

National Education Policy 2020: Progressive Changes in Higher Education and Agricultural Education¹

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ABSTRACT

Education and medical system are the two important pillars of all round development of a country, only on the basis of multi-dimensional education and latest medical system, any nation can progress in the right direction. The new education policy comes is all set to change the existing educational system of India after 30 years with the aim of making it at par with the international standard of academics. It is an education system developed from Indian values which will contribute directly to transform India into a vibrant society by providing high quality education to all and making country a global knowledge superpower. It is envisaged in this policy that the curriculum of our institutions and the method of education should generate awareness among the students for their fundamental responsibilities and constitutional values. The vision of this policy is that the pride of being an Indian should be reflected in the students, not only in thought but in behaviour, intelligence and actions; it should also possess knowledge, skills, values and thinking. A human right who is committed for sustainable development, survival and global well-being so that every Indian can become a truly worthy citizen.

Key Words: *Academics, citizen, intelligence, knowledge, values.*

INTRODUCTION

What is education? The literal meaning of education is the act of learning and teaching, but if we look at its broader meaning, then education is a continuous social process in any society, which has a purpose, and through which the inner powers of man are developed, and behaviour is refined. By increasing knowledge and skills through education, man is made a capable citizen. After a gap of 34 years, a change has been brought in the education policy and it was necessary to bring about a change. According to the need of the time, this should have been done earlier, but no one has already or right now the new policy has been approved. Getting proper basic education is the birth right of every person according to the Indian Constitution.

WHY THE NEED FOR CHANGE IN THE EARLIER EDUCATION POLICY?

According to the Global Education Development Agenda, as reflected in Goal 4 (SDG 4) of the Sustainable Development Agenda 2030 adopted by India in 2015, the world should "Ensure inclusive and equitable quality education for all and promote

opportunities for life-long education" by 2030 is the goal. Such a lofty goal would require restructuring the entire education system to support and promote learning, in order to achieve the all-important Sustainable Development Goals of the 2030 Agenda for Sustainable Development. In order to meet the needs of the knowledge-based economy in the changing global scenario, there was a need for changes in the existing education system. A new education policy was needed to enhance the quality of education, promote innovation and research. To ensure global access to the Indian education system, there was a need for changes in education policy to adopt global standards of education. Significantly, with the announcement of the New Education Policy 2020, the name of the Ministry of Human Resources has been changed to Ministry of Education. This policy expects transformational reforms in school and higher education in the country. Under its objectives, a target of 100% in school education as well as universalization of education from pre-school to secondary level has been set by the year 2030.

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IMPORTANT FACTS

The last National Education Policy was formulated in 1986 which was amended in the year 1992. Current Policy is based on the report of the committee headed by Dr. Kasturirangan.

Under the New National Education Policy, 2020, a target has been set to bring the Gross Enrolment Ratio to 100% by the year 2030. Under the new education policy, a target of 6% of GDP has been set for public expenditure on the education sector in collaboration with the central and state governments. With the announcement of the new education policy, the name of the Ministry of Human Resource Management has been changed to the Ministry of Education.

CHALLENGES

1. According to the new education policy, the government is talking about spending 6% of GDP. Although the same thing was said in the New Education Policy of 1986 but the reality is different. In 2017-18, the Indian government spent only 2.7% of the GDP on education. In 2017-18, 0.7% of GDP was spent on research work, so how the government will be able to make such a big jump in terms of expenditure, the situation is not clear yet.

2. Gross registration rate has been increased from 26.3% to 50%. According to the Economic Survey 2017-18, the number of people doing research per one lakh population in the country is only 15. The government has also talked about filling 3.5 crore new seats to achieve the target. The question is, what blueprint does the government have for this and how will this goal be achieved?

3. There is also controversy over a regulator in place of UGC, AICTE, and NCTE. Experts believe that the control of this regulator will be in the hands of the central government, so there will be centralization of higher education, which will hinder the way of autonomy of the institution. Now that it is time for decentralization of education, the government is unnecessarily trying to complicate it. In this situation, the central government can ignore the problems of the state government.

