



## **An Analysis of Understanding the Indian Higher Education System and NEP: 2020 with reference to Regulatory Bodies of Higher Education and Quality Control**

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We can understand the education as process and as system. When we say that a teacher is teaching a subjects of agriculture branches or subjects of medical branches or subjects of engineering branches or subjects of pure and applied sciences or subjects of literature and languages or subjects of social sciences or subjects of interdisciplinary courses or vocational and professional courses at any standard/class to students than it means education process is going on for transforming the knowledge. For smooth processing of education, the education system has been developed in various aspects i.e. level of education wise (primary, secondary and higher), level of courses & exams wise (Kinder Gorton, Montessori, class 1 to 9<sup>th</sup>, secondary board, sr. secondary board, diploma, certificates, graduation, post graduation, M.Phill, Ph.D. etc) class, lab, office, sports facilities and building infrastructure wise primary schools, secondary schools, polytechnics, ITIs, universities and colleges, medical universities and college, agriculture universities and college, teaches education university and colleges, Hindi university, Urdu university, English University, Sanskrit university, Tribal university, Hindu university, Muslim university, Christian university, Technical university, IITs, NITs, IIITs, IIMs, AIIMs, etc.) Human resource wise (teachers, administrative officers, non teachers, doctors, nursing staff, vehicle staff etc.) governing policy and funding wise (central government state government, statuarities agencies, trusts and private body)

We can see the model of Indian education system particular higher education in historical perspective to understand the current scenario. As we know that Indian education system is divided in three models one is pure Indian model of education, second is European model of education, and third is USA model of education. The Indian model of education was reflected in Takshashila University, Nalanda University, Vikramshila University, Vallabhi and many others institutes and all institutes were keep a



high quality standard and controlled by the values at that time. This education system was purely Indian education system.

The European model of education in India had been started at the time of British rule when Calcutta University, Bombay University, Madras University, (Lahore University now in Pakistan) and Allahabad University have established by British rulers on the pattern of Oxford and Cambridge University. European education model strives for unconditional academic freedom in the intellectual investigation of the world, both for teachers and for students. Study should be guided by humanistic ideals and free thought, and knowledge should be formed on the basis of logic, reason, and empiricism rather than authority and tradition, for this the European model of education regarded philosophy as the link between the different academic disciplines, which include both humanities and natural sciences. So impact of this model of education on above Indian universities and after establishment of these Indian universities has affected to all others universities which have established before independence and after independence.

Before British rule, the Indian education system was affected from Islamic culture and their system and Maadrsha was center of higher education but it was limited to cause of themselves language and religion that is why this system has not been affected to Indian mass whenever British education system was affect to Indian scholars at that time who were interred in this system and that system was developing gradually in whole country.

Hence the scenario of higher education system has been changed and progressed in many aspects i.e. increase the no. of higher education institutions, regulatory authorities, budgets, recruitment criteria, eligibilities, no. of courses, etc.

Now we are moving toward USA model of education which is based on pragmatic philosophy and socio-economical concern, so policy makers are trying to adopt this model in Indian scenario for developing society. As per this model of education, needful and skill education should be given to students. It means that the education system of India in present time diverting to fulfill the need of society and we can see its reflection on higher education system. For example Hindi university, Sanskrit universities, Urdu



university, foreign language university, medical universities, technical universities, petroleum universities, police universities agriculture universities and teacher education university etc. are more specialized universities and institutions like IITs, IIMs, IIITs, NITs, AIIMSs, and other private institutions are establishing and promoting by governments and private corporate sectors, in this system and we have already many excellent experts, scientist, social scientist, thinkers, technologists and teacher educators working as professor, associate professor and assistant professor in universities, colleges, IITs, IIITs, NITs, IIMs, AIIMSs and Research Centers and as an individual person they are working more in respective specific areas.

After description of about Indian education system as an educationist a question arose in my mind that why is education quality decreasing in the reference of qualitative aspects whenever quantitatively increasing the no. of higher education institutes? For the quality control we have UGC and other regulatory bodies like All India Council for Technical Education (AICTE), Distance Education Council (DEC) Indian Council of Agricultural Research (ICAR), Bar Council of India (BCI) National Assessment and Accreditation Council (NAAC), National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dental Council of India (DCI), Central Council of Homeopathy (CCH), Central Council of Indian Medicine (CCIM) and Veterinary Council of India (VCI) etc. but they couldn't change the root of higher education system and many more conflict, complexity and challenges have been created in between universities, colleges and regulatory bodies.. Even after having various regulatory bodies, our higher education was not able to become world class and high quality. That is why after 30 years of introduction of new education policy 1985, the present government formed a committee under the chairmanship of Cabinet Secretary T.S.R.Subramaniam on 30 October 1985 to make changes in relation to whole education and committee has presented report on 27 May 2016. In this report, mainly on three points, suggestions were sought from people and experts from every sector of the society. These three points are 1) to increase the quality of education, 2) to enhancing the credibility of education and 3) bridging the gap in implementation.

