



# Sustainability of Higher Education Institution in Light Of New Education Policy

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**Abstract:** In the midst of all the pessimism sweeping the nation as a consequence of the problems caused by the COVID-19 outbreak, the current regime of India's New Education Policy (NEP 2020) presented a pleasant change and a pleasant surprise. The NEP 2020 news shocked a large number of individuals. With something like a GER of 100% in schooling as well as a GER of 50% in university education by 2025, the new plan aims to deliver comprehensive college dorms until secondary schools by 2030. The deployment of NEP 2020 offers the learning environment both opportunities and challenges. Under this study, the resilience of university education has been looked at in terms of NEP 2020 deployment as well as issues and threats. This even attempted to evaluate NEP in connection to HE, look into the impact of NEP on instructors, communicate issues and opportunities in NEP integration, and outline the path toward NEP. They have already attained the goal of achieving 100% or prevalent knowledge across the nation after 73 years of freedom. It is crucial to take into account the goals and strategies set forth for gaining its independence. Equitable educational accessibility will arise from accomplishing parity. This shows how important it is to develop India's educational system. The National Education Policy contributes directly to the protracted transformation of our community into a just and prosperous thinking society by delivering leading teaching to everybody. The revised NEP, which includes a formal methodology for childhood and adolescence throughout university education in addition to vocational programmes including both rural and urban regions, was approved by the Indian Union Government on July 29, 2020.

**Key Words:** Pessimism, New Education Policy, Opportunities, Integration, Equitable Education & Transformation.

## 1. INTRODUCTION

A new programme called the National Education Policy was created to deal with the dire problems our educational system was experiencing. The concept for our future educational process is laid forth in the NEP 2020, which was adopted by the Indian Union Cabinet on July 29th, 2020. In accordance with National Education Policy 2020, most people will have access to a superior education, which will relate directly to our country's sustainable transformation into a just and thriving information society. The former National Policy of Education (1986) has been replaced with this NEP. The new policy is based on a draught created by a group headed by Dr. K. Kasturirangan, a former executive of the Indian Space Research Organization (ISRO). The Kasturirangan Group is the second commission to deliberate on the strategy, and it has been studying it for the past six years. Several reforms to India's education system are being implemented by the NEP. The NEP is a conceptual method for learning that involves all rural and urban technical education, in addition to learning from the primary grades through university education. The NEP 2020 has set a lofty objective of improving the effectiveness of higher education organisations, positioning us as a level of international learning, and virtually increasing the GER in postsecondary learning from 26.5 percent (2018) to 50.1 percent by 2035. The main goals are to assess the potential, enhance instructor assistance, promote universality, and provide a holistic education throughout an integrative framework with numerous exit points throughout a multiple-undergraduate course.

## 2. OBJECTIVES OF THE STUDY

The programme is designed to achieve the following goals:

- To describe the evolution of the Indian educational system and its current situation.



- To be aware of the main features of NEP in regard to universities. Analysing how National Education Policy 2020 will affect advanced learning

### 3. METHODOLOGY:

The technique entails a theoretical debate on emphasising the main points of the foundation for national educational policy and highlighting specific NEP 2020 strategy patterns that relate to the system of higher learning. The process of conversations in focus groups is used to assess the effect of NEP on university education. Utilizing the prognostic evaluation technique, the potential and difficulties of the new proposal connected to higher learning are examined.

#### *Advancement of India's learning strategy*

A timeline from freedom to the present The Universities Commission, 1948–1949, sometimes referred to as the Radhakrishnan Commission, was the inaugural body formed once India was granted its independence. The panel, which particularly emphasised university education, has been headed by Sarvepalli Radhakrishnan. The instruction that occurs following the elementary level but just before higher education begins was the main influence of the Senior Secondary Council in 1952–1953. The Pedagogy Board, widely known as the Kothari Commission, was run by Dr. D. S. Kothari from 1964 to 1966. This Council used a systematic approach and provided the regime with advice on the educational reform system and broad objectives, accounting for every phase from elementary to post-graduate learning. In order to encourage national unity and increase socioeconomic and cultural growth, the government established the National Strategy on Learning in 1968, centred on the Kothari Commission's suggestions and a strategy for equitable learning resources.

