

The Research-Oriented Approach in NEP-2020: A Step Forward for Scholars & Researchers

Dr. Kusum Lata

Department of Political Science, D.A.V. College, Hoshiarpur (Punjab)

ABSTRACT

Due to COVID-19 and its repercussions on the economy as well as the significant reforms suggested in the New Education Policy-2020, the year 2020 will live on in the memories of the people. The National Education Policy-2020 is a well stated, self-explanatory policy that is rather future in nature. It is supported by four pillars: accountability, quality, equity, and access. Dr. Kasturirangan, a previous leader of ISRO, is in charge. With organisations like the UGC, AICTE, MCI, DCI, INC, and others monitoring higher education, NEP-2020 is ready to bring about a paradigm shift in the educational system. It will become the Higher Education Commission of India, NAAC, and National Accreditation Council will take the place of NAB. The old structure will be changed into 5 + 3 + 3 + 4 + 4 + 1 education structure. Beginning at the undergraduate level, research will be done; students who leave after one year will only receive a diploma; after two years, an advanced diploma; after three years, a degree; and after four years, a research-based degree. Due to this M.Phil.

Level preliminary research has been discontinued. Without a master's degree, a four-year bachelor's degree in research will be sufficient for a Ph.D. Teaching, curriculum, pre-existing research methodologies, and study of the main subjects are all contributed to course work. Indian universities will be able to compete with the top 100 foreign universities by operating there. Even the top 100 universities in India will be permitted to operate internationally. here will be established an Academic Bank of Credit (ABC) that will digitally save the candidates' credits. Interdisciplinary or multidisciplinary research is possible. Universities and colleges can either focus heavily on research or heavily on teaching. Faculty members will benefit from freedom in curriculum and pedagogy within a framework that has been approved in this way. The entire educational system will undergo extremely fine changes. All of the changes have been implemented for the benefit, total development, and comfort of the faculty and students. Research-oriented changes starting at the undergraduate level, paradigm shifts in the organisation of educational institutions, the impact of NEP-2020 on the higher education system, and the development of faculties with a research-oriented approach are some of the topics of discussion in light of NEP-2020.

Keywords: Academic Bank of Credit, Holistic Development, Research-Intensive, Teaching-Intensive, NEP-2020

Objectives of the Studies:

- To evaluate NEP-2020 against NEP-1986;
- To summarise and emphasise the NEP-2020's innovations in research;
- To forecast how this policy will be more useful and effective for students and educators;
- To determine how NEP-2020 would raise the standard of research and education;
- Analyse how NEP-2020 will affect the higher education system.

METHODOLOGY

The analysis, debate, literature review, and comparison of the National Education Policy of 1986 with the NEP-2020 are all part of the methodology. To determine whether the innovations in NEP-2020 would be fixing and enhancing the flaws or not, "discussion and analysis" process was used. How could research approaches help improve the standard and effectiveness of higher education? In what ways could research orientations help the higher education sector improve the standard and integrity of instruction? How would integrated courses, the freedom to pursue a Ph.D. after graduating, a new educational framework, etc., be the next step toward a paradigm shift in education?

INTRODUCTION

With a population of more than 135 crore, India is a fairly large nation. There are more than 40,000 colleges and more than 1000 institutions. As this new strategy is focused on quality-based, credit-based, and value-based education, it is certain that it will increase the quality of research and education in India. It is important to remember that 20% of these

40,000 colleges have an annual enrolment of fewer than 100 students. Higher education has inferior data, even the data. For higher education, about 40% of students enrol in colleges and 27.1% choose universities. It appears that higher education research in India is not at the level that it ought to be given the population.

To pique students' interest in advanced study and research, there should be more attractions and amenities. Additionally, there ought to be more job openings for research students once they have finished their study; this will encourage more students to pursue higher education. More scholars will attend research conferences, increasing competition and research quality. Additionally, the allocation of research grants for the researchers has been made easier under this NEP-2020. Even if there were multiple financing agencies, there will only be one going forward. All HEIs would get funding based on the strength of their research output. Each must demonstrate the calibre of their study and request extra funding for further studies.

