

New Education Policy and its Impact on Higher Education in India

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Abstract

The education system plays a major role in the development of a country. The backbone of developed countries is behind in quality of education, especially at the higher education level. The higher education system is a gateway to the development of a country. A weaker education system leads to creating less development in all aspects of the economic growth of a nation. At the same time, in or to apply, quality education will be provided by quality, qualified and innovative teachers only. The teachers should be competent, qualified and trained professionals to achieve the goal of the New Education Policy. The New Education Policy 2020 (NEP) announced by Sri. Narendra Modi, the Prime Minister of India and it approved by the Union Council of Ministers. The New Education Policy will be applicable throughout India by 2021. The New Education Policy focuses on providing quality, creative thinking, and productive, practically viable educational service to the young minds of India.

Keywords: New Education Policy, Quality of Education, Trained Professional

Introduction

The New Education Policy (NEP) is drafted by educational experts from various fields around the world and approved by the Government of India to promote quality education among students from primary level to higher education levels. The New Education Policy will be applicable to the primary, middle, higher education and college level. After the independence, the education policy was revised in three times, such as 1968, 1986 and 2020. The New Educational Policy replaces the previous two educational policies. The New Educational Policy 2020 carries all parameters of the present International Educational Standards. The current educational policy has lot of drawbacks; this system did not fulfill the current requirements of human and societal needs. The current education system is increasing memory levels, which is not suitable for applying the real-life situations of human development. Except for some professional institutions, most of the professional institutions have absolutely no hands-on training. Since independence, the higher education system has not been developed, and there is a huge volume of colleges and universities that produce poor-quality students. Hence, Indian universities have not been placed in the world's top ranks.

The current educational system is mostly based on lecture methods and does not include critical thinking, analytical capacity,

or problem-solving skills, which leads to huge unemployment as well as underemployment among the students in India. Moreover, Indian higher educational institutions produce huge numbers of students, but most of them have not placed or worked according to their knowledge. Resulting, the middle-class and economically richer students are moving to developed countries for higher studies. The students who got foreign degrees are easily getting jobs in multi-national companies (MNCs) in top-level positions. The gross enrolment ratio is slowly increasing in the higher education institutions in India, and the number of self-financed educational institutions is also increasing. The non-profit and service-oriented educational institutions changed into high-profit earning centers. The economically weaker section of the population cannot afford to pay their educational fees. Most of the self-financing educational institutions could not provide quality education due to cost reduction, mostly in rural and semi-rural areas. When they provide low-quality education, the students are moving into urban higher education institutions, resulting in many higher educational institutions being either closed or converted for other purposes.

In the past five years, more than 100 engineering colleges have closed due to low admissions. The engineering colleges could not generate revenue for running the college; it leads to recruits low cost and poor quality teachers for managing the classroom activities. The teachers are away from teaching, and similarly, the students are away from learning. The higher educational institutions find it difficult to modify the behavior and attitudes of their students. In rural and semi-urban areas, the colleges are transformed into battle grounds for many disputes. In order to improve the quality of the educational system, the New Educational Policy (NEP) was introduced in 2020 and implemented from 2021 on. Still, there are a lot of controversial approaches between the state governments and the central government.

Historical Background of the Indian Education System

The Indian education system can be divided into three segments. They are the education systems in ancient India, pre-independence, and modern times. The ancient Indian education system pertaining to the different religions, such as Hinduism, Buddhism, Jainism, and Islam, The teachers were called ‘Guru’ and students were called ‘Shisya’. In this time, the Guru taught the students spirituality, yoga, war skills, medicine, etc. The school was called ‘Ashram’ and was located near the hill forests.

Based on human needs, demands, lust for power, and greed for money, the educational system jumped from the spiritual stage into the lust for power stage. In a unified world, people have been divided on the basis of languages, color, religion etc. Hence, most populous community people try to occupy the land and dominate minority groups. Hence, the education system focuses on making weapons, war techniques, and victory celebrations. The students were undergoes for skill based education.

During the British colonial period, the education system was reformed by Lord Thomas Babington Macaulay in the year 1834. The school and higher education curriculum are made in English. The English medium introduced in higher educational level. The buildings were constructed for schools and colleges in both urban and rural areas during the period. The education system is focused on providing education in the fields of agriculture, transport, medicine, etc.

