms-Lorenz, M., Maulana, R. and Van Veen, K., (2018). *The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition*. *Teachers and Teaching*, 24(6), 626–643.
- Jalloh, Flack, Chen, Fleming. (2014, April 4). *View of Measuring Happiness: Examining Definitions and Instruments*. *IU Scholar Works Journals*. <https://scholarworks.iu.edu/journals/index.php/illuminate/article/view/3635/6444>
- Lyubomirsky, S., & Lepper, H. S. (1999). *A Measure Of Subjective Happiness: Preliminary Reliability And Construct Validation*. *Social Indicators Research*, 46(2), 137–155. <https://doi.org/10.1023/a:1006824100041>
- Rafferty, A. and Jimmieson, N., 2016. *Subjective Perceptions of Organizational Change and Employee Resistance to Change: Direct and Mediated Relationships with Employee Well-being*. *British Journal of Management*, 28(2), pp.248-264
- Rahm, T. and Heise, E., (2019). *Teaching Happiness to Teachers - Development and Evaluation of a Training in Subjective Well-Being*. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02703>
- Selye, H. (1976). *Stress without Distress*. *Psychopathology of Human Adaptation*, 137–146. [https://doi.org/10.1007/978-1-4684-2238-2\\_9](https://doi.org/10.1007/978-1-4684-2238-2_9)



## Dr. Lishin Moothery Joshy

Associate Professor & HoD,  
SCMS Cochin School of Business,  
PGDM,  
Prathap Nagar, Cochin - 683106  
Email- lishin@scmsgroup.org

# 4

## Transforming Higher Education in India: A Critical Analysis of the National Education Policy 2020

### Abstract

*This study aims to investigate the potential advantages and obstacles of NEP 2020 in reshaping and modernizing the higher education landscape in the Indian Subcontinent. This research presents the National Education Policy 2020 on the Indian higher education landscape. With its challenges and key components the study highlights the significant potential of the National Education Policy 2020 to reshape higher education in India towards a student-centric, research-focused, and competency-driven model. While acknowledging the policy's ambitious goals and innovative strategies, the study also underscores the challenges of implementation, particularly in ensuring equitable access, maintaining quality standards, and fostering institutional autonomy. This study's findings can offer valuable insights for policymakers, educators, and stakeholders in the Indian higher education system, aiding in the implementation of NEP 2020 initiatives effectively. By integrating diverse methodologies and synthesizing findings, this study contributes novel perspectives to the discourse on educational reform, informing future research, policymaking, and practice in the field of higher education.*

*Keywords: Higher Education System, New Educational Policy, Higher Educational Institutions*

## Introduction

This study explores the transformative potential of the National Education Policy (NEP) 2020 on the landscape of higher education in India. By investigating the policy's objectives, implications, and implementation strategies, this study aims to uncover the opportunities and challenges presents for reshaping the higher education ecosystem (Thakur et al., 2023). The National Education Policy-2020 charts a course for modern education while honoring India's timeless traditions, culture, and values, envisioning a forward-looking nation (Saxena, 2021). With India's profound historical legacy in education, NEP 2020 emerges from extensive consultations across sectors, aiming to deliver skill-based, multi-disciplinary education to spur employment opportunities and achieve widespread student enrollment across educational institutions by 2030 (Govind, 2020). Such ambitions necessitate substantial transformations in the existing conventional education framework. Through a comprehensive analysis of NEP 2020's provisions, including governance reforms, curriculum innovation, and quality assurance mechanisms, this research seeks to provide insights into the journey towards a student-centric, research-driven, and competency-based higher education system (Smitha, 2020). Ultimately, it endeavors to contribute to informed decision-making and effective policy implementation in the pursuit of educational excellence and societal advancement.

## Objective

The study aims to review the NEP 2020 policy document, exploring its guidelines and proposals, while also shedding light on the vision of policymakers for the Indian higher education system.

## Highlights of the National Educational Policy (2020)

- Higher education regulatory bodies such as UGC, AICTE, MCI, etc., will be amalgamated into the Higher Education Commission of India (HECI), serving as a singular regulatory authority for higher education institutions.
- National Accreditation Council (NAC) to enhance accreditation processes.
- To improve efficiency and transparency within regulatory bodies, they established distinct entities such as Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC), alongside a central coordinating body (HECI).
- The establishment of a National Research Foundation (NRF) aims to provide funding for research endeavors in universities and colleges.

