

**CONTEMPLATION FOR APPROVAL OF NATIONAL EDUCATION
POLICY 2020:
A FIVE-ELEMENT MODEL FOR QUALITY IN HIGHER EDUCATION****DR. TEJAL D. PANDIT***Assistant Professor
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Education has been the maximum contribution in enriching human life. This is why there are constant changes in education. There have been and will continue to be continuous efforts to make education at every level, from primary education to higher education, more and more useful. A lot has been thought about education in our country since nearly two and a half centuries before independence till now. Which can be said in two main aspects. One, to create the necessary physical, educational as well as human resources to provide education to the students as per the need. Secondly, to develop a system where students can get quality education. Our country has been relatively successful in creating resources while the task of bringing quality in education has always been difficult. According to learned educationists and educational thinkers, it is very important that the quality of higher education imparted to the students is to make the entire education system quality. A 'five-Element model for Higher Education Quality'(by Dr.D.A.Uchat,saurashtraUniversity) is presented here at the end of an exploration of the quality of Indian higher education with the help of various contexts and reflective considerations.It is believed that a fivel element model can fully support the implemented National Education Policy 2020 to provide quality and excellent education to the students.

Current situation of higher education in terms of quality

There is nothing wrong in saying that the country has made great progress in the field of higher education since independence. In 1857, universities were established in three places namely Calcutta, Mumbai and Madras. Then Punjab University was established in 1882 and Allahabad University in 1887. At the time of independence (1947) there were 19 universities in the country. India currently has about 1050 universities, more than 43,000 colleges with more than 1.5 lakh faculty members and about five crore students in higher education. It is estimated that

by 2031, more than 10 crore students will be pursuing higher studies in more than 5,000 universities.

Higher education is now available in almost all disciplines in the country at the graduate and post-graduate level. Indian society is becoming more and more aware in the field of higher education. It has also developed a welcome consciousness for girl child education as well as for students from weaker sections. Higher education has played an important role in bringing about changes in economic, social and political sectors in our country. Growing higher education is providing the educated manpower needed to thrive in business industries. Inappropriate as well as irrelevant social and family customs are changing. Besides, democracy is becoming more and more mature. A comparison of the condition of the country at the time of independence and the present situation makes this clear. India has the largest education system in the world after America and China. It is a matter of pride and joy for us.

Rankings are given by evaluating higher education institutions globally. Three rankings are important for this. A. Times World University Rankings B. Kiverly Simons Ranking K. Shanghai Jiaotong University Ranking. According to the announcement of Times World University Ranking - 2022, not a single Indian university is included in the list of top 300 universities of 92 countries around the world. None of the country's IIT institutions are included in this list of 300. Ours is similarly weak in both the remaining ranking systems. Thus, the number of universities, colleges and students in India increases but the quality of education does not improve at all. There is a special need for the education world of India to examine what are the reasons why Oxford University is consistently at the top and not a single one of our universities is ranked among the top 300 universities in the world. While in economic, political, industrial and other important fields, as many as 24 universities of China, our main competitor, have been placed in the first 300 universities of the world. We constantly remember the glorious legacy of Taxshiila and Nalanda Mahavidyalayas; But even after independence, we have completely failed to bring Indian education to global level. We are not at all aware that the real competition in the world is only for knowledge and research and also for persistence. It is also regrettable, noteworthy and humiliating for us that our higher education degrees are not recognized in some developed countries.

Today in the era of globalization many of our bright youth are going abroad for higher studies. India, the most populous country in the world, is pouring both wealth and intelligence abroad, this is a very worrisome matter. If we cannot provide quality higher education to our youth in India itself, the future development picture of the country will not be promising. Mr.

Narayanamurthy who has been very important in the development of Infosys clearly states in one of his books that despite having more universities we have failed to create 'world class higher education'. Universities abroad keep students constantly awake by providing full facilities; While we are there wasting the intelligence, efficiency, skills and time of our young students.

The goal of bringing quality to our educational institutions of higher education has not been achieved. As a result, the quality of education declines, with today's higher education becoming an exercise in obtaining degrees and certificates instead of knowledge. A study shows that quality improvement in higher education is currently a top priority. A major factor is the very poor quality of teaching.

