Quality Higher Education in the Light of NPE-2020

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Abstract: Education is the backbone of any society. A country's ability to succeed depends on the quality of higher education. Higher education has a long history in India, which has inherited a rich cultural legacy from ancient learning hubs like Vikramshila, Odantapuri, Vallabhai, Kanchi, Takshashila, and Nalanda. At the higher education levels, there has been a notable expansion and diversification in India within the progress of time. The Indian government has developed plans, methods, and strategies to improve education regularly. The National Education Policy (NEP) 2020 is a seminal document that directs the policies of the federal government concerning education. With a focus on higher education, this strategy is arguably the most important in the last 60 years and will shape the course. The success of higher education depends on several sub-factors like language, the environment provided by the state and central government, religious influences, and secular forces (such as humanism, socialism, nationalism, and democracy). Against this backdrop an attempt has been made A) to discuss the Traditional and modern concepts of higher education) to throw light on the changing nature of higher education) to discuss the new education policy of India) to assess how quality higher education is provided through the new education policy (NPE-2020). E) Finally consider whether quality higher education is a myth or reality from an Indian perspective). The focus is also given to vehemently resisting the adoption of hybrid models and the outsourcing of research to foreign corporations, and state governments should abstain from making decisions that are only motivated by the desire to gain short-term popularity. Care must be taken while putting the Public-Private Partnership (PPP) model into practice.

Keywords: Quality higher education, NPE 2020, PPP Model

Introduction

Every civilization needs education, and in this day and age, a country's ability to succeed depends largely on the caliber of its higher education system. After completing a strong basic education, which usually takes at least eleven years, higher education entails specialized study. The Education Act of 1988 states that any post-school courses and courses offered by any institution surpass the requirements of the General Certificate of Education (G.C.E.) Advanced (A) level or its equivalent are considered to be part of higher education. At the higher education levels, there has been a notable expansion and diversification. The Indian government has developed plans, methods, and strategies to improve education regularly. The goals of laws like the MPE-1968 and NPE-1988 were to advance education at the school and postsecondary levels. The National Education Policy (NEP) 2020 is a seminal document that directs the policies of the federal government concerning education. With a focus on higher education, this strategy is arguably the most important in the

last 60 years and will shape the course. In light of this, several important queries emerge. What weight do we give different aspects while defining India's NEP 2020? Natural elements (like race), language, the environment, religious influences, and secular forces (such as humanism, socialism, nationalism, and democracy) are some of these causes.

History background of the study

Higher education has a long history in India, which has inherited a rich cultural legacy from ancient learning hubs like Vikramshila, Odantapuri, Vallabhai, Kanchi, Takshashila, and Nalanda. Students from all around the world were drawn to these institutions because of their stellar reputation for instruction. But under Muslim authority, many of these centers vanished. India's current university system came into being during the British era, and ever since the country gained its independence, attempts have been made constantly to advance higher education to fulfill the expanding demands of the people.

The number of colleges and universities increased significantly after independence, and these institutions were well-suited to support the nation-building initiative. In 1947, India boasted more than 20 million students nationwide and a great number of colleges. India now has one of the biggest postsecondary education systems globally, second only to those of the United States and China. To improve the quality of higher education, several laws have been put into place, including the 1949 Higher Education Commission, NPE-1968, NPE-1986, the Foreign Educational Institution Bill of 2010, the National Accreditation Regulatory Authority for Higher Education Institutions Bill of 2010, and the National Commission for Higher Education and Research Bill of 2010.

Nowadays, a key component of higher education is quality. Notwithstanding these initiatives, none of the Indian Institutes of Science (147) or Delhi's IIT (190) have been placed in the top 200 globally renowned universities, except those established in 2015–16. For schools to guarantee and raise the calibre of their educational offerings, quality is crucial. The new National Education Policy (NEP) 2020 highlights the importance of excellence in higher education within this framework. The Ministry of Human Resource Development's (MHRD) policy formulation approach should be reviewed in light of the current higher education reform initiatives as well as the education policy environment, with an emphasis on preserving and improving higher education quality.

Objective of the study

A) To discuss the Traditional and modern concepts of higher education.

B) To throw light on the changing nature of higher education.

C) To discuss the new education policy of India.

D) To assess how quality higher education is provided through the new education policy (NPE-2020).

E) Finally consider whether quality higher education is a myth or reality from an Indian perspective.

F) Concluding Remarks.

A. To Discuss the Traditional modern concept of higher education

After independence, there was a significant demand for more universities to meet the growing need for higher education. This period saw a shift in the perception of the role of universities in free India. One of the earliest decisions by the Indian government post-independence was to establish a university commission to achieve the goals of higher education. The following objectives were set as traditional goals of higher education:

1.**Leadership Development**: To cultivate top-tier leaders in the social and political arenas of the country.

