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# NEP 2020 AND HIGHER EDUCATION

A Paradigm Shift in Teaching  
Learning and Assessment



*Edited by*  
**Ajay Kumar Singh**  
**Ramiah Balakrishnan**  
**Suhrid Sinha**



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**NEP 2020**  
**AND**  
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A Paradigm Shift in Teaching Learning  
and Assessment

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**AJAY KUMAR SINGH**  
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# IMPACT OF HIGHER EDUCATION IN INDIAN SOCIETY

KARISHMA DAS

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## Abstract

Education makes a progressive society, but higher education eradicate superstitious beliefs and evil practices and creates an environment for new and creative ideas. It's also change the structure of the society from within. As Higher Education also discuss about Western society, therefore the Western ideas entered into Indian Society. In previous decades, the Higher Education has a limited scope. But in this decade, the rise of AI and Open source Education along with online interaction is making the society more progressive but have its' own loopholes. Higher Education created a more British like society where people sit, talk and dress like British men.

**Keywords:** Higher Education, Indian Society, Western Education

## Introduction

To discuss about the impact of Higher Education in Indian society, one has to discuss about the introduction of Education in India. A number of acts along with policies were introduced in the Higher education system in India to reach



where it is now. And every time a new policy or act came up, the society went through a transitional period. Here, in this chapter, five different phases have been mentioned to understand the depth of the impact of Higher Education in Indian society.

### **Phase 1: Initial Phase of Introduction of Western Education in India**

It was early 19<sup>th</sup> century when British officers felt the need to educate Indians. Because at that time, the salary of European officers were high and the company wanted to cut their expenses so that they can increase their profit. By introducing education in India, the British manifested to create in Macaulay's word, "a class of persons Indian in blood and colour, but English in tastes", whom they can be appointed at a lower wage. The company carried on with this plan and introduced western education in India. It was not an overnight implementation; but rather a difficult and long journey. Though the company did not consider it as an effective move at that moment, but went with the plan. The plan was initially discussed in the Charter Act of 1813, where a sum of 1 lakh rupees was allocated to improve English literature as well as spread native language like Sanskrit and Arabic in India. This clause of the Act was highly criticised by the then social activist Ram Mohan Roy; as it will not going to impact the progress of educational system in India. The situation changed after Thomas Babington Macaulay who was a British historian and Whig politician placed Minute of Indian Education in front of British Government in 1835. Macaulay in his recommendation opposed the idea of spending money on Arabic and Sanskrit education by Government. He considered English would be more proper language to implement as a mode of instruction. "To sum up what I said. I think it clear that we are not fettered by any pledge expressed or implied, that we ought to employ them in teaching what is best worth knowing than Sanskrit and Arabic that the natives are desirous to be taught English, and not desirous to be taught Sanskrit or Arabic; that neither as the languages of law nor as the language of religion have the Sanskrit and Arabic any peculiar claim to our encouragement, that it is possible to make natives of this country thoroughly good English scholars, and that in this end our efforts ought to be directed." (Macaulay, 1835) Macaulay's Minutes of Indian Education followed by Wood's Despatch which was introduced by Sir Charles Wood, President of the Board of Control of the British East India Company to Lord



Dalhousie, the Governor-General of India in 1854. It is known as Magna-Charta of English Education in India. Wood recommended that by introducing English Education, the company can be able to create civil servant which was their initial motive. To fulfil this goal, he sketched a picture from primary to university level for the Indian students. As a result of which, a number of institutions were set up across the country from schools to universities. Also in each province, Education departments were also set up. As a consequence, formal education system was though introduced, but every part of the country was not equally benefitted. Because it was mostly confined to the provinces as a result, villages were deprived of its benefit.

### **Phase 2: The impact of introduction of Western Education in India: Socio-religious Reforms movements**

Socio-religious reforms were the result of introduction of Western Education in India. Because a section of Indians who were educated in western philosophies and sciences by the initial introduction of western education by the British Government decided to change the mindset of Indian society. This young educated Indians who were mostly inspired by advancement of western society and they thought to do something about Indian society's backwardness. The first person who initiated this idea was Raja Ram Mohan Roy. By establishing Brahmo Samaj in 1828, Raja Ram Mohan Roy tried to address issues like rituals and sacrifices. The Samaj denounced polytheism and idol worship, it had worked against priesthood, caste system. Moreover, it worked for the women's independence by opposing sati system, child marriages and supported widow remarriage. Brahmo Samaj was followed by Arya Samaj, Parthana Samaj, Ramkrishna Mission, Theosophical society along with Aligarh Muslim Movement, Deoband and Wahabi who on the other hand worked for the upliftment of Muslim society. "Numerous individuals, reform societies and religious organisations worked hard to spread education among women, to prevent marriage of young children, to bring women out of the purdah, to enforce monogamy, and to enable middle class women to take up professions or public employment. Due to all these efforts, Indian women played an active and important role in the struggle for independence of the nation. (Sarkar, 1975) As a result many superstitions disappeared and many others were on their way out. Now, it was no longer a sin to travel to foreign countries. (Kumar, 2020) It also revived



Hinduism as a tolerant and rational religion ever than before and created an environment to prosper equality among different cultures.