Quality Development in Higher Education

Some people believe that 'the current poor level of higher education is due to the past few years, India used to provide good and quality education.' To check this belief it is necessary to study the sources of the past efforts in this direction. For this, the reports of the Education Boards and Education Committees appointed earlier can be examined. Of course, these commissions and committees indicated efforts to create the necessary educational system according to the prevailing situation of the time. Along with this, necessary suggestions have also been made to bring quality in education.

The National Education Policy (2020) has suggested moving towards quality higher education system like large multidisciplinary universities. Important changes are suggested in this policy. Starting from Wood's Dispatch (1854) to the National Education Policy (2020), the 17 commissions and committees appointed during about 170 years have not only expressed dissatisfaction with the quality of higher education as well as the entire education sector and have not only given voluminous reports. He has also made some concrete and practical recommendations for improving the quality of education. Besides, clear programs have also been given to bring about structural changes in the entire education.

If we examine the proceedings of the above commissions and committees, it will be seen that these commissions included the learned educationists, thinkers, principals, professors, leading scholars of social life etc. of that time. These commissions had given sufficient time and made concrete deliberations. By going to the society and holding talks with teachers, administrators, social workers, students, etc. doing various types of work in the education sector. Based on mature discussions and logical presentations

Education – A Reflection

A few things can be deduced from the above representations. such as,

- * There has always been dissatisfaction with the quality of higher education. Even though people always believe that 'in the past there was good education and now the quality of education has gone down.' But even in the past there was dissatisfaction with the education of that time. That is why around 17 commissions and committees were formed from 1854 till now to provide adequate facilities and quality education.
- * The society and the government have almost always been concerned about the quality of higher education and were seriously aware of improving it.
- * The government as well as the society had made a lot of concerted efforts, prepared programs and made a number of changes and implemented them responsibly.
- * Despite long outstanding efforts, there has been no change in public dissatisfaction with regard to quality improvement in higher education.

From the observations on this long, multifaceted and fruitless journey towards reforming the poor quality of higher education, DR.D.A Uchat suggests some speculative possibilities.

1. Remedies appear to be prescribed and implemented based on logic alone, without diagnosis.
2. Mistakes may have been made in diagnosing the problem. That is, the root causes behind the problem may not be identified or clearly addressed.
3. The reasons responsible are not noted with sufficient accuracy nor considered seriously enough to be implemented.
4. In the case of a problem, many causes have been assigned, mixing with many less important causes, very important and particularly responsible ones, which have not been given adequate attention. That is, in the solutions prepared in terms of problem solving, less important reasons have been given more priority knowingly or unknowingly. When definitely more responsible causes have been overlooked or important (primary) causes have been neglected in formulating treatment programs.
5. Remedies for less important causes are simple so they are implemented. When the necessary measures are difficult to implement in respect of very important causes so that they cannot be implemented.
6. The implemented changes may not have been effective in bringing quality in education by correcting the deficiencies.
7. The problem of quality in higher education seems to be 'intractable'.

The submissions made here do not mean that all the reforms and programs implemented so far in the higher education sector have been useless, insignificant, meaningless or ineffective. But

due to all these suggestions and measures implemented in our country, (1) higher education has been developed, (2) educational as well as physical resources have been developed, (3) coverage of higher education has increased, (4) innovation has been added to higher education. (5) important educational practices implemented abroad have also been implemented, (6) necessary changes in the pattern of education have been taking place, (7) more and more students have been motivated to return to higher education and are pursuing higher education, (8) Women are increasingly coming forward to pursue higher education, which is appreciable, and (9) necessary provision is being made for students from weaker sections.