Following independence, the first national education policy was put into place in 1968. Its improved version, the second national policy, was put into place in 1986. With a 5+3+2+2+3+2 education framework and teachers serving as the students' facilitators, it was committed to giving pupils the opportunity for holistic growth. The modernisation of the educational system with information technology, early childhood development, the empowerment of women, and the adult literacy rate were the key areas of concentration for this strategy. However, overall, this programme did not succeed in raising the standard of education in order to increase work opportunities up to the graduate level. Additionally, it failed to produce high-quality research for the educational system. Instead, by requiring research-based

API scores for faculty members' promotions and other tasks without also providing research-intensive HEIs, this strategy was mostly to blame for subpar or fraudulent studies. Many professors were conducting study for their own Ph.D.'s and other purposes. Many professors pursued PhDs and other academic endeavours solely to profit financially or to further their careers. Ph.D., M.Phil. Degrees have to be completed fully at the guides' and supervisors' mercy. The money allocated by the national government to the research programmes was not even double-checked; instead, they were simply investments made blindly. Regarding the calibre of the research output and IPR, etc., there was no appraisal. Universities and colleges lacked any organised funding sources.

and states put together made up less than 3.0% of the country's DGP, despite the demands that it should be closer to 6.0%. However, the National Education Policy of 1986 has since been refined and modified with the NEP-2020, which has been designed with paradigm shift in several areas. When NEP-2020 replaces NEP-1986, all the aforementioned flaws in the educational system and in society will be fixed, bringing about a significant improvement. Following are some debate points on the research-oriented approach and reforms that will replace the out-dated techniques of the National Education Policy of 1986 with new standards in light of NEP-2020.

The Final Stage of Studies is Research

The "Foundation Stage" of the first five years gives the young toddlers their foundational knowledge. The following three years are spent in the "Preparatory Stage," which focuses on activity-based learning, the following three years are spent in the "Middle School Education Stage," which is focused on abstract concepts in each subject, such as science, math, social studies, and humanities, etc., the following four years are spent in the "Secondary Education Stage," which involves greater depth in the subjects and a subject-oriented pedagogical & curricular style with five to six subjects. Finally, there is the "Research Stage," where students will do high-quality research for their Ph.D. or equivalent during the course of four years of "Undergraduate Stage" and one year of "Postgraduate Stage." Students continue their educational career by moving from high school to college and then from college to university. A student enters a university after completing or post-completing his studies at the college level and begins his doctoral or other type of research project.

The culmination of a student's quest is research. All is well that ends well, or all those things are excellent that conclude in a good manner, is a common expression. Therefore, if the results of our research are strong, we can conclude that the student's academic experience as a whole was successful. Our work quality should be acknowledged once we have completed our studies since only then will more and more people be drawn to higher education or research in higher education. The provision of job possibilities to eligible applicants once they have completed high-quality research projects without bias or discrimination will go a long way toward increasing enrolment in higher education. Since the NEP-2020 curriculum is research-oriented, there is no requirement to get a post-graduate degree before beginning research. Therefore, according to NEP-2020, higher education is simple, especially in the sphere of research.

Changes from the Undergraduate Level in Research-Oriented Courses

The only undergraduate-level modifications under NEP-2020 that are research-oriented are those that require students to conduct major or minor trans-disciplinary or interdisciplinary research projects in their fourth year of study. It will resemble primary research, similar to how M.Phil.'s was completed in the previous educational system. However, M.Phil. Degree is not included in NEP-2020 because students will only do this level of research at the UG or PG levels. The student will study for one year for his master's degree if he has completed a four-year undergraduate or bachelor's degree, and two years for a three-year undergraduate or bachelor's degree, making a total of five years of integrated

coursework with a high level research in the fifth year. Preliminary research would therefore be present at the UG/Bachelor level, and in the final years of the PG/degree, Master's high quality research would be present. In a nutshell, we can infer that higher education today places a greater emphasis on high-calibre research. When compared to NEP-2020, there are provisions for research at the undergraduate and graduate levels of study that are not present in the existing educational policy. When new, fresh minds engage in high-quality research, this will improve. They can pursue higher education with a purpose and receive a high-quality education throughout.