- Consolidation of fragmented HEIs into two categories: Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC), with a target of campuses hosting over 3,000 students by 2040.
- Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education
- Multidisciplinary Universities will encompass two types: Research-intensive and Teaching-intensive Universities.
- Every existing college will transition into either a degree-granting autonomous college or become a Constituent College of a university, fully integrating into the university system.
- The Gross Enrolment Ratio in higher education, including vocational education, is set to increase from the current 26.3% in 2018 to 50% by 2035.
- HEIs demonstrating superior quality will receive additional incentives from the government.
- Higher education institutions (HEIs) will provide assistance to other HEIs in their advancement, involvement with the community, contributions to different professional fields, faculty enhancement within the higher education system, and aid to school education.
- Various designations such as deemed to be university, affiliating university, central university, etc., will be replaced by 'University' upon meeting specified criteria.
- Research will be integrated into undergraduate and postgraduate levels, promoting a holistic and interdisciplinary educational approach.
- Pedagogy in HEIs will prioritize skills like communication, presentation, research, and interdisciplinary thinking.
- An Academic Bank of Credit (ABC) will digitally store academic credits earned from recognized HEIs, facilitating degree awarding based on accumulated credits.
- Bachelor degrees will have multiple exit options, with the opportunity for one to two years of Master's study based on Bachelor degree duration and the option for Ph.D. for four-year Bachelor degree holders.
- Various degree structures, including two-year Master's with full research, one-year Master's for four-year Bachelor degree holders, and integrated Bachelor/Master degrees, will be available.

- HEIs will emphasize research and innovation through the establishment of startup incubation centers, technology development centers and interdisciplinary research centers, among others.
- Teaching and learning processes in HEIs will shift towards a student-centered approach.
- The Choice Based Credit System will be replaced by a more innovative and flexible Competency Based Credit System.
- Examination systems will transition from high-stakes examinations to a more continuous and comprehensive evaluation approach.
- HEIs will offer professional academic and career counseling services to support students' health and well-being.
- HEIs will support topic-centered clubs and activities organized by students, fostering a diverse range of interests.
- Student tours organized by higher education institutions (HEIs) across various regions of the country will not only promote tourism but also foster an understanding and appreciation of India's diversity, culture, traditions, and knowledge across different areas.
- Online Distance Learning (ODL) courses will be integrated into degree programs with credit recognition.
- Degree programs will incorporate in-class teaching, online teaching, and ODL components to achieve a balanced ratio and global standards.
- HE quality will be enhanced to attract international students, with credits earned abroad recognized for degree awards.
- The National Scholarship Portal will be expanded to support financially needy students, and private HEIs will be encouraged to offer more scholarships and financial aid.

### **Implication of National Educational Policy (2020) on the Indian Higher Education System**

- The implementation of NEP 2020 could lead to a shift in decision-making roles within the higher education system, favoring qualified individuals with a track record of scholarly contributions and innovation. This move aims to enhance the quality and integrity of leadership positions, reducing the influence of bureaucratic and unqualified figures.
- Merit-based appointments for institutional leaders in research and innovation would address concerns of nepotism and incompetence in higher education bureaucracy. Requiring a minimum number of scholarly publications or patents ensures that leaders possess the necessary expertise and dedication to drive institutional excellence.