Evolution of Educational Policy in India

Indian Educational Policy, 1968

The first educational policy announced by the former Prime Minister Srimathi Indra Gandhi in 1968 was based on the recommendation of the Kothari Commission. It proposed equal educational opportunity for all in order to achieve national integration and national development. It also provides compulsory education up to the age of fourteen. The three-language system was introduced.

Indian Educational Policy, 1986

Former Indian Prime Minister Sri. Rajeev Gandhi introduced the new National Education Policy in 1986. This educational policy places special emphasis on the removal of discrimination based on educational opportunity among the people. In order to extend higher education to rural people, an Open University was opened in 1985 in the name of Indra Gandhi National Open University (IGNOU).

Indian Education Policy, 1992

The Indian Education Policy of 1986 was modified by former Prime Minister P.V. Narasimha Rao in 1992. This policy envisages conducting a common entrance examination for all professional courses at national levels. This policy helps maintain professional standards to admit students to premier institutions at the national level.

The New Education Policy 2020

The New Education Policy was announced by Sri. NarandraModi, the current Prime Minister of India, and the cabinet approved it on July 29, 2020. This system was introduced after plenty of debates by experts from various fields. It reduces the curriculum contents and increases the learning, critical thinking, problem-solving skills, creation of new ideas, and analytical thinking of the subject matter. The structure of the education pattern changed to 5+3+3+4. In higher education, in the degree courses last year, the research methodology was also implemented.

Literature Review

The New Educational Policy 2020 addresses the need to develop professionals in a variety of fields ranging from agriculture to artificial intelligence, as stated by Sudeep B. Chandramana (2020). Some of the courses, like M. Phil., are to be discontinued. ‘The NEP 2020 carries excellent parameters, but the misuse of the policy is natural in a country plagued by customers such as favoritism, corruption, lobbying, and so on, stated Mohamed Saif in his project. There are many gaps between the government’s plan and the execution of policy. Also, to observe and analyze the gap between the mindsets of the teachers and students pertaining to whether their teaching and learning process is effective or not.

Objectives of the Research

The main objective of this research article is to observe and reveal the impact of the New Education Policy, 2020, on the higher education sector in India. This article also expresses the strengths and weaknesses of the new education policy and how it is different from the previous education system.

Research Methodology

The research article is based on the collection of secondary data, observation, inquiry, and a descriptive study. The required secondary data and information came from various sources, including teachers and students from colleges, newspapers, magazines, journal publications, etc. The data, observations, and inquiries are analyzed, evaluated, and come to a conclusion.

Special Features of New Education Policy 2020

The important features of the New Education Policy 2020 pertaining to higher education in India.

- The NEP 2020 ensures universal access from the school level to the college or university level.
- The new education structure changed to 5+3+3+4 years.
- To establish the National Mission on Foundational Literacy Programs.
- To emphasize promoting multilingualism and other Indian languages in the medium of instruction.
- Assessment reforms have to be introduced, such as primitive assessment, formative assessment, summative assessment, etc.
- To set up a new national assessment center, PARAKH.
- To provide quality education to the socially and economically weaker sections.
- To implement transparency for recruiting teachers on the basis of merit.
- To ensure the availability of all learning resources for the students, both offline and online.
- To set- up of the State School Standards Authority.
- To introduce the vocational education to school and college level.
- Increase the Gross Enrolment Ratio in higher education to 50%.
- To introduce multidisciplinary education with a multiple entry and exit system.
- NTA takes responsibility for conducting the tests for teacher eligibility in higher education.
- All higher education councils and bodies will come under a single umbrella.
- Creation of an autonomous body, the NETF, to provide a platform for the exchange of ideas.
- The National Educational Policy 2020 aims to reach a gross enrollment ratio of 100% in pre-school to the secondary level by 2030, whereas the gross enrollment ratio in higher education, including vocational education, is from 26.3% (2018) to 50% by 2035.