2.**Economic Leadership**: To nurture new leaders in trade, commerce, and industry, emphasizing leadership training as a core objective of higher education.

3.**Cultural Resurgence**: To foster a national cultural revival and preserve India's cultural heritage and unity.

4.**Creation and Dissemination of Knowledge**: To generate new truths and knowledge, with a fundamental function of higher education being the dissemination of learning and the continuous search for new knowledge.

5.**Values and Ideals**: To instill high ideals and new values of life, promoting an integrated way of living.

6.**Human Values**: To develop respect for humanity and human values, with the ultimate goal of higher education being the welfare and betterment of humanity.

7.**Social Order**: To create a new social order.

8.**Community Engagement**: To bring universities closer to the community by extending knowledge and applying it to solve real-world problems.

9.**Intellectual Pursuit**: To make universities centers of intellectual adventure.

10. **Independent Thinking**: To foster independent thinking and a critical spirit, emphasizing the importance of freedom of conscience.

11. **Global Citizenship**: To promote a spirit of human welfare, international amity, peace, friendship, and world citizenship.

12. **National Discipline**: To aim for national discipline through higher education.

13. **Educational Equity**: To ensure the equalization of educational opportunities.

These objectives reflect the comprehensive role that higher education is expected to play in fostering leadership, cultural preservation, knowledge creation, human values, social order, and community engagement while promoting intellectual and independent thinking and striving for global citizenship and educational equity.

❖ **According to NEP-1968, higher education entails the following:**

1.**Student Admissions**: Regulating the number of full-time students admitted to colleges or university departments.

2.**Establishing New Universities**: Exercising considerable care in the establishment of new universities.

3.**Improving Standards**: Focusing on enhancing the standards of training and research at the higher education level.

❖ **According to the NPE-1986, higher education provides:**

1.**Critical Reflection**: An opportunity for individuals to reflect on crucial social, economic, cultural, moral, and spiritual issues facing humanity.

2.**National Development**: A contribution to national development through the dissemination of specialized knowledge and skills.

3.**Teacher Production**: A key role in producing teachers for the education system.

4.**Dynamic Evolution**: The necessity for higher education to be more dynamic than ever, constantly evolving, with an emphasis on improving and expanding universities and colleges.

India's vision for higher education in 1998 included the following views:

1.**Liberation through Education**: Education aims to liberate individuals from the bondage of ignorance and backwardness.

2.**Evolution of Faculties**: Education is a force that helps both individuals and society evolve, integrating various faculties through superior intellectual, ethical, aesthetic, and spiritual powers to develop a highly humane, cultured, and integrated humanity.

3.**Heritage Preservation**: Education should serve as a powerful carrier of the best of our cultural heritage.

❖ **The modern concept of higher education in India recognizes its crucial role from various perspectives:**

1.**Global Competitiveness**: To stay competitive and relevant in a globalized and liberalized world.

2.**Productivity and Innovation**: To enhance productivity and foster an innovative spirit.

3.**Workforce Development**: To build a well-trained workforce, achieve high productivity levels, and optimize the use of existing technology.

4.**Emphasis on Innovation**: To prioritize innovation as a means to boost competitiveness and growth.

5.**Broad and Specialized Knowledge**: To develop individuals with deep specialization while also providing a broader understanding of the world.

6.**Knowledge Society Integration**: To connect individuals with contemporary knowledge societies, facilitating adaptation to a highly competitive environment.

7.**Qualified Human Resources**: To supply qualified and trained human resources that can keep pace with the rapidly changing world.

8.**Holistic Education**: To prepare students not just for the job market but for life, with a curriculum that includes humanities, science, music, and art, beyond just reading, writing, and arithmetic.

9.**Innovative Problem-Solving**: To foster the ability to approach challenges in new ways, leading to economic and sustainable solutions.

10. **Valuing Pluralism**: To uphold a pluralistic tradition where diverse views, ethnicities, religions, and perspectives are valued, fostering an environment conducive to creativity, curiosity, and inquiry.

c) Throw light on the changing nature of Higher Education we can measure the changing nature of Higher Education through different indicators

Nowadays, a key component of higher education is quality. Notwithstanding these initiatives, none of the Indian Institutes of Science (147) or Delhi's IIT (190) have been placed in the top 200 globally renowned universities, except those established in 2015–16. For schools to guarantee and raise the caliber of their educational offerings, quality is crucial. The new National Education Policy (NEP) 2020 highlights the importance of excellence in higher education within this framework. The Ministry of Human Resource Development's (MHRD) policy formulation approach should be reviewed in light of the current higher education reform initiatives as well as the education policy environment, with an emphasis on preserving and improving higher education quality.