The Quality of Research Will Be Improved by NEP-2020.

Every Ph.D. research student must complete 8 credits of coursework, with two credits each in education, teaching, pedagogy, and a course directly connected to their chosen field of study. Since qualified applicants will pass these courses and move on to experimental research, this will undoubtedly raise the calibre of the research. In the education policy, there is a greater emphasis on the idea that people shouldn't lose their relevance in society due to a lack of knowledge; hence there should be lifelong learning and research to keep everyone up to speed. Actually, pursuing knowledge and research at any point in your life will improve your future. Even at the undergraduate level, high calibre research will be conducted in the final year of study and after graduation. Following graduation, all attention will be given to the research component in order to improve applicants' proficiencies and prepare researchers for doctoral and post-doctoral research levels.

It is necessary to conduct "Quality Research," not "Only Research."

More focus is being placed on high-quality research in higher education by NEP-2020. Simply conducting research without having the necessary qualifications and qualities is equivalent to doing nothing. It is really riskier since poor-quality research could give false or incorrect conclusions to the educational system, which would then affect society. Even at the undergraduate level, high calibre research will be conducted in the final year of study and after graduation. These studies may have a negative impact on the educational system if the appropriate criteria are not upheld. These are the findings from the researchers' studies that guide future advancements and higher levels of research in that particular field. Therefore, if high-quality, authentic research is conducted, it may result in new breakthroughs, new opportunities, and worldwide development. There are several options and opportunities in NEP-2020 for high-quality and authentic research, such as the possibility for interdisciplinary or multidisciplinary research that is not restricted to any one field of study.

Because many faculty members and some other professionals are always interested in part-time research due to time constraints, the minimum time period for full-time researchers is three years, while the minimum time period for part-time researchers is five years. This may attract more candidates to the research area. The number of years doesn't matter as long as the work is good and genuine.

A Paradigm Shift in the Organization of Educational Institutions

UGC, AICTE, MCI, DCI, INC, and other higher education monitoring organisations will be combined into the Higher Education Commission of India, and NAAC and NAB would be replaced by the National Five Accreditation Council, or Single Body Structure. All higher education institutions (HEIs), which include colleges, will either be constituent colleges connected to universities or autonomous colleges. Only two types of multidisciplinary universities will exist: research-intensive universities and teaching-intensive universities. Universities or other HEIs will receive additional government incentives if they provide higher-quality education. Only HEIs with more than 3000 students will be given the status of autonomous institutes; all other HEIs will unite into a cluster as constituent colleges.

Examining and evaluating students will be a departmental responsibility; the concerned subject teacher will handle all of this. In HEIs, the student-faculty ratio would be 30:1. Beyond their specialised fields, students will be allowed to choose the things they want to study. To work as an assistant professor in colleges and universities, you'll need a Ph.D. in addition to the NET or SLET. The National Research Foundation will provide research funding to all HEIs (NRF). All HEIs must receive accreditation once every five years to function properly. Instead of using grades, a binary accreditation system will be used, with a NO signifying the closure of the institution. Communication, debate, presentations, discussions, research, analysis, and other forms of trans-disciplinary thinking will be emphasised in HEI pedagogy. All of the academic credits for all enrolled students will be digitally kept in the Academic Bank of Credit (ABC), which will be established. Retired teachers will be used for mentoring, advising, and professional support through the establishment of a separate national mentoring mission, either temporarily or permanently.

