



EMERGING SCENARIO OF HIGHER EDUCATION IN INDIA IN THE CONTEXT OF NATIONAL EDUCATION POLICY, 2020

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Abstract

If we raise our voice against rigidity of traditional study in Indian ethos, it is National Education Policy, 2020 approved by Union Cabinet of India in the meantime of quick degradation of education and economy caused by pandemic situation, shows the right path where diversity of knowledge without dividing the main stream into arts, commerce, science or into academic and vocational and many more, must aim to make the students think themselves in such a creative way that will surely bring about sustainable development, global well-being, and ethics like equality, integrity, humanity as well. In this context, this paper tries to give reasons and find out possible ways where rather than being a case of impulsive change in education, adaptations and appropriations of NEP, 2020 prove strategic in activating multi-disciplinarily employing the status of "light but tight" regulation by a single regulator on higher education. It also includes the fact that new education policy which catalysing equality and unity of academic research in all fields through National Research Foundation, seems more internationalized for it moves away from simple fragmentation towards an optimal accreditation and comprehensive evaluation in which divergence from National Policy of Education, 1986, and particularly from enforced separation of qualifications and early specialization and also from small units like affiliated colleges and universities is considerable. Therefore, giving emphasis on inclusion of Quality higher education. This present study highlights that with the advent of scientific temper and technology, students would enter into a more flexible curriculum status associated with multilingualism, spontaneous participation, improvisation of competitiveness, cognitive skills, and possibly the only way of commercialization of education to a great extent.

Keywords: *Higher Education, NEP 2020, Single Regulatory System, Comprehensive Evaluation, Unity and Equity in Education*

Introduction

National education policy was first introduced in 1968 when Indira Gandhi was the prime minister of India. After that national education policy was reintroduced in the year of 1986 after so many processes of adaptation, appropriation, rectification, subtraction, addition, and also collection of thought given by educationalists, and socialists. Today's higher education prevailing in India is mainly characterized by fragmentation, lack of accessibility, boundaries of specialisation, high segmentation, inappropriate integration of technology and many more. Quiet unfortunately, India's performance in education is not as

Published by:

Pather Dabi Educational Trust, (Regn No: IV-1402-00064/2023), Under Govt. of West Bengal, India.

expected as it is seen in the current Gross Enrolment Rate of India where percentage, obtained from survey in 2018, was 26.3 which is lower than those of the developed countries. India, as a developing country where fusion of orientalism and westernise is seen in every field of education and socio-economic pragmatism, urges for a change in society remoulding the educational sector especially higher educational system significantly. Hence, National Education Policy of 2020 makes its debut in such a considerable way that needs to substitute a more flexible and elementary higher education for the rigidity of enforced separation of different streams of education. Now, higher education as mentioned in National Education Policy, 2020 has contested to create a niche for those who rely upon their own creative potentiality, excellence and thoughtfulness. In short, new policy of 2020 aims to enhance GER and to transform India sustainably providing high-quality long-term service.

Objectives of the Study

1. To cope with this environment while implementing this policy
2. To improve the infrastructure in order to make them (Students, Teachers, Parents) accustomed
3. To delineate primary task of govt and institutional bodies
4. To access all the possible ways of globalisation of education

Possible ways of adaptation and appropriation of NEP 2020

In order to regulate the whole mechanism proposed by National Education Policy, the things one should keep in mind are as follows:

- i) Suggested changes made in paper look greater. However, it is pertinent to note that the journey requires a minimum of a year or one decade before the implementation rolls out. The gap between what is approached and how would the proposals which can drastically change the face of Indian education system, continue to work, needs to be reduced.
- ii) if NEP,1986 is an impenetrable wall, new policy is obviously the transparency of that of a curtain wall. The changing role of light is to find the resources and creative minds that will lead to the unfolding of many sets of conceptual learning and ways of thinking of a modernized world that offer an alternative to today's academic structure.
- iii) National curriculum framework will be drafted by National Council of Educational Research and Training for the whole, and State Council of Educational Research and Training at the state level for both primary and higher study. Focusing on this criteria, Higher Educational Institutions (HEIs) are said to be reorganized where institutions will enjoy freedom maintaining uniformity in education.
- iv) When implementation is rolled out, a continuous operation on its feedback should be carried out towards digitalization and sustainable development of the country by exhibiting all the positive denouncement.

Single Regulatory System: Suggesting arbitrariness and universality of such a comprehensive education new policy ensures to set up of a single regulatory body for higher education i.e. Higher Education Commission of India. The HECI will be a subsumed conglomerate of four independent verticals: National Higher Education Regulatory Council which will be engaged in maintaining institutions, General Education Council for setting standards for institutions, Higher Education Grants Council will act as an umbrella for founding institutions, and National accreditation Council for accreditation of institutions. For years, plurality in thought, syllabus, and regulation for each institutional body confused a whole educational system with its inherent complexity. National Education Policy, 2020 makes its turn announcing a particular base of regulations, accreditations and academic standards. But it does not mean that autonomous structure of prevailing academic institutions is a matter to be washed out of its large history. Rather as per the new policy autonomous bodies are said to occupy a major field employing a "phasing out" strategy from affiliated institutions to autonomous structures through the same set of norms proposed by single regulatory body. A whole network of vested interests thus produces a created body of

theory and practice in which the West can meet a great investment throwing light on a correspondent reality.