### **Phase 3: Changes in the Early 20<sup>th</sup> Century**

Another change came in the field of Higher Education system in India in the form of Indian Universities Act, 1904. By this act, an attempt has been made to bring the universities under government control. This act, provided power to the universities to conduct their teaching activities, liberty to conduct examinations under their own supervision, research and laboratory works were promoted, universities can appoint new staff, set up libraries, set up a relation between the neighbouring colleges with the university. This act was considered as the greatest step done by the British government in terms of implementation of Higher in India. Lord Curzon, who was the man behind these changes tried to improve the condition of university education in India. It attracted more students, because it developed a connection between colleges and universities. And because of regular government grants, the institution started to flourish and create room for intelligent minds and creative ideas.

A number of other changes, one can see during the implementation of Sadler Commission, 1917. The intermediate classes have separated from the university level. With the introduction of Arts, Science, medicine etc. intermediate colleges has setup. And one has to pass intermediate to enter into university rather than matriculation as before. So, secondary education has entered by this commission. But more important change was implementation of vernacular language in the intermediate colleges. Before that, the government was not so much invested to introduce vernacular languages. But by this new change, the students have developed the courage to take further education in their own language. This commission is also the first to take initiative for the women. It recommended instituting a 'special Board of Women's Education' and setting up special curriculum according to educational needs of women.

### **Phase 4: After Independence**

After independence, the change came during the term of former Prime Minister Rajiv Gandhi who introduced National Policy on Education in 1986. After independence this was an important effort to bring change in Indian Education system. The new policy called for "special emphasis on the removal of disparities and to

equalise educational opportunities" especially for Indian women, Scheduled Tribes (ST) and Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the Scheduled Castes, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1986. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. (National Education Policy, 1986)

The National Policy of Education of 1986 later modified by Manmohan Singh in 2005, the then Prime Minister of India. The changes he made originally envisioned by P.V Narasimha Rao Government in 1992. This policy based on the idea of "Common Minimum Programme". The students who wanted to enter into mainly for admission to Engineering and Architecture and Planning Programme have to sit for JEE-Joint Entrance Examination, AIEEE- All India Engineering Entrance Examination and SLEEE- State Level Engineering Examination. It is introduced to take care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and the parents due to multiplicity of entrance examinations.

**Small Initiatives brings great changes in Primary Level** impacted upon the higher education. For example-

1. **Beti Bachao Beti Padhao:** The idea came as decline of trend in child sex ratio which observed in 2011 census. Therefore in 2015, the Government launched this programme to improve the girl child sex ratio.
2. **Mid-Day Meal later PM Poshan Scheme-2008:** It brings poor students to school as most Indians failed to meet daily ends meal.
3. **Sarva Shiksha Abhiyan (2001-2002):** Increase the number of students in schools as this policy tried to relax the strict nature of education from the previous decades.



### Phase 5: Implementation of NEP-2020 and its impact so far

The National Education Policy of India 2020 replaces the previous National Policy on Education, 1986. This policy promotes regional languages implementing in higher level. That means a student can study in their regional language. Moreover, it has multiple entry and exit and it's a student centric education system. This policy gave emphasis on skill development and directed its attention to learning multi-disciplinary subject. A student of arts can take a subject from other discipline. This policy created a new concept that is ABC- Academic Bank of Credit where a student can earn credit by completing online courses if she/he wanted to pursue another paper which is not available in her college or university. As in the first semester there are no honours or regular courses, all students have to study a subject as core, the students who were earlier kind of get ignored and major/honours student get more attention, it is a positive change in this direction. Multi-disciplinary courses are helping students to have a broad field of knowledge which are helping a student to be more prepared for a government job. The skill paper which has filed trip or sometime project work is bridging the gap between the real world and theoretical study.

### Conclusion

Where basic education makes men to survive in this new era, higher education on the other hand provides necessary information to understand human world. Higher Education also creates an environment to understand human existence and our role in the society. As higher education focuses only on specialization, therefore it gives room for micro development. For example, a literature student focuses on preserving indigenous languages or a Finance student focuses on financial analysis. This type of specific knowledge contributes greatly to the overall development to the society. Even during British rule when Indian students learnt about western culture in colleges and universities that led to the rise of nationalist movements in India. Higher Education also creates communities or high societies who work for the betterment of the society apart from their regular job. This types of societies provides foods and shelter to the street animals, educate common men about basic sciences, they also talks about mental health and stress management, addresses issues like rapes, acid attacks on women along with other evil practices.



Apart from these general impact, a special mention have to make is impact upon women and their position in the society. Moreover, from the recent year's observation, it shows that there is a sharp increase of girl students in the higher education institution. This is happening because of number of reasons- as parents are getting more educated, they realised that son and daughter are not different species and started to consider equally. Another observation is that the girls perform better in academics than the boys. Also the girls to avoid early marriages or the constant pressure of marriage led the girls to pursue higher education. Moreover, the physical and mental harassment along with physical violence against women led to the increase of women in the job market; as financial stability gave them more freedom. Rise of feminism and concept of equality which they read in their universities and colleges also contributes to this mentality.

Another impact is that, the growing expectation of authority to increase the relation between the rural inhabitants with the neighbouring educational institution also impacts the Indian society. The higher educational institutions are asked to incorporate the neighbouring communities under their best practices, and also adopt villages under the institutions. As these adopted villages started getting direct attention therefore developmental activities have increased like maintenance of hygiene, empowering women, educating them in enterprenereul works etc. The growing research activities also is impacting the society; through interviews and questionnaires they became aware of their rights and, there is growing realisation that the superstitious beliefs, evil practices, the self-sabotaging beliefs they are holding on which in reality is not going to bring anything good their life. Like this higher education is bringing various positive changes in Indian society.

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