

Analysis Of Indian New Education Policy For Higher Education System – Historical To Modern Approach

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Abstract

The development of the society and for economic system to grow, needs a well-planned, determined, transparent education system and policy. India has been dominating the field of education since ancient times. University education was prevalent in India since ancient times. Many reforms took place in the education sector in India at pre independent and post independent period. When India was a slave of the British, the whole structure of education depended on their philosophy, they operated India's education system in their own way. After that, when India became independent, a lot of changes were made in education, but the Macaulay's education system was carried forward. Changes is the law of nature its applicable on the wordalso, the change should be for the betterment of society, country and world. The methodology consists of a conceptual discussion on highlighting the idea of the national educational policy framework, highlighting various sections of the policy related to higher education of NEP 2020 and comparing new policy to existence education policy. This study highlight and overview on historical perspective of education system, various policies, new education policy merits, compare with present education policy.

Key word: Higher education, Education, NEP 2020, NEP 1986, Ancient education

Introduction

“Real education is that which prepares a man for struggle of existence. It prepares a man for social service, develop his charter, and finally imbues him with the spirit and courage of lion, any other education is worse than unless.”

- Swami Vivekanand

The Indian economy is one of the fastest growing economy in the world all countries looking at India with a hopeful eye, the world keeps an eye on all the reforms happening here. Our biggest strength is population and weakness too. The percentage of youth is highest in the country and the responsibility of the government to make policy for them. Participation of youth in the country leads to development and for that youth should be educated and skilful. There have been many reforms in the country since ancient times. In today's scenario, by promoting the same ideology, the government has introduced a much awaited new education policy 2020 with a claim that this will change the Indian education system and meet the national and international demands. The India has 17.7% of the world's population with more than 1.3 billion and is one of the youngest countries among largest economies with a median age of 28. About 70% of the population live in more than 660, 000 villages. IMF Data stated that India has risen to become the world's fifth largest economy, when ranked by nominal GDP. The country has the world's 5th largest economy with an expected GDP growth of 9% (U.S. Department of State, 2010). If we look at the history of any country and see its journey of development, then education cannot be separated. Education plays an important role in the development of any country (Nilekani, 2009). This study highlighted and overview on historical perspective of education system, various policies, new education policy merits, compare with present education policy.

Objective of the study

The National Education policy 2020 has many initiatives to improve quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are:

- To highlight and overview the historical background of education system in India.
- To highlights and overview the concept of higher education system in new education policy
- To compare new education policy 2020 with 1986 education policy

Methodology of the study: The methodology consists of a conceptual discussion and narrative analysis on highlighting national education policy 2020.

Historical background of Indian education

Education is an important place in the ancient civilization of India. It has been identified as Dharma Guru and Shiksha Guru, if you look at the golden history of many years, India has not been behind in the field of education anywhere. It is written in many literatures that India was a world guru and it was not being a day's hard work, many years of penance invested to taken place. There have been many developments in the education of India since ancient times and till independence and it is very important to critically observe the events of these history.

In India, many external aggressive forces wanted to rule and they ruled also, they changed whole Indian education system according to their need. The pages of history showed that rulers exploited education according to their policy and this proof is also found in the historical literature.

Now let's talk about modern era of reforms, reforms at the time of British government. A numbers of missionaries came to India with a thought to spread Christianity, they established many educational institute in every part of India (Jayapalan, 2005) they had the idea in his mind that Christianity should be propagated in every part of India in which English was the only medium for communication (Singh, 2007).

The missionaries made lot of effort to develop and spread English education system. The higher influenced of English medium in education led to dissatisfaction among general public then this thus this matter was raised in British Parliament as a resulted, in year 1813 the Charter was made in which the education system of India was discussed and the responsibility of the government for education in India was defined (Singh, 2007, p. 57). The charter of 1813 created a controversy known as "the occidental-oriental controversy". The two different opinion were to impose on education system, it had numbers of dimensions but it was more than battle of linguistic dominance. The one group in favour of old Indian education system and supported oriental view whereas the other group not liked the Indian education system and tried to introduced English literature and western science through the medium of English only, they were hard-core supporter of Occidental view (Pathak, 2007). The occidental and oriental view controversy were very violent in 18th century, in 1834, British government sent Lord Macaulay to India as a Law member of the council of Governor-General (Sharma/Sharma, 2004). He has been appointed to reforming the education system of India, he played a significant role to resolving education controversy and his famous Minute (Macaulay Minute) created a clear path for British system of education in India (Singh, 2007).