In order to determine the best opportunity for education for everybody, the National Policy on Education of 1986 placed special focus on eliminating inequalities in the school system. In 1992, the "Common Minimum Framework," a modification to this statute, was made with a focus on women, Scheduled Tribes (ST), and Scheduled Castes (SC). Every kid now has a basic right to schooling, according to the passage of the Rights of Children to Open and Obligatory Learning Act in 2009. In 2016, the T.S.R. Subramanian Council, also known as the Council for Development of the New Education Strategy, tried to overcome execution flaws in order to raise the standard and legitimacy of schooling. On May 31, 2019, the Dr. K. Kasturirangan Panel's recommendation on the future National Education Policy was turned in. This proposal aimed to solve the problems with the existing educational platform's availability, equality, excellence, availability, and responsibility. The HRD department was renamed the Department of Academic Achievement by the council.

#### *Phases of NEP 2020*

(a) Foundational phase, (b) Preliminary phase, (c) Junior high school phase, and (d) Auxiliary stage of education Undergraduate Program Phase (e), University level education phase (f), Researching stage (g) Continuous learning phase.

#### *Concerns of NEP 2020*

Preliminary trainee streamlining in several areas • Limited access to higher education, particularly in underprivileged and challenged areas, has contributed to the current GER of only 25.3%. • Inability of educators as well as institutions to innovate in higher education in order to draw in significant numbers of students. • A lack of systems for managing academic and university executives' careers and advancing them. • The majority of higher education institutions lacked both creativity and study. • Inadequate management and governance standards in higher education facilities. • A flawed regulatory structure that limits outstanding, creative schools while allowing for the growth of for-profit universities.

#### *Expertise*

The NEP 2020 places a strong focus on using information to the youngsters' benefit in preparing them for the future. Because the large majority of schools aren't properly geared to accommodate those technologies, establishing a technology economy including such electronic campuses, distant competence student capacity, AR/VR technologies to overcome shortages in teacher fitness, and measuring devices is a significant problem. Furthermore, not all institutions in the country may be able to cover the costs of developing a technological economy. Implementing digital learning resources is also impossible in remote regions of the nation, where Web access is almost non-existent. Therefore, the regime needs to focus on enhancing the range of economic activities that will sustain the technology economy everywhere.



### Tasks of NEP 2020

It is a huge undertaking to establish a university each week in our country, which already has over 950 institutions. It will take 14 years to establish each new organisation if we want to double the gross enrolment proportion for postsecondary learning, one of the tax policies' declared aims, by 2034. Subsidy is an Incredible Task During the Corona Phase This is a problem for someone so timid when it comes to fundraising. According to the National Strategy for Education, educational funding will rise from 4.7% to 6.2% of GDP, or over Rs 2.58 lakh crores annually. Constructing universities and schools all across the nation, hiring researchers as well as instructors, and covering overhead costs like giving students complimentary breakfasts are all excellent uses of these funds. Inter Penalizing Advanced Learning Anxieties for a National Change. The National Education Policy 2020's emphasis on multi-disciplinary education in higher education is an extremely positive development. Colleges have indeed been highly compartmentalised and isolated for many years, particularly in our country. Numerous efforts are included in the National Education Policy 2020 to enhance the standards and breadth of Indian schooling institutions. The following are indeed the goals of this investigation into National Education Policy 2020: (1) To emphasise and provide an outline of the recently adopted university education program's guidelines (NEP 2020). (2) To compare our current strategy to the National Education Policy 2020. (3) to list the improvements in the 2020 revision of the federal policy on higher education. (4) To forecast how NEP 2020 will affect our country's university education sector. (5) To talk about the advantages of NEP 2020's policy on higher education. (6) additional recommendations for making NEP 2020 more successful in order to achieve its objective.