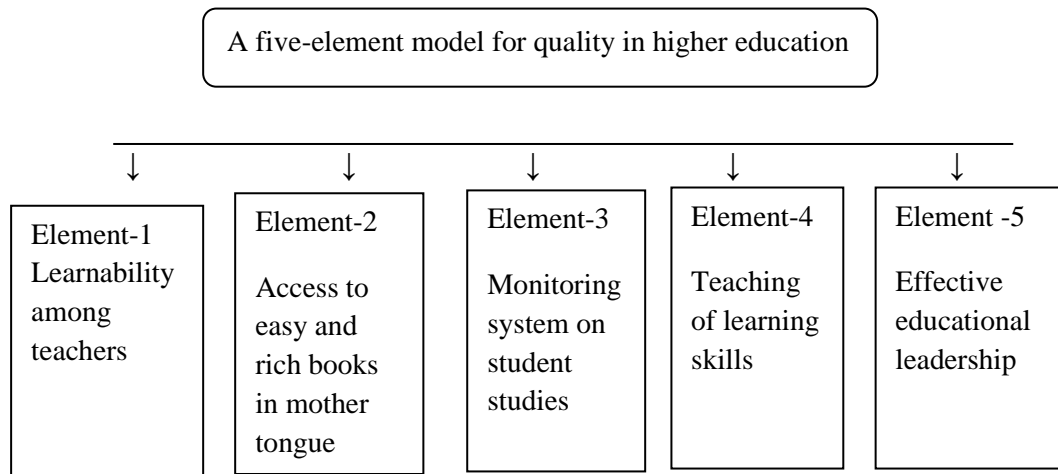
The Five-Element Model for Quality in Higher Education

The above discussion of return to quality in higher education may sound depressing. Because so far, the changes and efforts made from various directions as well as the programs implemented in terms of bringing quality have not been concrete

Satisfactory results could not be produced. Of course, quality problems cannot be avoided either. Because quality higher education is being provided in many countries as well as in some institutions in our country. As a result of (1) education reports of such institutions, (2) more than fifty years of experience of related educational activities including classroom teaching, (3) perceived deficiencies in the higher education system and (4) continuous reflection to bring quality to the education process, following hypotheses were formed by Dr.D.A.Uchat

1. Although teachers are not responsible for the unsatisfactory quality of higher education, they are the ones most capable of bringing about a richer quality.
2. In-depth study of content by both teachers and students is a central component of the learning process.
3. 'Learning' in education is not something everyone likes, so there should be a systematic arrangement to continuously involve the 'learner' in the learning process.
4. (Subject-understanding' cannot be obtained from excellent lectures by teachers alone, hence systematic self-study is a very necessary factor.
5. Education of 'Study-Skills' needs to be given a serious place in the education system.
6. Teachers and students in higher education should have access to a rich variety of books written in the mother tongue for study.
7. Without competent leadership in educational institutions, the goals of education cannot be successfully achieved. Based on the above hypotheses, Dr.D..A.Uchat motivated to present the necessary changes by focusing more and more on the five elements derived in relation to

quality in higher education. Focusing on these five elements, the 'Five element Model for Quality in Higher Education' has been developed, which is presented here.



A brief presentation explaining these five Elements

Element-1: Learnability in teachers

Learning is the most important element of the entire process of education. Both students and teachers acquire knowledge through the process of learning.

Teachers use their knowledge to help students learn through the teaching process. For this the teachers also have to acquire the necessary knowledge by first studying the relevant subject. The main basis of the success of the teaching process is the quality of teaching of the respective subject by the teachers themselves. In other words, teaching is the central function of the teacher.

While teaching, 'telling' is not important but 'explaining' is important. That is, the teacher has to not only present the content to the students in the class, but also has to give a simple explanation of the content. This is very important as it is central to the learning process as well as the unique function of the teacher. The work of 'explaining' can be done well only if the teacher's own 'content-clarity' is high. In-depth study of the best books of international standard is essential to keep content-clarity high i.e. to master the content. Also the guidance of senior and learned professors is also very useful.

Mere teaching of one and the same subject year after year does not increase the knowledge of the subject nor expand the boundaries of knowledge. Continuous and regular study of the subject along with teaching increases content-readiness and can lead to mastery; Also get recognition as a learned professor of the relevant subject.

In order to teach successfully, the teacher needs to study two types of depth: (1) his own subject matter and (2) how to present an effective explanation of the relevant subject matter to the students.

If the teacher himself is rich in the knowledge of his subject, he will be able to provide excellent education to the students in the class. It is said that 'if you are in the well, you will come to Aveda'. When the professor, full of brilliant and advanced knowledge, showers on the students in the class, his talent, his aura is something special. As a result of which an excellent learning environment arises in the classroom, the students are motivated and engaged in learning, and the teacher's teachability has a positive effect on the students' learning. So it can be said that there is a high positive correlation between the teaching ability of the teacher and the academic achievement of the students.