Macaulay strategically influenced the Indian education system he came to India with a concept that to replace the Indian traditional education system to the British education philosophy and he was succeed to replace it. On all the forum Macaulay strongly criticized the eastern education system, tradition, culture and laughed on education system by saying "A single shelf of good European library was worth the whole native literature of India and Arabia" (Singh, 2007). Macaulay's Minute stated his mission to destroy Indian education system and create a class of persons who should be "Indians in blood and colour but English in taste, in opinions, in morals and in intellect" (Jayapalan, 2005).

The Indian educational system is a legacy of British education with some influence of North-American philosophy and a very little inputs of indigenous tradition on education system. (Achuthan/Agrawal et al, 1993). The British government was apex body for deciding the frame of education system in India. When India became independent in 1947, it brought with a lot of disparities in which education was one of them. The great disparities were in an education system between gender, social status, society classes, urban and rural populations, regions, community and religion.

The government have constituted various committee, commissions and introduced various policies, plan for spreading the access to education, for improving the quality of education and to support and promote literacy all over the county (Sinha, 2006). The enactment of Indian constitution in 1950 was the first milestone to reform the education system, education became the primary responsibility of state and central government. in 1964 D.S. Kothari Commission was made with a vision to frame rational education policy for India. Commission given numbers of commendations to government of India. Their suggestion that education should develop social and national unity, integrity, modernize of the country with keeping the traditional values and develop social, moral, spiritual and traditional values and culture. (Lall/House, 2005).

The University education commission 1948 was first commission to be appointed in India, Dr. S. Radhakrishnan was the chairman of UEC. The commission reported status of higher education system and came up with the suggestion for desirable improvement in education system to meet the future requirement. (Aggarwal 1993). some of the recommendations were:

- To highlighted the importance of post-graduate education, training and research for the expansion of knowledge.
- The education system should be strengthening with scientific and technical base.
- The commission emphasized on medium of instruction, English should be replaced by an Indian language.
- To reform in examination system it should be replace with objective types question and oral test.
- India is agrarian economy and they emphasized on the role of university to studying agriculture.
- The professional and vocational training should be the part of education system.

National Education Policies:

The education is essential element to development of a country and in this continuation national policy of education was framed in 1968. Numbers of plan and programmes were included such as free education, educational opportunity, gender equality, national service scheme, part time education programme, scientific base education, developing research centres and sports and games part of all the education system.

After 20 years' government of India introduced national education policy in 1986 with a primary objective to removed of disparity in education system and provide equal educational opportunity. To achieving the goal too many changes were made and many programme included such as adult education, teacher's appointment from special category, incentive to poor family to send their child to school, establishment of new educational institution, promotion of investment from private partnership, emphasized on open university. The 1986 policy expected to spend 6% of GDP on education.

India being developing country which have been educational reform from time to time, presently approx 875 universities and around 42000 higher education institutions in the country. It is found that 40% of small sized institution are running single education programme against the anticipated transformation to multidisciplinary higher education system. it is also found that many of the institutions have less than 100 enrollments in one academic session. Many of the disparity and problem found that in HEIs some of the listed below:

- Lack of infrastructure in university and colleges
- Lack of research system in higher education institution
- Lack of quality teacher in HEI's
- Inadequate mechanism for career management
- Insufficient space for innovation in course curriculum
- Corrupt eco system of regulatory body etc.

It is predicted that India will be the third largest economy in the world by 2030 and for achieving this target it needs to be become knowledge power because it's evident that largest economic countries emphasized on reform the education system to acquire the top position in the world. In line with this to lift up Indian education sector government of India has announced the much awaited education policy 2020. The present NEP 2020 will be replacing NEP 1986 with objective to completely reform the eco system of Indian education.

Feature of NEP 2020 for higher education

- The single regulatory body for higher education institution all regulators like AICTE, UGC, DCI, MCI etc. will be merged with higher education commission of India.
- The NAAC and NAB accreditation will be replacing by national accreditation council.
- National research foundation (NRF) will arranged the fund for research activity in HEI
- Moving towards multidisciplinary education programme
- Research will be uses in UG and PG level and have multidisciplinary education approach.
- Pedagogy included communication, analysis, case study, discussion, debate, project, research, innovative thinking and multidisciplinary approach
- M.Phil. programme will be discontinued
- Regional language will be in main stream.
- Students centred teaching approach instead of teacher centred
- Academic bank of credit will be set to store academic credit earned.
- Encourage the online distance learning course as a part of degree programme
- To achieve global standard of quality degree programme may include class room teaching, online teaching and online distance learning component.
- More emphasized on practical learning to acquire required skills.
- The definition of university will base on two concepts 1. Research intensive university and 2. teacher intensive university
- The degree programme with multiple exit option and award is based on numbers of years spent in programme. After first year certificate, second year diploma and third year degree. the four years' degree programme should be included with project base activity minor, major and research project
- Choice Based Credit System is revised and replaced by an innovative and flexible Competency Based Credit System
- All institutions will more emphasize on research and innovation activity by set up of incubation centre, technology centre, interdisciplinary research centre, professional academic and career counselling centre.