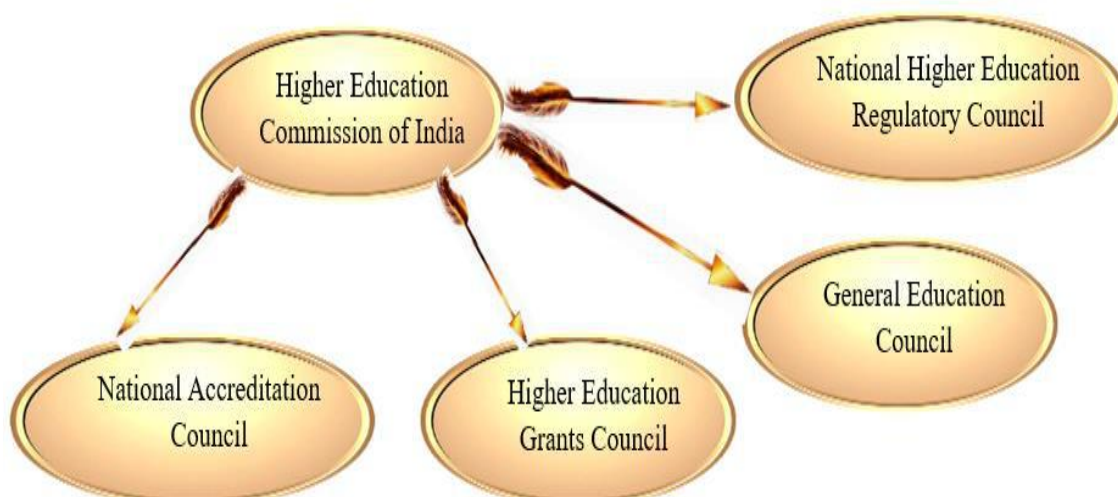
### Aims & Itinerary

The following list includes the main objectives in addition to the dates by which certain of them must be accomplished: By 2041, the complete programme would be put into practise. -By 2031, a proportion of 100 percent in terms of total enrolment from kindergarten through high school level. By 2031, educators will be ready for evaluation changes. -General classroom requirements for both private and public universities. By Level 3, the goal is for each pupil to possess fundamental reading and arithmetic skills. -Making early childhood education and care accessible to everyone by 2031. -At a minimum, 51% of students will get technical education by 2026.

### Prospects of NEP 2020

The 1986 NEP's unfulfilled mission informs the beginning of the New Education Policy. India in 1986 was quite distinct from our country now. There have been outstanding advancements in equity and accessibility throughout this time. Accomplished enrolment rates at elementary school level that are almost ubiquitous, then saw an increase in enrolment at higher education levels (GER: 26.5%). There has also been a decline in the standard of instruction in public education systems, which was accompanied by a migration of the wealthy and middle classes. Additionally, that resulted in the undermining of oversight. The remuneration in public institutions has gradually risen, notwithstanding the poor yields in education.