- The transformation of single-discipline colleges into multi-disciplinary autonomous institutions aims to promote local governance, innovation, and excellence while reducing corruption and bureaucratic constraints. Empowering colleges to chart their own courses fosters responsible leadership and innovation in higher education administration.
- By emphasizing research and innovation at undergraduate and postgraduate levels, NEP 2020 encourages creative thinking and the pursuit of novelty among students and faculty members. This approach cultivates a culture of innovation and intellectual curiosity within the academic community.
- Ensuring highly educated and competent Board of Governors (BoG) for autonomous institutions mitigates the risk of power misuse and promotes institutional accountability. Qualified individuals with proven capabilities are tasked with safeguarding the institution's interests and upholding regulatory standards.
- The responsibility for maintaining quality in higher education institutions (HEIs) lies with the Board of Governors, who must adhere to regulatory guidelines, set by the National Higher Education Regulatory Authority (NHERA). Transparent disclosure of outcomes and adherence to regulatory standards ensure accountability to stakeholders.
- The establishment of a single regulator, the National Higher Education Regulatory Authority (NHERA), streamlines regulation across all HEIs, ensuring financial probity, governance, and educational quality. Centralized oversight facilitates effective regulation and promotes transparency in institutional operations.
- NEP 2020 aims to eliminate the commercialization of education by mandating that HEIs operate on a not-for-profit basis. Surplus funds are reinvested in institutional development under the supervision of the Board of Governors, ensuring that education remains accessible and affordable.
- Private HEIs are encouraged to fulfill their social obligations through educational philanthropy, offering free ships and scholarships to deserving students. This model allows private institutions to recover costs while providing opportunities for talented students from diverse backgrounds.
- The provision of 20% free ships by private universities may lead to increased enrollment of bright and economically disadvantaged students, potentially shifting the balance of enrollment towards private institutions. This could result in overcrowding of meritorious students in private universities, impacting the dynamics of higher education.

- Transformation processes for public/government colleges aim to enhance capacity and autonomy, either as multi-disciplinary autonomous colleges or as constituent colleges of affiliating universities. These transformations seek to improve the quality and accessibility of education in public institutions.
- Private colleges undergo various transformation paths, including expansion to meet accreditation standards, clustering with similar institutions, or closure if unable to meet requirements. These transformations aim to enhance quality, sustainability, and accessibility in the private higher education sector.

### Critical Analysis of National Education Policy (NEP) 2020

NEP- 2020 is a comprehensive framework designed to reform the Indian education system from elementary to higher education and vocational training. One of its notable strengths is the holistic and multidisciplinary approach it promotes, offering students the flexibility to choose subjects across streams, which fosters a well-rounded education. The policy emphasizes critical thinking, creativity, and experiential learning, which can better prepare students for real-world challenges. Furthermore, NEP 2020 recognizes the importance of Early Childhood Care and Education (ECCE) and aims to ensure that all children have access to quality early education by 2030, with a focus on foundational literacy and numeracy. In higher education, the policy aims to increase the Gross Enrollment Ratio to 50% by 2035, enhancing access to education. The establishment of large multidisciplinary universities and colleges is intended to eliminate fragmentation and promote diverse learning environments, while the Higher Education Commission of India (HECI) seeks to improve governance by providing more autonomy to institutions. Policy ensures inclusive and equitable education for all, with special attention to gender and socio-economically disadvantaged groups.

However, the implementation of NEP 2020 poses significant challenges. Resource constraints, including financial investment and infrastructure development, are major hurdles, especially in under-resourced areas. As education is a concurrent subject in India, the diverse political and administrative landscapes of different states could lead to uneven implementation. The three-language formula advocated by the policy lacks clarity, potentially causing confusion in linguistically diverse regions. Resistance to change from educational institutions and stakeholders accustomed to traditional methods could also impede the adoption of the proposed reforms. There are concerns that the policy could lead to increased privatization of education, affecting affordability and access for economically disadvantaged students. While NEP 2020 encourages the use of technology and online education, the digital

divide remains a significant challenge, with many students lacking access to necessary technology and internet connectivity. The proposed shift from rote learning to competency-based assessments requires extensive training for educators, which could be difficult to implement.

Despite these challenges, NEP 2020 presents opportunities to enhance global competitiveness by aligning education with international standards and focusing on 21<sup>st</sup>-century skills. Encouraging a research-driven culture and innovation in higher education institutions can lead to advancements in various fields and contribute to national development. The policy's emphasis on flexible learning pathways promotes lifelong learning, enabling individuals to reskill and up skill throughout their careers.