In a similar vein, there were 33,023 colleges in 2011–12 as opposed to 496 in 1947–48. The number of universities that offered distance education programs increased eightfold between 1980 and 2011–12, from 22 to 199. Including institutions that provide diplomas, the total number of enrolled students increased from 0.2 million in 1947–48 to 75.8 million in 2011–12. For the academic year 2013–14, around 30.5 million students were expected to enroll. Achieving an average yearly growth rate of 12%, the Indian government has also expanded the number of central government institutions from 54 in 2006–07 to 108 in 2012–13. In addition, from INR 159.58 billion in 2011–12 to INR 162.10 billion in 2013–14, was the increase in anticipated spending on education.

Table-1 (All India Higher Education Scenario)

Year	University	College	Total	No.of Student in Million
1947-48	20	496	516	0.2
1950-51	28	578	606	0.2
1960-61	45	1819	1864	0.6
1970-71	93	3277	3370	2.0
1980-81	123	4738	4861	2.8
1990-91	184	5748	5932	4.4
2000-01	266	11146	11412	8.8
2005-06	348	17625	17973	10.5
2011-12	523	33023	33546	15.8

Source: Higher Education & West Bengal, Himangshu Ghosh, 2016 (Yojona Dhanadhanya)

All India Higher Education Scenario of India from 1948 to 2012
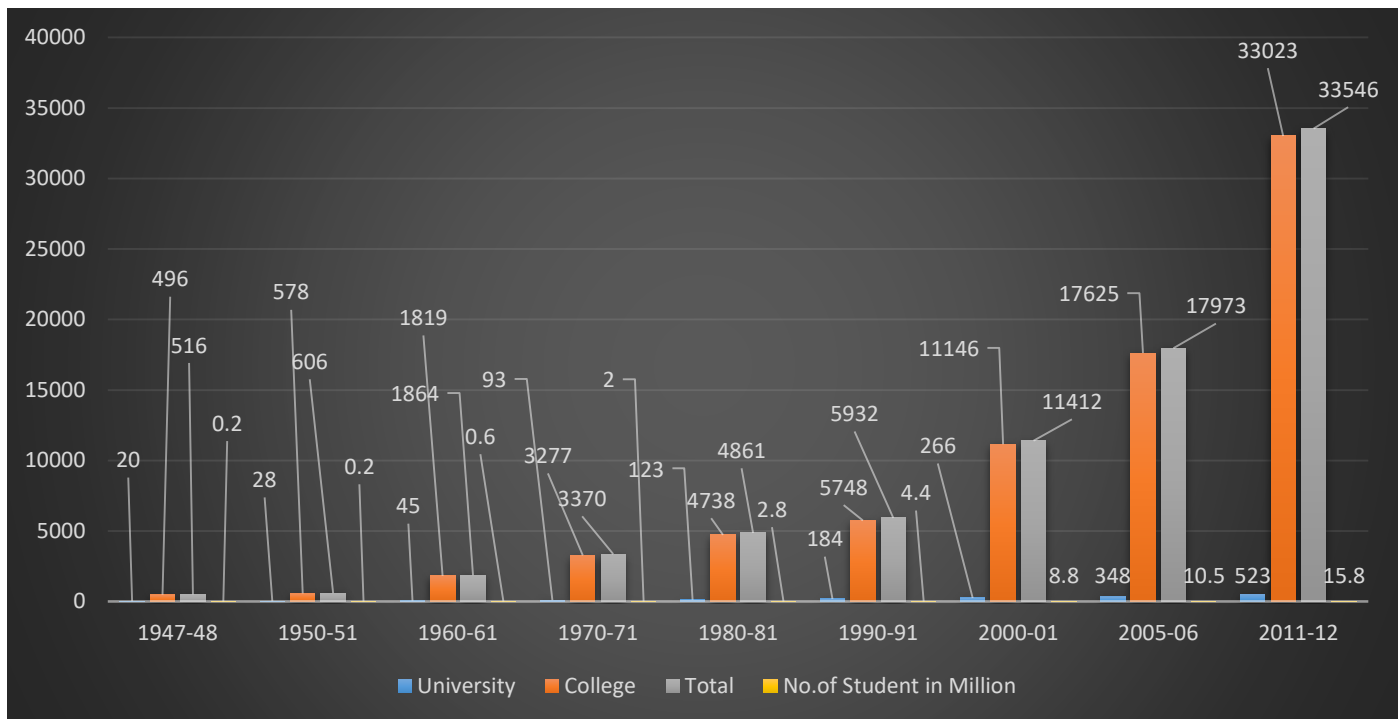
The table 1 provides a historical overview of higher education expansion in terms of universities, colleges, and student enrolment in India from 1947-48 to 2011-12. Here are the key points:

- **Universities and Colleges**: The number of universities increased from 20 in 1947-48 to 523 in 2011-12. Similarly, the number of colleges grew from 496 to 33,023 over the same period.
- **Total Institutions**: The combined total of universities and colleges rose from 516 in 1947-48 to 33,546 in 2011-12.
- **Student Enrolment**: The number of students enrolled in higher education institutions surged from 0.2 million in 1947-48 to 15.8 million in 2011-12.