**Fig 1: Fictional Autonomy of HEC of India**





### Better Learning

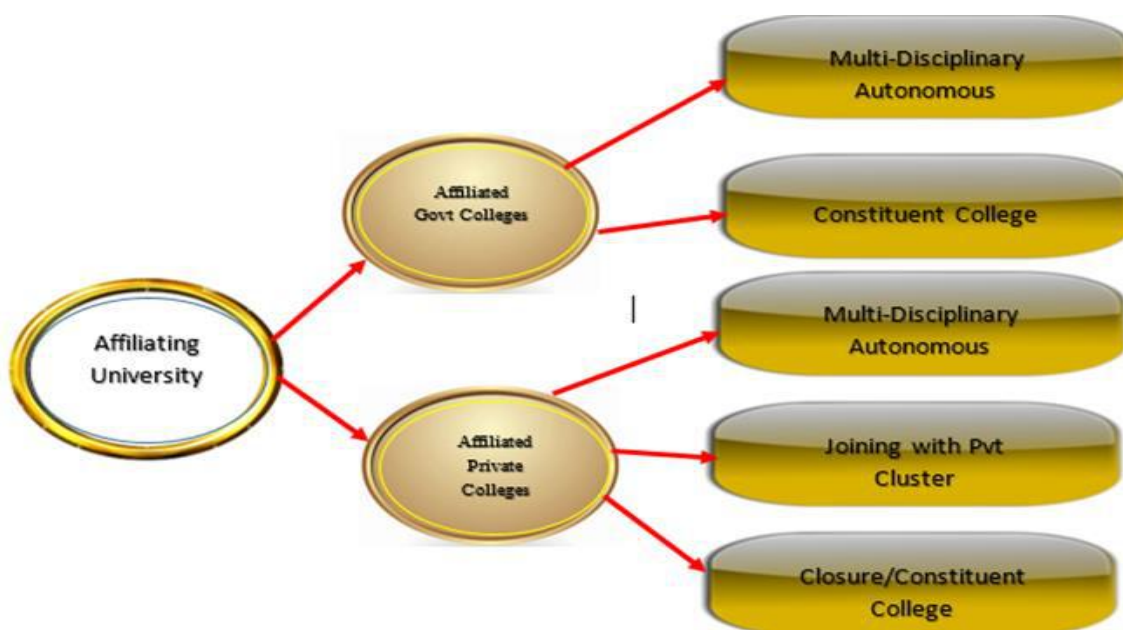
It's critical to consider the strategy in the wake of contemporary scandals at prestigious colleges in addition to what has already been occurring in universities. That government has already been gradually eroding academic sovereignty. Unconstitutional political repression directed towards one of our top community universities did not occur in ancient history. appointments of university administrators which, at worst, serve as tools of the regime rather than being primarily concerned with governance, instruction, training, or research. Although legislative independence is emphasised in the agreement, it could be concerning if policy and financial independence were also indicated. • The combination of the AICTE and UGC (National Universities Committee) is intended to achieve this "perceived" flexibility (All India Council for Technical Education). The concept of functional division and activity segregation is the foundation of the new organisation, the Higher Education Council of India.

### ALLEGATIONS OF NEP 2020 ON OUR ADVANCED EDUCATION STRUCTURE

- Competent mentors are given the chance to advance to the top-level judgement position.
- Clearing up the university educational bureaucracy converting solitary colleges into multi-discipline independent institutions that provide degrees.
- Concentrate on innovation and study at the graduate and undergraduate levels.
- Educated Boards of Governors (BoG) to prevent personal abuse of power
- The Board of Directors is accountable for ensuring quality The commercial viability of learning private institutions will be determined by providing 21% unrestricted.
- Restructuring Private and Government Institutions
- Restructuring independent universities

(a) private institutions can begin to grow in terms of finances and educational quality, achieving a predetermined credential to become independent degree-granting universities; (b) a few really comparatively small universities, including one or related technological as well as no room for growth to acknowledge three thousand and more children will participate in comparable (identical managerial or same religion) schools within this area and may transform into a university; (c) As shown in Fig. 2, the private organisations that are unable to combine together or establish clusters and fall short of attaining the predetermined accreditation standards will ultimately cease operations.

**Figure 2: Fortune of Allied Institutions While Implementing NEP 2020**







### ***Places of Interest in Strategies NEP 2020 For Advanced Tutoring Scheme: Strategy Fluctuations***

1. By 2036, the overall enrolment ratio for higher education would rise from its present level of 26.5% (2018) to 50.3%. 2. The authorities would provide strong incentives to HEIs that provide the highest-quality services. 3. Encouragement of well-known international organisations to establish branches in our country 4. To open up fresh possibilities for continuous learning, colleges and universities should support multidisciplinary education and variable programme structures with a variety of entrance and departure locations. 5. Accessible experiences for learners and instructional materials are being given more attention as important ways to increase availability, diversity, and inclusiveness. 6. Including career-focused training in postsecondary education. By 2025, at least 51% of students will have access to vocational qualifications.