4. Education is a subject of the Concurrent List, so both the Centre and the states implement it by making separate laws. Most of the universities in India are state universities. How the government reconciles in this situation remains to be seen.

5. People from different places live in a city like Delhi, and then in this situation how will the medium of instruction be reconciled between mother tongue and local language.

6. Whether English medium schools will agree to teach in the mother tongue or the local language.

7. What measures will the government be able to adopt for the students transferring from one state to another.

8. The selection process of assistant professor for jobs in higher education is done in many ways. First, in which the candidate applies and gives an interview as per the API. Second, in which the candidate gives an interview after applying and passing the written examination. Both these processes are ultimately dependent on the interview, that is, on the arbitrariness of the selection committees. Third, in which the applicant applies and gives an interview after passing the written test. His selection is done by combining the marks of written and interview. The process is transparent to an extent, so why not have a National Higher Education Regulatory Authority or a selection commission like the Union Public Service Commission which fills vacancies every year on the basis of 85% written test and 15% interview (combining both). Recruit and make selections in a transparent manner. According to the ranking, the candidates should be selected for the central university, state universities and colleges, due to which the candidates themselves will be responsible for not getting selected. He will have faith in his own hard work and not regret the decisions of the members of the powerful selection committees. Otherwise, the case of NFS will keep coming up every year in some university by the members of the powerful selection committee, whether it is from reserved category or unreserved category. Those who will not have access to these selection committees will be kept in this category, and then it will have to say 'No Future Save' instead of 'Not Found Suitable'.

THE POSSIBILITIES

There is no doubt that the government may have to face many difficulties in implementing this policy. Basic infrastructure will be needed for all the declarations to be implemented in a practical way. Even more political will has to be strengthened. How difficult the implementation of the policy is, it can be gauged that at present the funds allocated for education are not fully utilized. This is the situation when our governments spend less than other countries. In recent years, the budget released for education could not be fully spent. In 2014-15, 17% of the allocated budget could not be spent, which is the highest in the last 10 years. To improve education, the most important thing is to maintain autonomy in educational institutions. The government should provide academic, administrative and financial autonomy to its top 200 top-ranked universities to diversify into the latest curricula to foster global innovation. Anyway, India spends less on innovation and research. In 2017-18, India spent 0.7% of GDP on research, while other countries like China 2.1%, US 2.8% and Israel 4.23% spent their share of

GDP on research activities. India's prestigious universities will have to conduct more than 50,000 PhDs every year, only then a new dimension can develop in the field of research. Universities lack the necessary infrastructure to meet all the requirements, for this it is necessary that the government provides long-term loans up to 20-30 years to the universities so that they can improve their infrastructure. Nonetheless, the New Education Policy- 2020 is an ambitious and progressive document with flexibility. It can be expected to be strictly implemented but the deadline for its implementation has been set by 2040, which turns out to be a long period. It cannot be predicted right now how the situation in the country will become till then. If seen from the statutory side, policies are not laws, it is just a resolution by the government to make laws to implement all its proposals, for example to amend the UGC Act 1956 to remove it and also It has to be understood that education is like a permanent subject matter for us. It also has to be seen how the government will implement it, it is still in the womb of the future. The possibility that it may also fall victim to weak political determination like the old national educational policies cannot be ruled out.

CHANGES IN HIGHER EDUCATION

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OTHER ANNOUNCEMENTS

In higher education, now instead of UGC, AICTE and NCTE, there will be a single regulator who will guide the institutions. The affiliation with universities will be completely abolished after 15 years by giving autonomy to colleges and they will be gradually made autonomous which will later become degree awarding autonomous colleges or will be completely absorbed in a university.