This data illustrates significant growth in India's higher education infrastructure and student population over the decades.

Here is a brief overview of the changing scenario of higher education in West Bengal (W.B.):

- **Number of Universities**: The total number of universities in W.B. has grown from 8 in 1977 to 34 in 2014-15. Between 1977-78 and 2010-11, the number of universities increased to 22. From 2012 to 2015, the number further rose to 34, including 7 private universities.
- **Number of Colleges**: The total number of colleges in W.B. has also seen significant growth. In 1977, there were 241 colleges. This number increased to 452 between 1977-78 and 2010-11, and further to 501 colleges by 2015.

• **Student Enrolment**: The total number of enrolled students in W.B. in 2012-13 was 36,076 in universities and 1,228,880 in colleges. From 1977 to 2010-11, the number of students enrolled in universities was 65,097, and in colleges, it was 1,066,148.

This data highlights the significant expansion and development in higher education infrastructure and enrolment in West Bengal over the years.

TABLE-2 Higher Education Infrastructure in West Bengal, 2016

University	Teacher	U.G College	Training College	Law College	Art College	Medical College	Homeopathy Medical College	Music College	Technical College	Other	Total
C.U.	698	129	34	06	01	01	-	01	01	01	174
B.U.	227	93	31	06	01	-	-	01	-	13	145
V.U.	117	44	21	02	01	-	-	-	-	03	74
K.U.	245	50	10	01	-	-	-	-	-	-	70
N.B.U.	148	50	10	01	-	-	-	-	-	-	61
W.B.S.U.	161	50	11	01	-	-	-	-	-	01	63
G.B.U.	106	24	13	-	-	-	-	-	-	-	37
J.U.	636	-	01	-	-	01	01	-	-	-	02
R.B.U.	155	-	-	-	01	-	-	-	-	-	01
S.K.B.U.	-	19	04	04	-	-	-	-	-	01	28
B.A.S.U	208	-	-	-	-	-	-	-	-	-	-
N.S.U.	12	-	-	-	-	-	-	-	-	-	-
Technical University	32	-	-	-	40	-	04	-	84	59	187

Source: Dhanadhanya (Yojana- Bengali), 2016

Higher education Senario of West Bengal(2016)
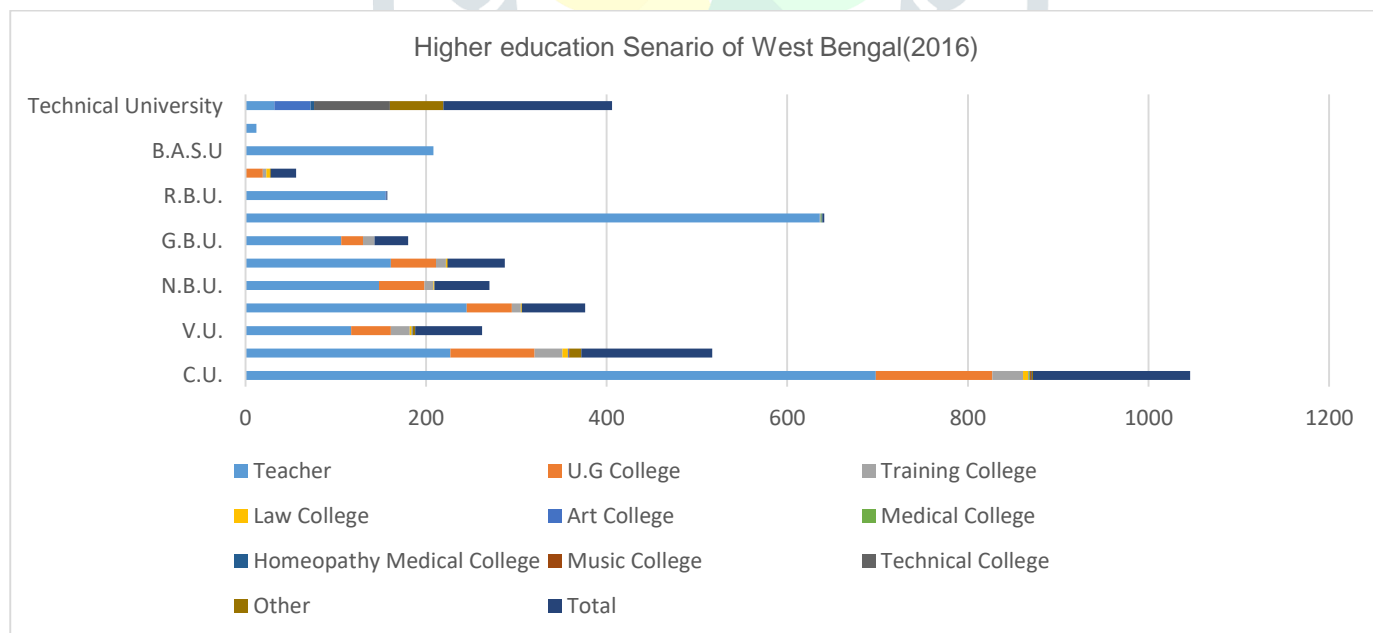
TABLE-3 U.G. Student Enrolment in West Bengal (2012-13)