Comprehensive Evaluation: One can find divergence of curriculum, admirable pedagogy, anything with which he or she can connect and find signs of integration, globalisation. Unlike disorder, confusion and disintegration, holistic and multidisciplinary education commences in a consolidated manner directed towards all human capabilities- mental, social, cultural, and moral. Now a comparative study focusing on what has been rejected and added tactfully in order to create the norm leads to a questioning of further discussions such as the distinction between contemporariness (NEP, 1986) and advancement (NEP, 2020). This question arises from the fact that this contrast helped construct a thought of comprehensive revolution in which global quality of higher education is matter to be exploited. A further dissimilitude that can be examined is that between disarrangement and uniformity, between closed and open, and the impenetrable and transparency of educational system.

It is obvious that understanding a subject wholeheartedly cannot be possible without taking it into consideration and configuration of creative power. In this context, it is relevant to say that building the capacity of teachers, paper setters, and moderators demands quick progressiveness through their psychological motivation and participation in order to undertake "assessment as learning" and "assessment for learning" for a new assessment pattern.

Multi-disciplinary Tools to Achieve More: Diversity of knowledge either it is of ethics or conceptual understanding of things is seen to be celebrated in this new policy. This multi-disciplinary educational system envisages a flexible and imaginative curriculum structure which consists of all human capacities and creative combinations of disciplines for higher study which offer multiple entry and exit options from one system to another freely for students. This mechanism can reduce concreteness in educational system regarding teacher- learner teamwork out-of-the-box ideas, innovations, and commercialization of education which gradually becomes effective for the attainment of highest global standards in quality education. The fact is that there is an auspicious suggestion that the 4-year multi-disciplinary bachelor's programme would lead to a degree "with research" if the student is considered a capable one. Besides, in this policy departments of any kind of art e.g. dance, theatre, music, language, literature, and also departments in philosophy, education etc. will be strengthened in all Higher Education Institutions. Besides, students would be provided counselling system for handling stress by the organization of educational systems.

Unity and Equity in Educational System: Combination of internationalisation and well-rootedness in education is possibly the best way to attain unity and equity in strong and vibrant educational system. Making India, a global knowledge superpower is one of the auspicious objectives of NEP, 2020. Love for country, and well-rootedness through the process of acquiring knowledge of its rich, and diverse ancient and modern culture would develop a sense of gratitude, respect, and also the thirst for discovering the new. Regarding unity and equity, new policy aims to offer premium education as a global study destination. Coordination between the natives and students arriving from abroad is the main focus which would be regulated through International Students Office at each HEI. On the other hand, capable students who envisage having premium education would get a chance to carry out their research works at institutions abroad. The interesting and advancing steps taken by Indian educational system is that foreign institutions will be facilitated to come to India. Besides, high-performing institutions among 100 would be encouraged to establish their campuses in foreign countries.

Flexibility Everywhere in Education: There are some mentioned fields in NEP,2020 of Higher Education which denote flexibility in curriculum, divisions of stream, participation of both teacher and student and finally multilingualism. Enforced separation between vocational band academic, between curriculum and extra-curricular are now ready to bid adieu from educational system. Therefore, this "light but tight" curriculum and assessment system especially in higher education needs a wholly developed infrastructure where teachers, moderators who play a crucial role, are able to carry through the process of teaching-learning and later use them practically in everyday life.

Another important step suggested by NEP, 2020 is to establish National Testing Agency to conduct common entrance examination for all higher education institutes. This will definitely reduce the burden on students as well as institutions. But the main concern lies in the fact that it sets the standard for all the students across the country so that they can project their capability in a righteous way.

Though it is not made clear, flexibility in higher education can be seen when HEIs are said to move away from high-stakes examinations towards more continuous and comprehensive evaluation as the summative assessment is proposed to be replaced to the regular formative assessment.

Maximize Financing for Students: Among the four verticals of Higher Education Commission of India, one is that of the function of funding i.e. Higher Education Grants Council which will have the responsibility of funding and financing of higher education as it is promised to encourage all the HEIs to offer large numbers of scholarships and also free ship to the students for research or higher study. Besides, government is determined to incentivize merit of students belonging to scheduled castes and tribes, OBCs and other kinds of SEDGs.

Conclusion

NEP 2020 brings a progressive transformation in modern socio-economic landscape in today's India. So, new education policy urges to evaluate education with a remarkable achievement making a fusion with existing other policy initiatives of government such as Digital India and Atmanirbhar Bharat. So, this paper wants to highlight the urges that commercialization of education to a great extent as well as flexible and spontaneous co-operation of educational institutions, teachers and students together can make it possible to create a firm prerequisite structural single regulatory system through the implementation of NEP 2020. So, more evidence-based decision-making is needed in order to adapt it with other government policy initiatives. This will enable the educational system to constantly reform itself, rather than relying on a new educational policy every decade to adjust curriculum. This alone will be an impressive accomplishment. The NEP 2020 represents an important turning point for higher education. Implementation will only be effective and ground-breaking if it is implemented well and on schedule.

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