Commonly Realized the Reasons for these Observations are as Follows:

- The universal access from school to college or university has not yet started. The mindset of higher education officials, teachers, and students is diverted to different spectrums of paths. Higher education officials and teachers are diverted into money-making businesses like the real estate sector.
- The New Education Policy 2020 has changed the structure to 5+3+3+4 years. The policy did not mention that non-science students are eligible to join the science streams at the higher education level. But in the science stream, students are eligible to join the arts stream. The new educational policy does not have any solution for this issue.
- The National Mission on Foundational Literacy Programs are not effectively followed, but the members are prepared with fake documents to submit to the officials. The unemployed youth can be utilized for effective implementation of these programs.
- Promoting multilingualism has a negative impact on learning due to social media. The majority of social media chats are done in the English language. The students' chats are in their native language, but the English letters have been used for their conversation. It may lead to killing their native language.
- The New Education Policy 2020 the education structure the current employment opportunities.
- The New Education Policy 2020 contains good parameters to provide quality education. But practically not possible, but fake records can be made by employees. The qualified and experienced teaching professional skills have not been used to provide quality education.
- The question paper settings are not based on Bloom's Taxonomy. The traditional way of question papers has not been changed for the past fifty years. It was observed that many of the teachers at higher level education are not aware of Bloom's taxonomy, especially at self-finance colleges.

- The New Education Policy 2020 mentioned that the faculties are recruiting on the basis of merit. It is not possible in India. The education sector is already involved in heavy corruption. For government colleges/ universities, the faculty posts are filled by corrupted politicians and government servants. Similarly, government-aided colleges teaching faculty positions are sold for huge amount. The self-finance colleges are recruiting low-cost unqualified teachers. But the official records show that there is a heavy shortage of qualified teachers. But those official records are untrue. Qualified and quality teachers do not have chances to get placement at good colleges. Teachers who have international experience are never considered by Indian educators. There are a lot of disputes about the qualifications for the post of assistant professor. The UGC is not able to fix the exact qualification for appointment of assistant professor. It often changes its policies. There are no specific rules for pursuing Ph.D. There are many modes for pursuing Ph.D., such as JRF Ph.D., regular Ph.D., Part time Ph.D. (Internal), Part time Ph.D. (internal), pursuing Ph.D. through distance and open university mode. So, it is difficult to see which mode of Ph.D. holders are eligible to get jobs in colleges or universities. Moreover, there are many deemed universities also offering Ph.D. course in easy mode. The UGC should conduct entrance exams for Ph.D. admission. The eligibility for pursuing a Ph.D. the candidate should clear the UGC NET/SET exams. At present times, we observed that controversial candidates between Ph.D. holders and UGC NET/SET cleared candidates. Furthermore, the colleges/universities did not have clear knowledge about recruiting teachers. If it is continued, the Ph.D. holders may need to be exempt from all exams.
- The New Education Policy 2020 does not have great impact to increase the Gross Enrolment Ratio (GER). The AISHE report 2018-19 showed that the GER 26.3% only. The GER is too low compare than the developed countries.
- Increasing the quality of Indian education is poor. The young teachers do not know or have the capacity to teach the lesson, and it is also observed that a lot of petty politics are played actively among the faculties. Hence, the teachers are not interested in teaching lessons. Similarly, students are also not interested in learning their subjects due to poor teaching. The books of the library are mostly not used either by teachers or students; hence the library books look like very new ones. The teachers and students often change their mobiles, because they are mostly engaged with the mobile and updating to new version.
- The accreditation work such as NAAC, NIRF, ISO, and NBA are carried out by the external agency. The agencies have lobbied with the respective departments and easily get accreditation certificates from those organizations. Even though these organizations issued notice to all educational institutions, they do utilize the external agencies for NAAC certification. But in real life situations, these agencies prepare the required documents perfectly and help to get accreditation for the institutions. . For these purposes, these agencies are heavily charged by the institutions. So, the practices are not yet scrutinized by any higher education departments. Hence, most colleges got the higher grades in NAAC, NIRF etc.

Discussion and Conclusion

The New Education Policy 2020 carries all aspects quality education to enrich the knowledge of students and it will make the students to think and apply their learning in their real life situation. The Ministry of Education, The UGC and the University to recruit the Indian teachers and experts who served aboard universities, such as Harvard University, Cambridge University, Oxford University etc. In order to provide quality education, the assistant professors are to be recruited through UGC committee on the basis of merit. The UGC – NET /SET should be mandatory for the selection of the teacher. The intervention of state government and central government should be avoided.

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