Subject	Boys				Girls				Grand Total
	General	S.C.	S.T.	Total	General	S.C.	S.T.	Total	
Humanities	317676	96376	19230	433282	380526	65499	12422	458447	891729
Science	83796	16895	2800	103491	6429	6882	1394	14705	118196
Business	84188	7538	1190	92916	3655	1223	402	5280	98196
Education	4603	1013	306	5922	484	780	229	1493	7415
Law	3851	520	58	4429	349	256	16	621	5050
Technology	68698	6093	526	75317	20582	1449	139	22170	97487
Management	5699	266	55	6020	1542	74	32	1648	7688
Others	2347	272	77	2696	219	159	45	423	3119
Grand Total									122880

Source: Dhanadhanya (Yojana- Bengali), 2016

Table 3 shows that in the 2012-2013 academic year, Under Graduate student enrolment in West Bengal was distributed across various disciplines with notable disparities in gender and social categories. Humanities had the highest enrolment with 891,729 students, including 433,282 boys and 458,447 girls. Science followed with 118,196 students (103,491 boys and 14,705 girls), and Business had 98,196 students (92,916 boys and 5,280 girls). Other fields included Education (7,415 students), Law (5,050 students), Technology (97,487 students), Management (7,688 students), and others (3,119 students). Across all disciplines, boys constituted a larger proportion of the student body in most categories, with notable enrolment among general category students compared to SC (Scheduled Castes) and ST (Scheduled Tribes) students.
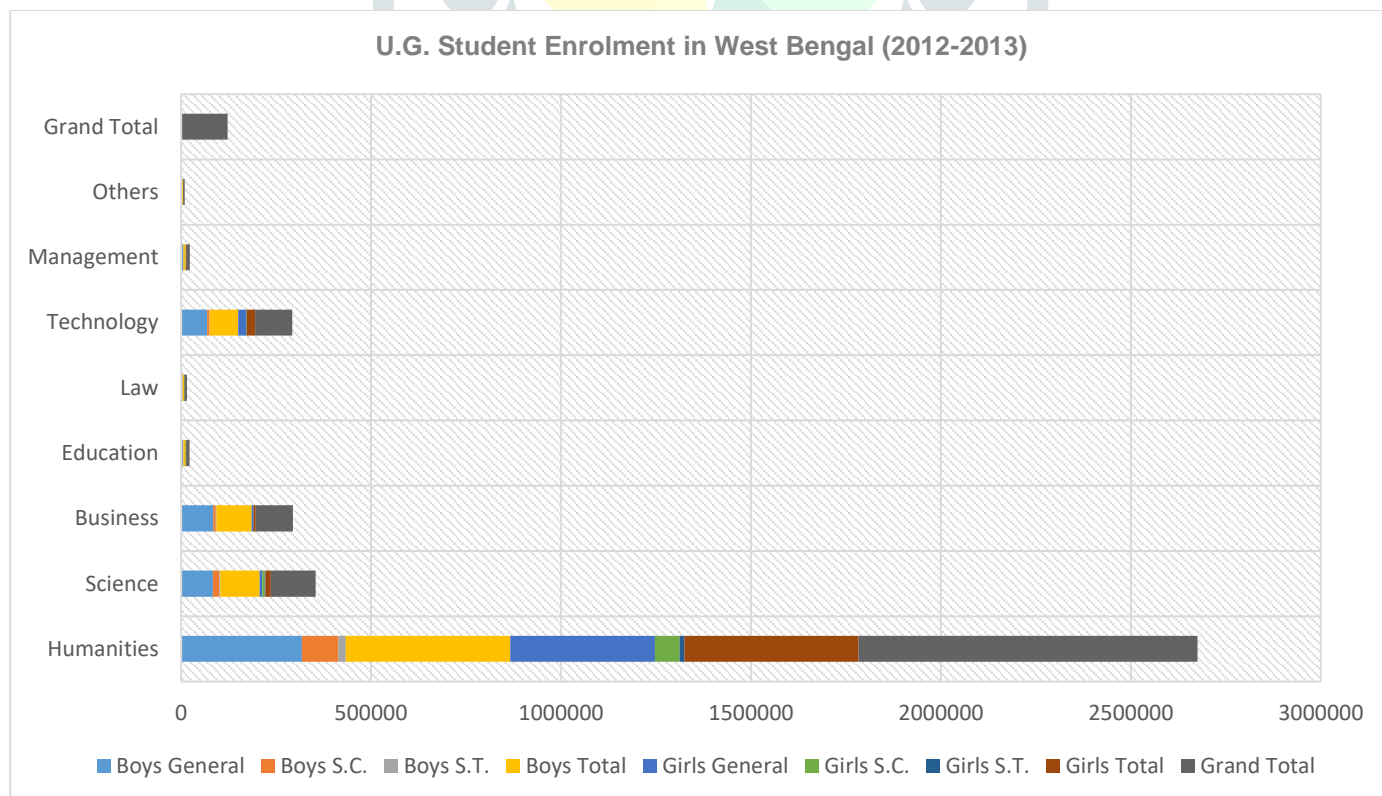