### ***Prevailing form***

The Higher Education Commissioner of our country, a unified supervisor of HEI, would unite existing HE overseeing and governing organizations, including UGC, AICTE, MCI, DCI, INC, etc. • A powerful accredited certification commission would take over the functions of current certified organisations such as NAAC and NAB (NAC). • A Virtual Intellectual Bank of Knowledge (SWAYAM & ODL mode) would be created to hold all enrolled applicants' course credit from the site, currently HEIs, that will be used by colleges and universities for issuing diplomas. • Following compliance with regulations, the numerous categorizations currently in use, such as "considered" university, "affiliating college," "regional college," "acquainting technological college," and "single unified college," will be replaced with "college."

### ***Further education College Phase***

1. Creation of multifunctional academic institutions and interdisciplinary independent institutes from the present scattered HEIs. 2. There will be two sorts of interdisciplinary institutions: (1) research-intensive academic institutions and (2) tutoring academic institutions. 3. The establishment of the National Research Foundation (NRF), which will provide funding for university and college research. 4. Studies will be taught at the undergraduate and graduate levels using a comprehensive and interdisciplinary methodology. 5. By establishing (1) business incubator institutes, (2) space technology centres, and (3) centres in boundary fields of study, all HEIs would put a priority on innovation and discovery. 4) The Center for Manufacturing Interaction; 5) Multidisciplinary Study Centres that conduct social and humanities research. 6. To safeguard learners' physiological, cognitive, and mental wellbeing, all HEIs will offer expert scholastic and job placement facilities with therapists on hand for all students.

### ***Organization Phase:1.***

Cross-disciplinary Campuses of independent institutions will have more than 3,000 scholars. By 2031, the programme will be interdisciplinary, and by 2041, it will have three thousand, or even more, participants. 2. Each current university will grow into a bachelor's independent university or transfer into a constituent university of the institution and completely integrate into the institution. 3. By developing and achieving the required accrediting standards, all currently associated universities would start developing into independent graduate programme institutions with the mentorship assistance of connected universities. 4. A multiple bachelor of science with several departure possibilities, a one-or two-year master's degree dependent on how long the liberal arts degree took to complete (4 or three months, accordingly), and the opportunity to pursue a four-year doctorate are all available. a bachelor's degree in science plus studies. 5. HEIs would be urged to fund services that integrate core curriculum with those that produce specialists in the fields of veterinary and agricultural science. In order to encourage the development and distribution of new technologies, HEIs that offer education must concentrate on the neighbourhood and also get involved in establishing farming technology centres there. 6. With such fair books of accounts, all HEIs are free to choose their charge system and whether any excess must be spent on growth initiatives. 7. Throughout the academic year, all commercial HEIs must offer meritorious candidates 22% unrestricted and 31% programme cost scholarships. This must be verified and validated as part of the certification program.

**Under the following topics, the effects of new national policies on education may be examined: Excellent universities and colleges will benefit from widespread centralization.** The total volumes of the nation's institutions of higher education will be significantly impacted by organisational reorganisation and mergers since it would reduce their by almost one third. The mean number of students enrolled in an Indian college is now 695 (AISHE 18-19, Department of Human Resource Development, and KPMG in Indian Assessment), despite the tax policy goal of building colleges and universities with more than three thousand students. To encourage quality, this policy change concentrates on expanding the number of independent institutions. Out of the almost forty thousand colleges in our



country, just fewer than 1,000 independent institutions are still operating. This demonstrates that the education policy restrictions will result in numerous mergers and cooperation among institutions of higher education in our country. The aforementioned change is anticipated to reduce our higher education sector from 50,000 institutions to only 15,000 institutions.

#### ***Attention On Multi Disciplinary Tutoring***

IIT, IIM, and AIIM are examples of single-discipline Islands of Perfection that define the Indian higher education system. The objective of the new public education strategy is to create major international institutions known as multifunctional educational and research universities, similar to those found in the United States of America and the UK. By establishing MERUs, all societal groups will have access to high-quality learning in a variety of fields, spanning both urban and rural areas of the nation. This will give learners a lot of flexibility in choosing their respective topics of interest.