To give international recognition to education, universities with top global rankings will be allowed to open their branches in India. Experts say that with this, meritorious students of the country will be able to take admission in Indian world recognized universities and they will not have to go abroad for their higher education. The National Research Foundation (NRF) will be established as an apex regulator to promote a strong research culture and research capacity in research and higher education with the aim of enabling a culture of research in universities. The NRF will be governed by a Board of Governors independently of the government. Along with developing electronic courses in regional languages, virtual labs will be developed across the country. A National Educational Technical Forum will be set up which will be responsible for the multi-dimensional development of higher education. In order to preserve and make all Indian languages alive, translation institutes for Pali, Persian and Prakrit languages will be established in the new education policy. National Professional Standards for teachers will also be developed by the National Council of Teachers in consultation with experts from institutions like NCERT and SERT.

Overall, the points that have been focused in this new education policy include flexibility, interdisciplinary curriculum, developing a system of creativity and reasoning, constitutional duty of skill aptitude, ethics and human values.

IMPORTANCE OF NEW EDUCATION POLICY IN THE FIELD OF SCIENCE

The New Education Policy (NEP) has a very important role in the field of science. The most important thing for the new education policy is to emphasize its awareness among the general public

which is very necessary for the transformation of our education system. It focuses not only on school and college level teaching but also to educate professionals and lifelong learners, to retain Indian languages and culture on a global scale, to extract the best of Indian technologies to modernise classroom teaching methods. Things like linking e-learning to the black-board have also been given a place in it. The NEP will build a road passing through two approaches to provide quality education to Indians. NEP with focus on promotion of value-based education and development of scientific temper, right to education, vocational skill development, education in mother tongue, inter-disciplinary education system, progress-based assessment system, multiple entries and all age sectors. It offers various options for higher education as well as exit anytime. In the new education policy of the country, now there will be no boundaries in front of students in the form of science, commerce and arts. Science or engineering students can choose subjects like art or music according to their interest.

AGRICULTURAL EDUCATION

An eight-member committee constituted under the chairmanship of Dr. Kasturirangan has given a very strong National Education Policy-2020 to the country. In implementing this new education policy, there is a need for more discussion on better implementation methods. Various universities will have to focus on agricultural education by implementing and implementing in the best way with a view to do better under the present system. There is a need for detailed discussion and review in implementing the new education policy in the field of higher education like agriculture, so that through this qualitative improvement can be brought in the education of agriculture sector. In order to further strengthen the infrastructure of agricultural education in rural areas, there is a need to establish more and more new agricultural colleges and universities. There is also a need to expand agricultural education to incorporate the qualities of all sectors in agricultural education and to make it internationally recognized in the global environment.

India's New Education Policy 2020 has proposed several changes in the education system of India, including the higher agricultural education system. A National Level Committee has been constituted by the ICAR (Indian Council of Agricultural Research) to develop an implementation strategy to comply with the various provisions of the National Education Policy- 2020. In order to comply with the various provisions of the National Education Policy-2020, the following activities are proposed:

1. Reorganization of Agricultural Universities under National Education Policy 2020

At present there are 3 Central Agricultural Universities, 4 Deemed Universities and 63 State Agricultural Universities and 4 Agricultural Faculties in our country. The main thrust of the policy is to eliminate fragmentation of higher agricultural education by transforming agricultural universities/colleges into large multidisciplinary universities, colleges and clusters/knowledge centres of higher education institutions with 3000 or more students. The multidisciplinary canvas of agricultural education will include educational programs in basic sciences, social sciences and allied disciplines of agricultural sciences. Therefore, the Indian Council of Agricultural Research- Deemed Universities and Multi-disciplinary Research by leveraging the available expertise and resources, while moving towards multi-disciplinary institutions by 2030 with a focus on agriculture as single stream universities under the agricultural university system. Necessary steps need to be taken to transform them into intensive universities.

2. Educational Restructuring of Agricultural Education

The academic program structure is proposed to be restructured with an innovative system of multiple entry and exits and options for awarding certificates, diplomas, undergraduate degrees, general or degree research, and one or two-year master's degrees. The residential requirements of undergraduate and postgraduate programs will be relaxed so that students going out/taking admission in these programs can do so without any time limit.