U.G. Student Enrolment in West Bengal (2012-2013)

TABLE-4 P.G. Student Enrolment in West Bengal (2012-13)

Subject	Boys				Girls				Grand Total
	General	S.C.	S.T.	Total	General	S.C.	S.T.	Total	
Humanities	19284	6320	924	26528	22352	4996	542	27890	54418
Science	2079	2055	173	14307	6896	1898	80	8874	23181
Business	3154	472	33	3659	1675	267	21	1963	5622
Education	1160	436	64	1660	1098	447	25	1570	3230
Law	191	64	26	281	228	45	28	301	582
Technology	3157	364	49	3570	607	99	10	717	4287
Management	2436	125	14	2575	981	40	01	1035	3610
Others	3875	572	60	4507	5092	317	51	5460	9967
Grand Total									104897

Source: Dhanadhanya (Yojana- Bengali), 2016

Table 4 shows that in the 2012-2013 academic year, Post Graduate student enrolment in West Bengal showed a total of 104,897 students, with significant variations across disciplines and demographics. Humanities had the highest enrolment with 54,418 students (26,528 boys and 27,890 girls). Science followed with 23,181 students, comprising 14,307 boys and 8,874 girls. Business studies enrolled 5,622 students (3,659 boys and 1,963 girls), while Education had 3,230 students (1,660 boys and 1,570 girls). Law attracted 582 students, Technology had 4,287 students, and Management saw 3,610 enrolments. The category "Others" included 9,967 students. Across all subjects, there were more girls enrolled in Humanities and Others, while boys outnumbered girls in Science, Business, Education, Technology, Law, and Management. Enrolment also varied among General, SC (Scheduled Castes), and ST (Scheduled Tribes) categories, reflecting a diverse student body at the postgraduate level.
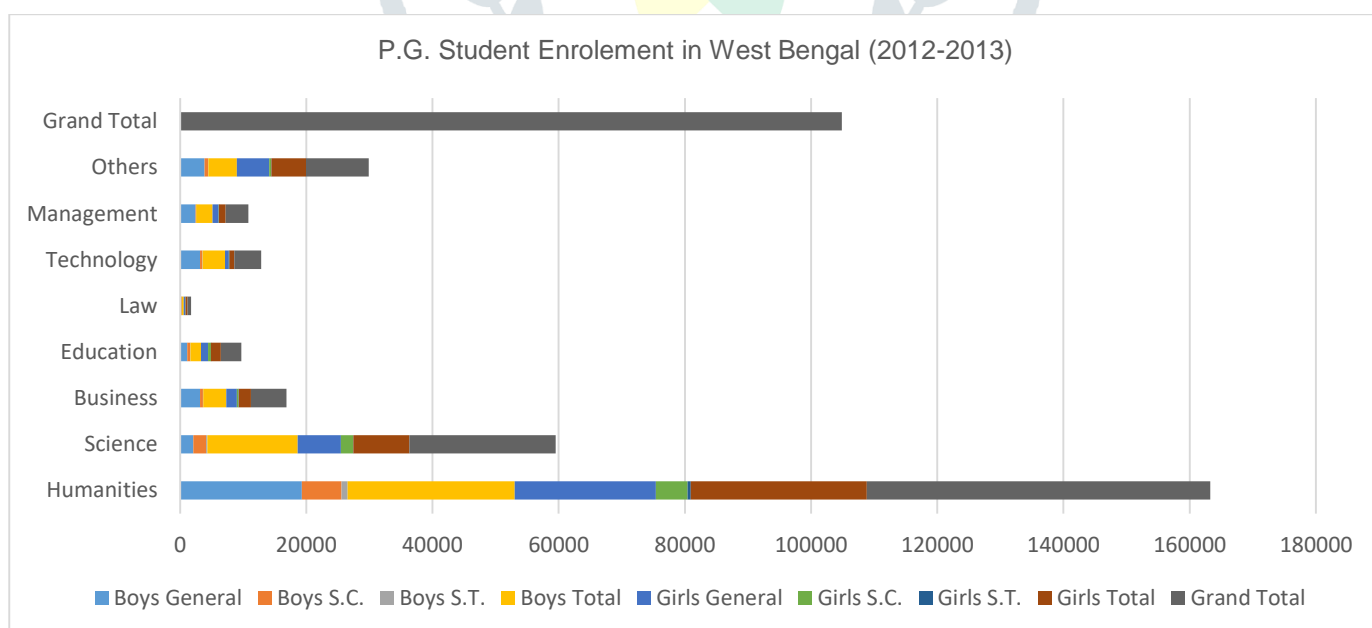
d) To discuss the New Education policy in India.