Compression of NEP 2020 to NEP 1986

There were a lot of reforms in the field of education in India from time to time, many changes were made in education according to need. After independence, governments took many steps in this direction and gave a new dimension to India's education system. Many reforms were done in the 1986 Education policy modernization of education, emphasis on women education, review of teachers' education system, education of adult people, use of educational methods, emphasis on student research and lot more. The education of the country was going forward on the same education policy, along with social and modern changes, education also needed a change keeping in this mind new education policy 2020 introduced. New education policy merit, demerit and feature can be analysed only when it is analysed with the old NEP. The table shows the comparison between NEP 2020 and NEP 1986.

Table 1: comparison between NEP 2020 and NEP 1986.

NEP 2020	NEP 1986
More inclined towards Multidisciplinary & interdisciplinary liberal education.	Emphasized on the all-round development of the student. The education role defined that it develops all aspect of students life
The national testing agency will conducts admission test at national level for UG &PG .	University / college conducting entrance exam for admission. Except IIT, NITs & Medical Colleges.
There are provision of exit every year and accordingly award the certificate, diploma or degree	Duration of the UG programme of three to four years with no exit option
specialization & research focus in Postgraduate programme with option to one or two years duration	specialization focus in Postgraduate programme and the duration is two years
All HEIs including colleges are autonomous in deciding curriculum and evaluation.	Higher education institution have no autonomy to develop curriculum and deciding evaluation.
research projects, minor project , practical etc. more emphasizing in Teaching-learning method	mainly focuses on classroom training and fieldwork.
More emphasizing on to build up innovative and creative thinking and teachers are considered as collaborators	More focus on competence of the students and teachers are considered as facilitators
Students have option to choose subjects outside and across their area of study	Students have option to choose subjects across their area of study.
M.Phil shall be discontinued in any stream with the concept that research introducing in UG and PG programme	One year M.Phil programme introduced with the concept to preliminary research experience
Ph.D. degree is added an essential qualification to become an Assistant professor along with NET/SLET	NET/SLET certificate is an essential qualification to become an Lecturer/ Assistant professor
National research foundation will be formed to looking after funding process for university/college research project and through the fair evaluation of the proposal fund will be distributed ,it will be equally distributed to all three types of HEIs	UGC is supporting the research fund for universities and colleges
Multiple entries and exit facilities will be available in under graduation. The same facility applicable in medical and paramedical programme also.	No multiple entries and exit facilities were available in the UG programme. even some of the programme have option to offer lateral entry.
Top 100 ranked foreign universities will be facilitate to function in India	Foreign universities are not allowed to directly function in India

Research methodology, Teaching & curriculum development and core subject related paper will have comprise in coursework of Ph.D. programme	Research methodology and core study related paper have comprises in the coursework of Ph.D. programme
innovative and flexible Competency Based Credit System will be adopted in higher education system	Choice based credit system adopted in UG and PG programme
All higher education institution will have flexibility to offer different design master's programme which meet the demand of the standard	All higher education institution have no autonomy to design master's programme
The HEIs have the option to teach in local/Indian languages or bilingually and government will support high quality of HEIs	No option available to teach in local languages
The NAAC will be replaced by National accreditation council (NAC)	The NAAC and NAB established to work on the accreditation process.

Conclusion:

There is a lot of work done in the field of education in India and there is no denying that the pace of development of a country depends on the reform of education, it has also been taken care of in all education rules, and the creation of a new India depends on the utility, merits and requirement of its education policy. When the compare between old education policy to the new education policy the fact came out that both the policies have advantages and disadvantages according to circumstances and needs. Higher education institutions were not given some rights in the old policies, this right was limited only to the university, which has been taken care of in this policy and decentralized the rights. Many changes have been made in this, keeping in mind the status or condition of the students, there has been a provision of multiple entry and exit in the program for example, if the any student has to leave in middle of the study for some reason, then he gets something like certificate, diploma or degree accordingly that none of the provisions were in the old education policy. In this education policy a lot of emphasis has been laid on research and in the undergraduate program, emphasis has also been laid on making provisions for research. On the basis of the analysis of the facts this step will be a milestone in the field of university/college research. Creativity, diversity, research all required in today's environment and it should be taken into the education policy, as seen in this policy. In this modern era, the world has become very small and competition has increased. For the development of the country, it is very important for the policy of education to be transparent and with that it should be fully implicated. After analysing the data, it is concluded that the policy is very good, some features are looks good in nature it has been seen how it is being implemented. It is to be seen how it is implemented in future as it is useful only when it is fully integrated and should be implemented in the same way.

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