Students of professors who teach without adequate study rather than learn Getting bored. The personality of such teachers is weak in front of students. Teachers should continuously enrich their subject knowledge as well as pedagogical knowledge. Teachers are the heart of an educational institution. The place of a professor in an institution of higher education is the same as that of a doctor in a hospital. Just as a good hospital is known by the name of its successful doctors, an excellent college is also known by the name of its learned faculty. Just as a successful doctor must possess essential medical knowledge and effective diagnostic-therapeutic skills, a learned teacher must possess adequate knowledge of education as well as effective skills in acquiring knowledge and presenting it.

Although teachers alone cannot be held responsible for poor quality in higher education, teachers can play a very important role in efforts to bring about quality in higher education by providing excellent and regular classroom teaching. It is so. Teachers must now be lifelong conscientious students, otherwise 'Google' will continue to gain more importance than 'Guru'. The fear is that we should not lose our existence as 'guru' somewhere.

Element-2 : Access to easy and rich books in mother tongue

Every student pursuing higher education should be able to use the English language well in their studies. For this students should get excellent education in English language. Of course, for this, the medium of instruction need not be English. Any subject at any level can easily be studied only in the mother tongue. This matter does not require any supporting evidence.

In our country, education is being imparted in the mother tongue in disciplines like arts, commerce, education, science and law at the graduate level. In disciplines like arts, commerce, education, education is being imparted in the mother tongue even at the postgraduate level. Apart from this, education in the mother tongue is also starting to be imparted at postgraduate

level in disciplines like science and law. Efforts are being made to impart education in the mother tongue in medical, engineering and management faculties as well.

One of the major deficiencies in mother tongue education at the higher education level is that not enough books are produced in the mother tongues of our country. That is, there is a lack of different books written by different authors on the same subject. Also, whatever books are available are of average standard in terms of the content covered. Students should have access to various books on the same subject and that too written in their mother tongue for self-study. These books should have richness of content. That is, there should not be any deficiency in terms of simplicity, depth, breadth and sophistication in the presentation of the content presented.

The content presented in the book should be presented in plain language. It is essential that the text be in simple sentences except for technical terms so that students do not have difficulty in self-study.

Authors of books must be experts in the subject, have extensive teaching experience and have sufficient ability to write books.

It is important for one to consider that just as mother has a place in every home as an alternative to God, any book on any subject with adequate content, comprehensively and easily presented is an effective alternative to a competent teacher for students.

University, government and society should all make a serious effort to have books written by different scholars on the same subject.

It should not happen that excellent books written in mother tongue are not available for students to study.

Element -3 : Monitoring system on students' studies

Excellent teaching by learned teachers as well as books written in mother tongue and simple language help students in their studies. Of course, only using these two will not help the students achieve higher. Both of these are just auxiliaries. What is important is regular self-study by the student. Until the student does not study by himself, he cannot get complete understanding of the content. For this, the student should self-study more than one book on the relevant subject as well as the lecture notes of the professors.

For every student to be able to study regularly, it is very important that every educational institution should have access to excellent books and a rich library with sufficient physical facilities, as well as facilities where students can be guided by their own teachers wherever they find difficulty in studying.

Every student should (1) prepare assignments, (2) present papers in seminars, (3) actively participate in discussions, (4) give regular tests, (5) attend regularly in educational institutions, etc. It is also important that they are formally evaluated.

In faculties with less number of students, it is easy to keep a provision and implement it as mentioned above for regular self-examination, while in faculties with a large number of students; a special system should be prepared for this. , but not impossible.

It is not enough for an educational institution as a function of imparting education to make arrangements or perform duties related to the provision of good education to the students by the teachers. Central to the entire process of effective teaching is the 'place of self-learning by the student'. If a student does not study carefully by himself and regularly, even after getting proper education, he cannot achieve high achievement. Hence, a formal evaluative monitoring system where every student does regular self-study, keeps notes and is also internally evaluated. It is essential to have.