In 2020, the National Education Policy (NEP) was introduced by the Ministry of Human Resource Development (MHRD) in response to the changing needs of the Indian education system. The goal of the NEP 2020 was to establish India as a global leader in knowledge and skill development by focusing on quality education, innovation, and research to adapt to the changing dynamics of population requirements. The following were the main goals of NEP 2020: quality higher education is still a major obstacle in

• Ending the labour shortage in university, industry, technology, and the sciences.

• Creating a welcoming atmosphere for educators and learners alike.

• Reducing disorders in the primary through graduate education systems.

• Creating a bridge between theoretical understanding and real-world application.

• Dealing with issues brought on by a dearth of high-caliber research and innovation.

•Ensuring that the policy is implemented effectively.

• Giving marginalized populations, such as the impoverished, women, and minorities, more consideration.

• Offering financial assistance to deserving students from low-income families through loans and scholarships.

• Strengthening international collaboration in education and working with foreign universities to establish a dynamic learning environment.

To create the new education policy, the MHRD held a cooperative, multi-stakeholder consultation process.

Before it is implemented, NEP 2020 will be the subject of in-

depth negotiations with a wide range of stakeholders, including two lakh village communities,

 On January 26, 2015, the policy formulation process was formally begun on my Gov. Portal,

with an emphasis on issues spanning both secondary and tertiary education.

A team led by Dr. Krishnaswamy Kasturiranjan was established by the MHRD to draft the National Education Policy.   June 2017 saw the Committee's formation.

On predetermined themes, top universities and regulatory agencies like UGC, NCTE, NCERT, CABE, NUEPA, NAAC, NLMA, IITs, IIMs, and central universities conducted in-

depth discussions with practitioners, academicians, and experts.

The policy was drafted by the NEP 2020 committee, which was led by T.S.R. Subramanian and

included Prof. J.S. Rajput, Shavaran Sharma, Sudhir Mankad, and Shailaja Chandra.

one thousand block communities, and multiple city authorities. NUEPA, New Delhi, played a crucial role as the committee's secretariat. The committee was expected to submit the draft NEP 2015 by December 31, 2015, along with an action framework.

e) To assess how quality higher education is provided through the new education policy in 2020

Comprehending the notion of quality in higher education is an intricate and ever-changing undertaking. Its ever-changing nature makes it difficult to identify and quantify. According to William A. Foster, "Quality is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it is never an accident." It stands for the prudent selection among several options. Quality is explained in both relative and absolute terms by Edward Sallies (2002, p. 12). "Absolute quality is similar in nature to goodness, beauty, and truth," claims Sallies. This kind of quality is uncompromising and is frequently distinguished by rarity and cost. Conversely, relative quality is evaluated in comparison to predetermined standards to determine whether the final product satisfies those standards.

According to the U.K.'s Quality Assurance Agency, quality in higher education guarantees the preservation and improvement of educational standards. Sallies distinguishes four categories of clients based on the caliber of higher education:

1.**Primary customers**: Students who directly receive educational services.

2.**Secondary customers**: Parents and governing bodies who have a direct interest in the education of individuals.

3.**Tertiary customers**: Future employers, the government, and society, are significant stakeholders in the educational outcomes.

4.**Internal customers**: Employees of the educational institution who have a vested interest in its success.

Greene and Harvey (1993), as cited by Patanjali Mishra (2014, p. 57), outline five approaches to quality in higher education:

1.**Exceptional**: Viewing quality as something outstanding or distinctive.

2.**Consistency**: Ensuring that educational outcomes are reliable and uniform.