### Conclusion

The National Education Policy of India 2020 aims to revolutionize higher education, emphasizing inclusivity, quality, and innovation. By promoting merit-based admissions, providing free-ships and scholarships, and appointing proven leaders, NEP-2020 seeks to ensure excellence while expanding access. It proposes the establishment of more Higher Education Institutions (HEIs) in underserved regions, enhancing financial support systems, and implementing flexible curricula that cater to diverse learning needs and career aspirations. This inclusivity extends to recognizing and valuing the role of vocational education, encouraging a blend of academic and vocational learning to create a more skilled and employable workforce. Institutions will evolve into autonomous colleges or constituent colleges, offering multidisciplinary programs and empowering students and faculty with greater autonomy and flexibility. Additionally, the policy highlights the importance of teacher training and professional development, ensuring that educators are well-equipped to deliver high-quality education and adapt to new pedagogical methods (Kumar, 2021).

A key component of NEP 2020 is the restructuring of the regulatory framework governing higher education. By introducing a single overarching regulator for higher education, the policy aims to simplify and streamline governance, reducing bureaucratic hurdles and fostering a more autonomous and accountable system (Khatak, 2022). This regulatory overhaul is intended to promote institutional flexibility, allowing HEIs to innovate and diversify their programs without being bogged down by rigid and outdated regulations. Furthermore, the NEP emphasizes the importance of research and innovation, proposing the establishment of a National Research Foundation to provide a robust framework for promoting and funding high-quality research across disciplines. Implementing the NEP requires increased academic, logistical, and financial commitments from all stakeholders to bring

about a significant change in the education system (Yenugu, 2022). Supported by the National Research Foundation, the transformation towards a student-centric, research-oriented, and competency-based system is set to unfold by 2030.

## References

- AGovinda, R. (2020). *NEP 2020: A critical examination*. *Social Change* 50(4) 603–607 DOI: 10.1177/0049085720958804
- Kalyani, P. (2020). *An empirical study on NEP 2020 [National Education Policy] with special reference to the future of Indian education system and its effects on the Stakeholders*. *Journal of Management Engineering and Information Technology*, 7(5), 1-17.
- Khan, A., Khan, M. N., & Adil, M. (2012). *Exploring the new ecological paradigm (NEP) scale in India: Item analysis, factor structure and refinement*. *Asia-Pacific Journal of Management Research and Innovation*, 8(4), 389-397.
- Khatak, S., Wadhwa, N., & Kumar, R. (2022). *NEP, 2020-A Review cum Survey Based Analysis of Myths and Reality of Education in India*. *International Journal of Advanced in Management, Technology and Engineering Sciences*, 12(1), 12-22.
- Kumar, A. (2021). *New education policy (NEP) 2020: A roadmap for India 2.0*. University of South Florida (USF) M3 Publishing, 3(2021), 36. *National Education Policy 2020*. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/nep/NEP\\_Final\\_English.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf) referred on 10/08/2020. [https://www.ugc.gov.in/pdfnews/5294663\\_Salient-Featuresofnep](https://www.ugc.gov.in/pdfnews/5294663_Salient-Featuresofnep)
- Thakur, P., Devi, L., & Patyal, D. (2023). *NEP 2020 of India: Opportunities and Challenges Ahead*. *Research Gate*, 68-76.
- Saxena, A. (2021). *The glimpse of NEP 2020*. *Multidisciplinary research*, 2, 1.
- Smitha, S. (2020). *National Education Policy (NEP) 2020-Opportunities and challenges in teacher education*. *International Journal of Management (IJM)*, 11(11), 1881-1886.
- Yenugu, S. (2022). *The new National Education Policy (NEP) of India: will it be a paradigm shift in Indian higher education?. Perspectives: Policy and Practice in Higher Education*, 26(4), 121- 129.



## Kumari Ayushi

Assistant Professor,  
Tapeswar Singh Teacher's Training College,  
Kayamnagar (Ara)  
Email: Kumari.ayushi.singh.m.ed@gmail.com

5

## Evaluating Cyber Security Awareness among Secondary School Students

### Abstract

*This study investigates the cybersecurity awareness among secondary school students. A sample of 162 students from both government and private schools was surveyed, focusing on their understanding of cybersecurity. Findings indicate a varied level of cybersecurity awareness, with 17.9% demonstrating high awareness, 65.43% moderate, and 16.67% low. Gender did not significantly impact awareness, but students who are in higher classes (11th grade) showed better awareness compared to their counterparts. The study underscores the need for targeted educational interventions to enhance cybersecurity awareness and promote responsible internet usage among students.*

**Keywords:** Internet, Cyber Security, Awareness Secondary School Students