Element-4 : Teaching of Learning Skills

Our students can do better than they do by getting an education. That means most of the students are not able to achieve high achievement according to their ability. This is a research based finding. The main reason for this is that our students do not know why to study. Hence, students are not able to choose the appropriate method of learning technique according to the content to be studied.

Courses for 'study skills' are prepared in many places in foreign countries. Students enroll in it and learn the necessary study skills.

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In the syllabuses of such courses for students at the higher education level, reading skills, writing skills, memorization skills, preparing topic-wise study notes from the study of the teacher's lecture notes as well as relevant books, clarifying important points included in the content, understanding the meaning of concepts, identifying relationships covered in definitions and rules, comparing and To know the differences, to develop concentration in the study, to plan in advance for the study, to identify the sources of difficulties experienced during

the study of various units, to do self-evaluation, to prepare for the examination, to answer different types of questions asked in the examination, to write observation notes and field notes, in discussions and seminars. These include participating and preparing reports, preparing and presenting academic papers, preparing articles or papers for publication in professional journals, etc.

It is especially important for everyone involved in education to consider that education for 'why to learn' is the most important education. This applies to both formal and non-formal education. Also, this type of education (education to learn) is very important for teachers as well as students.

'Learning for the sake of learning' depends on the development of awareness of one's mental processes. Hence this type of education is based on psychology.

Element-5: Effective educational leadership

Proper leadership is essential for fair and quality work where there are many people working. Modern management principles prescribe many things as to what a leader should be. One thing is certain that now only 'teamwork' can be done successfully for a long time. 'Teamwork-ability' means the ability to work together with the members of your group. Therefore, for the 'team' to work in the right direction, the leader of the 'team' needs to have psychological, managerial, intellectual and human qualities.

Earlier, leadership was considered as the act of guiding or directing the members of one's group. The main function of the leader was to control or supervise the members of the group. Also, there was a belief that a person who can solve every problem and who can do everything can be a good leader.

Of course, this belief about leadership has changed a lot now. Now in the process of leadership, it is important to inspire the members of one's group and actively involve them in the work. A successful leader is now one who can harness the creativity of each member of his team.

A successful leader needs to be able to create flexibility for group members to work together as well as to create an environment in which members can approach each other without hesitation. He should always be ready to accept the reasonable ideas and suggestions of the members. It focuses on each member's strengths, not weaknesses. It is very important to have a strong will to achieve one's short-term as well as long-term goals. He should have the skills to implement tasks according to the goal, evaluate the tasks done and follow up.

Generally: In educational institutions there is a need for leadership like Head of Department, Principal, Head of Governing Body, etc.

In educational institutions, it is very important that the principal or head of department (1) is knowledgeable in his subject and senior in terms of subject knowledge, (2) is an excellent teacher of his subject and (3) teaches his subject regularly. These defensive aspects can easily bring effectiveness in leadership. A teacher-turned-principal should understand that with promotion comes responsibility.

Some believe that leadership is an inborn trait. Of course, this belief may be true to some extent if considered in terms of physical characteristics. But, management experts and psychologists believe that leadership is an art and Science is a combination of both. Hence, important qualities of effective leadership can be developed. However, this requires strong willpower, faith, education and systematic training.

The importance of effective leadership stems from the following two disciplines.

'Ten cleverly led soldiers defeat a hundred without a proper leader.' (Greek writer Euripides, 480 BC to 406 BC) I will never fear an army in which lions are led by a sheep, I will fear an army in which a lion is the leader of the sheep.' (Ben Kingsley, hero of Gandhi)

Design, implementation and specification of five element model

Some discussion regarding the model suggested above is presented here.

As mentioned above, the five sattvas are qualitative in nature i.e. no sattva is related to material resources. Only an introductory presentation of the Panchasattva model has been made here. In which an explanation of the main five elements included in the structure of the model has been given. its elaborate plan should be prepared in such a way that it can be easily implemented. In order to prepare a methodical action plan for each element included in this model, it is very important to first have intensive discussions with experts and competent academicians and get their advice. Then, taking into consideration their guidelines, action plans should be prepared that are detailed, clear, methodical, and transparent and have all the necessary guidelines for implementing this model. Each work plan thus prepared should be reviewed by experts and constructive suggestions received from them should be incorporated in the work plan.

