

NATIONAL EDUCATION POLICY 2020: TRANSFORMING HIGHER EDUCATION

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ABSTRACT

National Education Policy 2020 (NEP 2020) stresses that for holistic development of an individual, it is important to incorporate necessary skills and values in each stage of learning from the school education to higher education. Department of Higher Education (Ministry of Education) takes initiatives for quality of higher education and promotes academic reforms through Universities, Colleges and institutions of academic purpose. University Grants Commission is responsible for maintenance of the standards of university education in India, with its head office located in New Delhi and decentralized operations in six regional centers at Bengaluru, Bhopal, Guwahati, Kolkata, Hyderabad and Pune. This paper emphasizes the role of the major organizations, institutions in India, which are working for the quality of the higher education as suggested by the NEP 2020. Furthermore, the transformation in higher education is possible by applying holistic development of learners, multidisciplinary approach, flexible curriculum, assessment reforms, research and development and many more initiatives which are the key pointers of higher education in NEP 2020. This paper also focuses on the importance of various life skills which can be incorporated for the holistic development of the learners, which is the need of the society.

Keywords: Higher Education, Holistic development, Learning, Assessment, Learner, Multidisciplinary Approach, Life skills

INTRODUCTION

Incorporating best practices from global scientific and technological development in education specially in higher education is the need of the society. National Education Policy 2020 (NEP 2020) stresses that for holistic development of an individual, it is important to incorporate necessary skills and values in each stage of learning from the school education to higher education. Therefore, restructuring in curriculum and pedagogical aspects is suggested for implementation in National Education Policy. These curricular and pedagogical restructuring is the basis of learners' holistic development. Role of various organizations and institutions are crucial for providing quality education. Responsibility of Higher Education is shared by both the center and the states. Standards determination and coordination in the Universities and Institutes/ Colleges is entrusted to the UGC and other statutory regulatory bodies.

Major Organizations of Indian origin are University Grants Commission (UGC), Department of Higher Education, National Council of Educational Research & Training (NCERT) and constituents of NCERT, National Council for Teacher Education (NCTE), and many more are responsible to provide quality higher education, which is the need of the present day.

DEPARTMENT OF HIGHER EDUCATION

Department of Higher Education (Ministry of Education) takes initiatives for quality of higher education and promotes academic reforms through Universities, Colleges and institutions of academic purpose. Its main objective is to increase the Gross Enrolment Ratio (GER) in higher education. The main categories of Universities/ University level institutions are Central University, State University, Private University, Deemed University, Institutions of National importance, and Institutions under state legislation Act are for academic purposes.

Major initiatives taken by Department of Higher Education such as-

- **AISHE:** All India Survey on Higher Education (AISHE) is conducting survey since 2010-11. It is an annual web-based survey to check the status of higher education, by covering all the institutions which are imparting higher education in India, data is collected on various aspects of education such as students' enrollment, examination, infrastructure, results.

Educational development indicators such as Gross Enrollment Ratio, Institution density, Pupil-Teacher ratio, Gender Parity Index, Per Student Expenditure are calculated from the collected data through AISHE. These results are useful for making Policy and research for development of education sector.

- **SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education):** SARTHAQ is for school education will be a support base for quality higher education.

EMOTIONAL INTELLIGENCE FOR TEACHER EDUCATORS

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Understanding self, managing emotions, character development and respect for others are the foundations of a progressive and healthy society whereas there are multiple instances of being self-centred, violence and out of control emotions hamper the peace and harmony in the life of people. To mitigate the negative aspects emerging from uncontrolled emotions, children from their early age need to be taught the ability to read emotions in others, to value others' needs, to care for fellow human beings, to show compassion and to exercise self-restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies. An individual who has control over impulse of emotions will be able to take another person's perspective, leading to tolerance and acceptance of differences. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial in the present scenario. For helping students to acquire the skills of emotional competencies, teachers need to be trained in Emotional Intelligence, in the first place to manage their own emotions and those of others. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners.

Keywords: Emotional Intelligence, Teacher Educators, Positive Learning Environment, Emotions, Self-Awareness

INTRODUCTION:

In recent years, the concepts of emotions, emotional intelligence and managing emotions in the workplace have gained a lot of attention in the education sector. The teachers and learners are human beings with their own needs, requirements, desires and variety of motivations. Salovey and Mayer, first used the term "Emotional Intelligence" in 1990 they described it as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and action'.

Emotional Intelligence or EI is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they are feeling, what their emotions mean, and how these emotions can affect other people. Goleman (1998) believes that emotional intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will be central to our success in life and personal relationships, rather than high Intelligence Quotient.

CONCEPT OF EMOTIONAL INTELLIGENCE:

Charles Darwin was the first to recognize the value of emotions. He noted that the emotional system energizes behaviour needed to stay alive. Emotions cannot be stopped; they happen instinctually and immediately in response to situations and people. It is important to understand the term emotion, which is involved in the concept Emotional Intelligence.

Emotion: Emotions can be experienced in three phases, cognitive, affective and conative. Cognitive refers to the knowing aspect, affective refers to the feeling aspect and conative refers to the striving aspect. We understand, we feel and we act. In an emotional state, the central aspect dominates and it is highly pronounced.

Emotions are indispensable to our behaviour. Our behaviour is directed by our emotions. Whatever our mind is thinking, whatever our heart and body is feeling is reflected through our behaviour or actions. Emotions are responses to stimuli or situations that affect a person strongly. It can be beneficial or harmful depending upon its nature and intensity.

Woodworth (1945), Emotion is a moved or stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer."

Robert Plutchik considered that all human beings experience basic eight emotions and other emotions are the outcome of combination of these basic emotions.

These eight basic emotions are: