

NATIONAL EDUCATIONAL POLICY AND HIGHER EDUCATION:

AN ANALYTICAL REVIEW

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ABSTRACT

Every Country needs a well designed education policy for the simple reason that its future depends on it A Well defied education policy is essential for an under developed Country because its social and economic progress owes much to such a policy. National Education Policy differs from nation to nation according to its traditions and culture and sometimes its life style and its social, political and geographical conditions. The writer of this paper seeks to analyse and throw much light on the new National Education Policy 2020 and to find out what exactly it is aimed at for future generations through its effective implementation.

Key Words: Education Policy, essential, tradition, culture, life style, economic progress, geographical conditions.

INTRODUCTION

India is a Country of reforms on diverse fronts such as social, political and economic, so is the case with the reforms on educational front. The current position in India is that as a part of National Education Policy 2020 under higher Education there are about 845 Universities and about 40,000 higher Education Institutes. This demands a well designed National Education Policy based on which its futuristic needs could be adequately met as a result the Government of India has recently announced its National Education Policy – 2020 which is based on an expert committee headed by Dr. Kasturi Rangan the Former Chairman of Indian Research Space Organization (ISRO) The Policy Paper reflects the actual position of the higher education where we can notice the overall high fragmentation of many small sized Higher Education Institutes affiliated to diverse Universities. Here we find that over 40% of these small sized institutions are offering solitary programme as against the expected reform to a multi disciplinary higher education which is so essential requirement for the educational reforms in the Country for the 21st Century. At the same time we can also observe that over 20% of the Colleges enroll every year with less than 100 students making them nonviable to improve the quality of education. It is to be noted that only 4% of colleges enroll more than 3,000 students every year owing to regional imbalances as well as the quality of education that they offer.

OBJECTIVES

Many initiatives are incorporated in the National Education Policy – 2020 to improve the quality and the quantity of the education system in India. It has its own objectives.

They are enumerated here under:

- a) To highlight and overview the policies the newly accepted policies of the newly accepted higher education system NEP 2020.
- b) To conduct a comparative study between the National Education Policy with the previous policy being adopted in India.
- c) To identify the innovations and new inventions in new National Education Policy 2020.
- d) To forecast the implications of NEP 2020 in the Indian Higher Education System.
- e) To conduct a detailed discussion on the merits of Higher Education Policies of NEP 2020.

METHODOLOGY

The methodology adopted by the Writer in this paper is the conceptual discussion on highlighting the epitome of the national educational policy framework and various sections of the policy of NEP 2020. It is also based on its comparison with currently adopted educational policy.

RESEARCH AND ANALYSIS

The National Education Policy 2020 foresees an India with a qualitative difference. It centered an education system by considering its traditions, culture, moral values, Social ethos to contribute into an equitable sustainable and vibrant society of knowledge. It must draw inputs from its vast and long historical heritage. It is to consider the contributions made by many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, oceanography, medical science, surgery, civil and architecture, ship building and navigation, yoga, fine arts sports and games etc. on which the whole Indian Education System is founded and built. The chief objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant in order to raise the current Gross Enrolment Ratio (GER) to 50% by 2035.

DISCUSSION

When we conduct a comparative study between the NEP 2020 and the NEP 1986, We will find an undivided focused attention on the modernization of education sector making use of Information Technology. it leads to be support multi disciplinary situation where more attention is paid to restructuring teacher education, early child hood care, women's empowerment and adult literacy, it also seeks to propose the autonomy of Universities where by the colleges will improve the quality of education services. But the NEP 1986 miserably failed to improve the quality of education in terms of creating graduates with the skills of employment. It also failed to generate research outputs in terms of patents and scholarly pursuits through research publications. As a result, to compensate for the failure of previous NEPs, the new NEP 2020 provides suitable proposals for a liberal education and cross disciplinary education and research oriented education in under graduation and post graduation levels.

CONCLUSION

Higher Education plays an important and unique role in shaping the economy, social status, technology adoption and healthy human behavior in every Country. It is the responsibility of every Government to improve GER by including every citizen of the Country in the higher education offerings. The NEP 2020 marches ahead towards achieving its objective by making innovative policies to improve the quality, attractiveness, affordability. It also increases the supply by opening up the higher education for the private sector. At the same it entails strict controls to maintain quality in every higher education institution. It will also encourage merit based admissions with free ships and scholarships, merit and research based continuous performers as faculty members and merit base proven leaders in regulating bodies. It also imposes strict monitoring of quality through biennial accreditation based on self declaration of progress through technology based monitoring.

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