The model should first be tested by piloting it in a few educational institutions before implementing it universally. The final form of the model should be prepared by making necessary changes based on the important suggestions received from

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In order to prepare a systematic action plan for each entity included in this model, it is very important to first have intensive discussions with experts and competent academics and get their advice. Then, taking into consideration their guidelines, action plans should be prepared that are detailed, clear, methodical, transparent and have all the necessary guidelines for implementing this model. Each work plan thus prepared should be reviewed by experts and constructive suggestions received from them should be incorporated in the work plan. The model should first be tested by piloting it in a few educational institutions before implementing it universally. The final form of the model should be prepared by making necessary changes based on the important suggestions received from it. There are five elements in this model. As a separate action plan is to be prepared for each element, a total of five action plans will be prepared. It is a bit difficult to design an effective and successful program to develop element-1 i.e. 'learnability in teachers'.

Before implementing this model, it is very important for the educational institutions to familiarize their principals, teachers, heads, administrators as well as related workers with the plan. For this, discussions, training classes, workshops, seminars, written publications, media, etc. should be used effectively. However, it is natural that there will not be sufficient cooperation in the initial period of implementation of the model. It is usually difficult to get immediate positive responses from human resources for new changes being implemented. Before implementing this model, every educational institution must prepare thoroughly according to each element of the model.

The 'Five Element Model' is a functional and practical plan for bringing quality to higher education. This scheme does not represent any theoretical matters. Each element mentioned in it is different and can be implemented. This model is designed keeping in mind the culture, need, resources and situation of our country. Of course, this model does not prescribe a structure of higher education, but suggests useful and abstract elements of quality in higher education.

The model presents elements beyond programs implemented in higher education is notified. These beings are not new or unfamiliar. These elements are not unnecessary, controversial or harmful in any way. Also, neither against nor incompatible with the existing system of higher education. The proposed model is not particularly difficult to implement. No special physical or human resources are required as well as large financial requirements. Also, implementing the model does not require major changes in the existing education system. Apart from this,

even if there are changes in education in the future, the presented model will not be a hindrance/obstacle in any way. It is strongly believed that if this model is given a central place in the existing system of higher education and implemented seriously, faithfully and systematically, the quality of higher education will certainly increase satisfactorily. Because, the model covers the substantive factors that can influence the quality of higher education. The integrated effect of these five elements can definitely produce positive and useful results. -

This five element model for quality presented here currently has no empirical basis. But, it can be said with certainty that there are long observational, empirical and theoretical bases.

conclusion

High quality is being insisted on in important aspects that touch human life. As if the hunger for quality (cry for quality) has arisen. This is also necessary to make life more convenient.

For the holistic development of the country, our young students should get quality higher education. We must admit without any hesitation that even after a century since independence we are in a very unsatisfactory situation in this regard. From some things it can be said that the quality of higher education is very poor nowadays.

This model can be adapted to any structure of higher education. This model is not concerned with using any new physical resources, but covers the educational role of the principal, faculty as well as students of the educational institution. Also, this model is able to develop their functionality as well. This model can be used at any level of education beyond the higher level, with slight modifications as needed.

This model has great potential to bring quality to higher education. J. But there is an important condition here. First of all, it is very important for each stakeholder to identify, understand, know the importance of each element included in the model and implement it conscientiously with strong will, otherwise it is difficult to get the best result.

In the National Education Policy 2020, quality in education has been given a lot of priority. It states that-

- * Nothing is better for the future of society than high quality education of our youth.
- * The most important factor in the success of higher education institutions depends on the quality and engagement of its faculty.
- * A university globally is a multidisciplinary institution of higher education that offers undergraduate to Ph.D. Offers courses up to and is associated with high quality teaching and research.
- * The main objective of quality higher education should be to develop good, thoughtful, well-rounded and creative individuals.

- * Regulatory enforcement will facilitate setting up of new quality higher education institutions.
- * Top performing higher education institutions will get assistance from Central and State Governments to expand their institutions.
- * A 'Public Welfare Partnership Model' will also be launched for higher education institutions with the aim of expanding their access to quality higher education.

In a way, the Panchasattva model presented in terms of bringing quality in higher education is an effort in line with the National Education Policy 2020.

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