Faculty Members' Developments with a Research-Oriented Approach

Teachers will serve as actual mentors and role models for their students with the help of high-quality research. Additionally, with high-quality research, the concerned institutes, teachers, and country as a whole would get recognition. Since merit-based promotions are allowed under NEP-2020, the concerned instructor might raise their academic performance indicator (API) score in line with quality research, publications, patents, etc. The creation of research-intensive colleges will be particularly advantageous in this regard because both small-scale and large-scale research initiatives can be accomplished in this manner. Every faculty member would naturally be research motivated due to primary level research in UG and PG classes. In the past, there was no research done at the undergraduate level

and only very small amounts of research were done in few PG-level programmes in some schools. However, the emphasis on research work today under the new education strategy is beginning with undergraduate programmes, which will benefit both the students and the teachers. There will be healthy rivalry among the teachers as well; they will strive to conduct an increasing amount of high-quality, fruitful, and authentic research. In the NEP-1986, teacher performance and accountability were solely connected to promotions and were unrelated to pay; but, in the NEP-2020, they are both connected to promotions and pay. As a result, the entire educational system would become one that is more sincere, accountable, honest, and quality.

Research funding and approvals will be readily available in accordance with NEP-2020.

There was no legitimate funding source for research programmes in the prior national education strategy. Additionally, organisations like the UGC, DST, CSIR, and others were primarily focused on universities rather than colleges. However, the National Research Foundation (NRF), which will be created in accordance with NEP-2020, will be equally valuable for all three types of HEIs. The accurate and thorough examination of the research proposals will serve as the sole basis for the financing provided by NRF. To continue receiving funding and operating effectively, all Higher Education Institutes (HEIs) must periodically undergo accreditation. Therefore, there will undoubtedly be maintenance of quality in the education provided to students as well as quality research work when the HEIs are subject to quality checks by the Governments, funding agencies, and other regulating authorities. Both faculty members and students will benefit from this. Additionally, there will be a significant and paradigm-shifting change in the entire society, which is also urgently needed, if educators and researchers continue to produce high-quality work in their respective domains.

NEP-2020's effects on higher education system

The higher education system will benefit greatly from the implementation of NEP-2020. Indeed, the NEP is being framed in a modern, precise, and exquisite manner. The first ten years (i.e., 2021 to 2030) will be regarded as the Implementation Period under NEP-2020, and the following ten years (i.e., 2031 to 2040) will be the Operational Period. The following are some advantages of the policy:

- In UG and PG level studies, place an emphasis on high-quality research;
- Opportunities to hold top-level decision-making positions are only available to those who are highly qualified and specialists;
- Merit-based appointments to improve the bureaucratic structure of higher education;
- Establishing HEIs with a focus on both research and instruction;
- The establishment of a single regulating body, such as the National Higher Education Regulatory Authority;
- The elimination of education's commercialisation;
- A new curriculum with less work for the students;
- Students who receive scholarships and free tuition pay lower fees;
- The establishment of solely constituent or autonomous colleges;
- Regular HEI accreditation using a Yes/No mechanism.

CONCLUSION

From the first national education policy (1968) to the second national education policy (1986), there were numerous flaws and areas that needed change. These issues have now been resolved, and a number of forward-thinking and creative solutions have been developed. As any change in society always goes through education and the educational system alone, all of these modifications and creative recommendations are for the benefit of the educational system and society. The New National Education Policy is now desperately needed because there are so many reforms that need to be made to the out-dated concepts and principles. The time has changed, and there have been significant advancements in all areas of life, necessitating the implementation of new educational approaches, infrastructure, and technologies. Digitalization and globalisation have made it much easier to share knowledge. Any news, from anywhere in the world, can be easily accessed via the internet. Similarly, any new discovery or piece of research may be obtained from the internet in a matter of seconds. Therefore, this is the ideal moment to put new and creative ideas into practise while harbouring optimistic dreams and aspirations. The overall, interdisciplinary, trans-disciplinary, quality and authentic research-based education with holistic, inclusive, and liberal methodology development of the students is the primary objective of the NEP-2020. There would be a paradigm shift in the future with the execution of this regulation. The paradigm shift in society is only possible if and when there is positive change in the education and education system, so let's hope for the best and work to positively see it implemented for the betterment of the education system, for the betterment of our future generation, and for the betterment of the entire society. Massive social transformations are always brought about by education and educational systems.