For this purpose of in-depth analysis on above three points, MHRD formed 9 members committee under the chairmanship of ISRO Chairman Dr.K Kasturirangan on



24 June 2017 and this committee submitted the report to the ministry of Human Resource Development on 31 July 2019. After the report came, separate meetings were held with the state secretary of the Higher education, department of technical education, Honourable M.Ps. and a draft was proposed on the National Education Policy 2020 and it is open for the whole nation on 29 July 2020. On the arrival of the National Education Policy 2020, first of all the name of the ministry of human resource and development was changed to the ministry of Education. Ministry of Education with the motto of Educate Encourage Enlighten (EEE) and at the same time a comprehensive change has been made in the education system; the structure of 10+2+3 has been changed into 5+3+3+4+4+1. The aim of this policy is to prepare the students of India with 21st century skills. There are three pillars founded in this policy such as Research, Innovation, and Quality, with the objective of developing India into a knowledge super power. The Policy committee has rightly quoted that the country has tremendous potential to become a world leader in several fields if there is a resolve to provide high quality education and health care to its children and Technology alone cannot be the solution to the problem of poor quality of education; the human factor is equally important.

After this preamble motto and aim of NEP-2020, we analyse the Higher Education part of this policy and in short we found that learner autonomy provides sufficient space with restructuring of the entire regulatory structure to construct a system based on enhancing student's choice based credit system to opting for courses and assumes that critical significance, add on value based courses, stream differentiation, interdisciplinary & Multidisciplinary approach.

For every course or program multiple entry and exit option given in this policy. NEP 2020 focused on institutional restructuring and Consolidation by implementing multidisciplinary Higher Educational Institutes (HEI) clusters, research & teaching intensive Universities. Formative assessment by self, peer and experts, Online teaching learning & assessment, digital learning repository, exposure to vocational education, It prepare for global well-being and global citizenship, deep-rooted Indian heritage & futuristic dispositions, Holistic progress card, comprehensive 360 degree multidimensional report card,

For this NEP 2020 deliberates for setting up a single umbrella type body known as Higher Education Commission of India (HECI) for the entire higher education, excluding medical and legal education. Public and private HEI will be governed by same set of



norms for regulation, accreditation and academic standards. Also HECI will be having four independent regulatory bodies namely-

- National Higher Education Regulatory Council for regulation (NHERC)
- General Education Council (GEC) for Standard setting.
- Higher Education Grants Council (HEGC) for funding
- National Accreditation Council (NAC) for accreditation

These above regulatory bodies will be controlled all aspects of Higher education and may be short out the problem related to higher education. Hence as we know that There are so many hurdles to implements the recommended policy in higher education institutions but if policy implementers vision is clear about any concern points or issues then there will be no problem to change or implement that what they want according to National Education Policy 2020 on any level. In this policy the major changes will reflect directly in Course Stages, funding level and research. For Example according to National Education Policy 2020 the course structure will be as under-

**Bachelor Education Stage:** Undergraduate degree in every subject will be either four or three year with multiple exit option. After passing a first year a certificate; A diploma after passing second year and; Bachelor's degree after passing three years. The four year undergraduate degree programme is preferred along with Major & Minor research projects.

**Master Education Stage:** A one year Master's degree course for four years bachelor degree and a two year degree for three year bachelor degree students. An integrated five year degree course with a focus on high quality research in the final year. The master's degree will consist of a strong research component to solidifying competency in professional area and to prepare students for a research degree

**Research Stage:** It consist pursuing high quality research leading to a Ph.D. in any core subject, Inter disciplinary or Multidisciplinary subjects for a minimum period of three to four year. During Ph.D. candidate should undergo 8 credit course works in teaching/education/ pedagogy in their field of work/Subject. M.Phil. Programme has been ended in this policy.

**Lifelong learning:** Learning is a lifelong process this is justified by NEP 2020. NEP emphasizes lifelong learning to avoid human beings becoming absolute in society in terms of knowledge skills and experience to lead a comfortable life.

The above course or program structure included many aspects for completing the





program with quality i.e. Choice based credit system(CBCS), Learning outcome based curriculum (LOBC) system, Academic Bank of Credit (ABC) system, Grading system, Multiple Exit and Entry system and Dual Course system. This can implement in colleges or universities through need of demand, as per availability of resources, honesty of teacher, honesty of administrators and honesty of policy makers with vision and action.

After understanding of this national education policy 2020 in very short but question is that how can transform this national education policy 2020 at ground level in action form? Basically we can implement the all aspects which are recommended by NEP2020 through increase the infrastructure, develop the necessary technology, increase in human resources, avoid the complexity of administrative actions, and change in mind set up.

For one example that how to implement the new courses according to NEP2020, The Universities and Institution can get it easily, first of all the universities have to convert their 3 years UG programs into 4 Years because 3 years program are already running in this only the fourth year syllabus has to made and for this university can take the 4 year UG syllabus from PG first Years because now P.G. Courses will be one and two years. After this each session of the syllabus has to be divided into semesters and some new syllabus will also to be made according to the choice based credit system. Now the objectives have to be set for each paper of all the courses and their examination scheme has to be made. Here syllabus will have to be made according to the choice based credit system, in which along with the main subject, the optional subject and ability enhancement subject will have to make available to the students. After this, the 3 or 4 years UG programs and 1or 2 years P.G. programs can be implemented in the universities or institutions by passing all courses through Board of Studies, Faculty Council and Executive Council. But now responsibility of the examination section of universities and institutions will be increased because now the students have been freedom that s/he can choose any subject therefore no. of examination days will be more.



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