#### ***Catalysing Exploration Undertakings***

The National Research Foundation (NRF) that the NEP has suggested is likely to place a devoted emphasis on high-quality studies, as well as reduce research funding by attempting to make it much more marketable and by increasing the effectiveness of financing procedures to have a more practical approach to financing research efforts. The pupils will be exposed to scientific research from an early age.

#### ***Enlightening admittance and impartiality through Exposed Distance Education and virtual Schemes***

The NEP avoided legislative discourse, control, and examination. This is a slightly hurried strategy, one that appears to be intended to score a political argument, considering that it was introduced at a period when the government was not in session owing to COVID-19. Additionally, it's not the first time it has occurred. In the previous six years, MPs have frequently been excluded from essential talks, prohibiting members from carefully analysing legislation, voicing their opinions, and making modification suggestions.

#### ***Disparagement of NEP 2020***

The NEP avoided legislative discourse, control, and examination. This is a slightly hurried strategy, one that appears to be intended to score a political argument, considering that it was introduced at a period when the government was not in session owing to COVID-19. Additionally, it's not the first time it has occurred. In the previous six years, MPs have frequently been excluded from essential talks, prohibiting members from carefully analysing legislation, voicing their opinions, and making modification suggestions.

As it skirts over important issues of education accessibility that have long existed, the strategy is a vision document that fails to include the lowest social classes and offers little or no assistance to the poor, women, and ethnic and religious minorities. To carry out this broad ambition, there is no detailed plan or clear execution strategy currently in place. The execution of this strategy will need a number of benchmarks and a financial contribution that are not entirely known. Consider the following sentence: "The Center and the Provinces will cooperate to enhance government investment in the educational sector to reach 6.3% of GDP at the latest." There isn't any unambiguous promise that really holds the government responsible. -- three-pronged linguistic strategy Although the legislation does not mandate this requirement, it is written in a way that gives pupils, instructors, and institutions minimal leeway and freedom. Additionally, it directly conflicts with such a ruling from the Judicial Branch.

#### **4. CONCLUSION:**

The 2030 Millennium Development Objectives and the demands of the twenty-first century are two primary components that are aligned with the new national education policy 2020, which is a strong strategy. The NEP is the result of a protracted process that aims to reach a net enrolment percentage of 100% by 2030. The Department of Human Resource Development (MHRD) has presented the nationwide education strategy 2020 with the goal of building a more equitable, united, and successful society. Although the fiscal policy intention appears to be great in many aspects, execution is where accomplishment will ultimately be determined. The NEP 2020's changes are focused on developing learners' 21st-century abilities, including those of innovation, concern, rational reasoning, and technological literacy. The current education paradigms need to be revaluated in light of the problems of the international economy as technology improvements, fast industrialization, and unanticipated events—such as the COVID-19 epidemic—reshape the future of employment. All institutions of higher learning that currently refer to themselves as "associated colleges" will either change their names to reflect their expansion as interdisciplinary independent institutions with the ability to grant degrees, or they will become component campuses of their associated



institutions. Promising initiatives in the major fields of the human sciences, applied sciences, and fundamental research will be funded by the National Science Foundation, an independent organisation.

University education has a significant role in determining economic growth, standing in society, level of technological uptake, and normal healthy conduct. The country's educational department has the responsibility of enhancing GER so that all citizens have access to graduate education opportunities. The National Education Policy of India 2020 is working forward to achieving this goal by implementing creative policies to raise the standard, make it more appealing, make it more affordable, and increase the supply. All higher educational institutions that currently refer to themselves as associated institutions will either change their names to reflect future expansion as interdisciplinary independent institutions with the ability to grant degrees, or they will become component campuses of their associated institutions. Promising initiatives in the major fields of the liberal arts, applied sciences, and fundamental research will be funded by the National Science Foundation, an independent organisation. The system of higher education will change to become more student-centered, giving students the choice to select core and supplementary courses both inside and outside their field of study. In accordance with the established regulatory framework, academic staff is also free to select their own curricula, methodologies, pedagogies, and assessment methods. These changes will begin in the financial years 2021–2022 and last through 2030, when the first stage of change is anticipated to become evident.

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