A Dean's Committee will be constituted by the Indian Council of Agricultural Research for restructuring the undergraduate courses in accordance with the provisions of the National Education Policy. Depending on the demand, universities may increase the number of admissions at the undergraduate level, so that the number of students passing out with degrees is not hampered due to the exclusion of a few students with certificates/diplomas. Also, agricultural universities have been given time to make this restructured four-year undergraduate courses functional by 2025.

In postgraduate programmes, it is proposed to adopt a multi-disciplinary approach with the option to choose major and minor subjects as per the student's desire. To gain the desired experience and to solve the shortage of faculty in many institutes/universities, Ph. D. Teaching for students will be encouraged.

The Indian Council of Agricultural Research will act as a professional standard setting body for developing curriculum and setting academic standards for agricultural education and will be uniform across the country in both public and private institutions

offering academic courses in agricultural sciences and will take necessary steps to create an academic framework.

The National Accreditation Council will give a suitable number of institutions the task of acting as accrediting accreditors. In this scenario, NAEAB of the Indian Council of Agricultural Research will be recognized as an accreditor for accreditation for universities/colleges imparting agricultural education.

The National Education Policy 2020 will seek to enhance the preparation of professionals in agricultural and veterinary sciences through programs coordinated with general education. The most important is to strive towards developing "A professional design of agricultural education" that will take cognizance of the critical issues like declining profitability and/or productivity and increased economic aspirations of farmers, climate change, food self-sufficiency etc. and develop a understanding for the application of traditional languages and knowledge in emerging technologies. Another important criterion envisaged in the National Policy on Education-2020 for agricultural education universities and colleges providing agricultural education are that agricultural education must directly benefit the local communities.

Every Agricultural University/Institute of Higher Agricultural Education shall prepare a Strategic Institutional Development Plan (IDP) containing the items of steps to be taken by all Higher Education Institutions listed in the NEP-2020 document, but not limited to, from a socio-economic point of view. Include specific plans for action to increase participation from disadvantaged groups (SEDGs). Based on the IDP, the University will plan its phased development activities, evaluate its own progress and achieve the targets set out in the IDP.

Agricultural universities comprise about 9% of all universities in the country, with enrolment in agriculture and allied sciences accounting for less than 1% of overall higher education enrolment. The NEP-2020 recommends that both the capacity and quality of agriculture and allied disciplines should be improved to increase agricultural productivity through market-based expansion involving better skilled graduates and technicians, innovative research and technologies and methodologies. Necessary steps will be taken to take advantage of the existing e-learning platforms like SWAYAM, DIKSHA, SWAYAM PRABHA etc. and to develop e-curriculum in agriculture and allied sciences.

To coordinate all matters relating to the reception and support of students coming from abroad, in order to achieve the goal of internationalization within the country by maintaining global quality standards and to attract more international students. An international student office will be established.

Research/teaching collaboration with high quality foreign institutions and exchange of faculty/students will be facilitated and relevant,

mutually beneficial MoUs will be signed with foreign countries.

Universities will need to arm themselves to create the technologies of the future to remain relevant to the world of tomorrow. This would not be possible without state-of-the-art research and applied research to provide solutions to farmers in their respective fields. Agricultural universities should emphasize scientific excellence, recruit a few scientists to work with them who match the outstanding talent available in the world, and create a group of scientific community that can help the farmers of the region to overcome with their problems.

CONCLUSION

The new National Education Policy, 2020, which has been approved by the Union Cabinet to change the Indian education system to meet the needs of India of the 21st century, if its implementation is successful, then this new system, will make India one of the leading countries of the world. Under the New Education Policy, 2020, children from 3 years to 18 years have been kept under the Right to Education Act, 2009. The objective of this new education policy, which came after 34 years, is to provide higher education to all students, with the goal of making pre-primary education (age range 3-6 years) universal by 2025. Inclusion of artificial intelligence, 3D machines, data-analysis, biotechnology etc. in undergraduate education will create skilled professionals in cutting edge areas and increase employability of youth.

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