3.**Fitness for purpose**: Aligning educational services with their intended objectives.

4.**Value for money**: Providing education that is worth the investment.

5.**Transformative**: Focusing on the capacity of education to bring about significant change in students.

These varied perspectives offer a framework for understanding and assessing quality in higher education. Indicators of quality are often conceptualized based on these perspectives, providing a comprehensive approach to evaluating educational standards.

Table-5 Comprehensive Approach to Evaluating Educational Standards

Perspectives	Indicators
Pedagogic	Quality as Achievement
	Quality as education out come
Economic	Quality as efficiency
Organizational	Quality as Availability
	Quality as expansion
	Quality as adequacy
	Quality as Improvement
	Quality as effectiveness
	Quality as event management
	Quality as accountability quality as excellence
System approach	Quality as the change of system development
	Quality as collaboration and partnership
Sociological	Quality as community participation and
	Quality as a local characteristic
	Quality as pupil characteristics
	Quality as Awareness
	Quality as relevance
	Quality as equality and equality
	Quality as access to schooling and education
Political philosophy	Quality as the intent of education function

Source: Mythili, 2000

Table 5 provides the New National Education Policy (NEP) of 2020 emphasizes enhancing the quality of higher education through various measures, focusing on specific indicators:

1.**Availability**: Ensuring quality higher education is accessible to all societal sections. The policy promotes distance learning courses and leveraging technology to reach a broader population.

2.**Achievement**: High achievement levels are essential, measured using scientific methods.

3.**Efficiency**: Integrating skill development and efficiency into higher education is crucial.

4.**Collaboration and Partnership**: Encouraging meaningful collaboration and partnerships with the private sector and international high-quality education centers.

5.**Equity and Equality**: Addressing regional disparities in the Gross Enrolment Ratio (GER) in higher education across states and communities:

o Interstate disparity: 47.9% in Delhi vs. 9% in Assam.

o Urban-rural divide: 30% in urban areas vs. 11.1% in rural areas.

o Community differences: 14.8% for OBC, 11.6% for SC, 7.7% for ST, and 9.6% for Muslims.

o Gender disparity: 15.2% for females vs. 19% for males.

6. **Excellence**: Excellence is closely linked to quality higher education:

o Faculty shortage: There is a 40% shortage in state universities and a 35% shortage in central universities.

o Accredited institutions: In 2010, 62% of universities and 90% of colleges were rated average or below average by NAAC.

o Low citation impact: India's citation impact is half the world average.

7. **Expansion**: India's GER is 21%, which is below the world average of 27% (China 26%, Brazil 36%).

To enhance the quality of higher education, NEP-2020 includes additional steps:

1. Implement governance reforms for quality.

2. Rank institutions and ensure accreditation.

3. Improve the quality of regulation.

4. Accelerate the pace-setting role of central institutions.

5. Enhance state public universities.

6. Develop top-quality teachers.

7. Sustain a robust student support system.

8. Ensure proper financing for higher education.

9. Internationalize higher education.

10. Promote research and innovation.

11. Improve technology for education delivery.

12. Implement merit-based student financing.

13. Develop high-quality faculty and improve employability.

Concluding Remarks.

Education strategies should take into account policy frameworks, which are presently undergoing different stages of implementation. Policies must be implemented consistently. Public universities in states need to be properly monitored. Regulatory agencies such as the NAAC, AICTE, NCTE, and UGC ought to function impartially toward politics. Sustainability is essential to keeping support systems in balance. Primary, secondary, tertiary, and internal customers need to work together efficiently. It is imperative to choose a well-rounded strategy that includes outstanding quality, consistency, and suitability for the intended use, affordability, and transformative education.

The success of NEP-2020 depends on the implementation of five key bills regarding higher education:

o Establishing a national educational tribunal.

o Establishing and regulating a national accreditation authority.

o Regulating the entry and operation of foreign education institutions.

o Prohibiting malpractices in professional institutions.

o Forming the National Commission for Higher Education and Research (NCHER).

These conditions are critical for the success of the NEP-2020 in ensuring quality higher education in India.

Way Forward:

One of the key challenges facing developing and impoverished nations is the provision of high-quality higher education. To prevent undue commercialization, appropriate regulation is required in light of the growing number of self-financing courses and private higher education institutions. The central government should vehemently resist the adoption of hybrid models and the outsourcing of research to foreign corporations, and state governments should abstain from making decisions that are only motivated by the desire to gain short-term popularity. Care must be taken while putting the Public-Private Partnership (PPP) model into practice. Merit should be the main factor for student admissions, and vice-chancellors and academics should be chosen through an open and competitive procedure. To promote concord and preserve the cultural legacy, higher education institutions ought to offer equal chances for different classes, communities, castes, religious groups, and genders.

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