REFERENCES

1. Draft National Education Policy for 2019 is available at [innovate.mygov.in/wpcontent/uploads/2019/06 /mygov15596510111.pdf](https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf).

2. P. S. Aithal and Shubhrajyotsna Aithal (2019). Analysis of the 2019 National Education Policy Proposal's Implementation Challenges and Higher Education in India. IJAEML, 3(2), 1-35. International Journal of Applied Engineering and Management Letters. citation: DOI: 10.5281/Zenodo.3271330
3. The 2020 National Education Policy. NEP Final English.pdf is available at https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep. Referred on 10/08/2020.
4. A. J. Onwuegbuzie, W. B. Dickinson, N. L. Leech, and A. G. Zoran (2009). Focus group study data collection and analysis using a qualitative framework. 8(3), 1–21 in International Journal of Qualitative Methods.
5. P. S. Aithal (2016). Business Models, Business Strategies, Operating Concepts, and Business Systems: ABCD Analysis Technique Study, International Journal of Management and Social Science, 4(1), 98-115 DOI: 10.5281/zenodo.161137 (online).
6. Shubhrajyotsna Aithal and P. S. Aithal (2018). The Possibility of Realizing the Ideal Energy System Using Innovations and Research in Nanotechnology. The International Journal of Advanced Trends in Engineering and Technology, Volume 3(2), Pages 1–15 The DOI is 10.5281/zenodo.2531876.
7. Shubhrajyotsna Aithal and P. S. Aithal (2019). Some Insights & Predictions for Creating World-Class Universities. IJMTS, 4(2), 13–35. International Journal of Management, Technology, and Social Sciences. DOI:<http://doi.org/10.5281/zenodo.3377097>
8. P S Aithal (2016). Designing and implementing student-cantered curricula: Opportunities and Challenges for Business Management and IT Education 4(3), 423-437, IRA International Journal of Education and Multidisciplinary Studies. the following DOI: 10.21013/jems.v4.n3.p9
9. Flores, M. A., and Simo, A. M. V. (2010). Student learning and professional development implications of student-cantered techniques in higher education. 207–218 in The International Journal of Learning, 17(2).
10. Shubhrajyotsna Aithal and P. S. Aithal (2016). An Innovative Model for Student-Cantered Learning through Planned Work. IJSRME, 1(1), 886–898. International Journal of Scientific Research and Modern Education. DOI: 10.5281/zenodo.61830 (online).
11. P. S. Aithal (2016). A strategic model for higher education focuses on developing innovators through the establishment of corporate vision, mission, and core values. IJMIE, 6(1), 310–324 International Journals of Management, IT, and Engineering. The following DOI: 10.5281/zenodo.161147
12. Ammar, R. B.; Bouhajeb, M.; Mefteh, H. (2018). Innovation's role in economic growth and higher education 1(2), 4 of the Atlantic Review of Economics.
13. Yu, K. C., and S. C. Fan (2017). How students can benefit from an integrated STEM education in terms of engineering design techniques. 27(1), 107–129, International Journal of Technology and Design Education
14. P. S. Aithal and Shubhrajyotsna Aithal (2019). Inventiveness in B.Tech. Curriculum including STEAM, ESEP, and IPR elements for B.Tech. (Hons). IJCSBE, 3(1), 56-71. International Journal of Case Studies in Business, IT, and Education. The DOI is 10.5281/zenodo.3248630.
15. Shubhrajyotsna Aithal and P. S. Aithal (June 2020). Higher Education Conceptual Analysis for Different Tech Generations IJMTS, 5(1), 335-351. International Journal of Management, Technology, and Social Sciences. The DOI is 10.5281/zenodo.3940590.