



MAHAMANA VISION AND NEP: A BLUEPRINT FOR HIGHER EDUCATION EXCELLENCE

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Abstract:

The standards of higher education have been greatly enhanced by the 2020 New Education Policy and the Mahamana Vision of quality higher education. Numerous parallels exist regarding diverse aspects of high-quality tertiary education, which have been emphasised in this study to a greater extent. This, when properly implemented, will help in reducing the nation's difficulties regarding poverty, unemployment, and other social issues. Several pre-existing difficulties and their remedies have also been highlighted in the study.

Keywords: Mahamana vision, New Education Policy, Higher Education, Unemployment

Introduction:

In India, there is an enormous requirement for excellence in Higher Education Institutions (HEI) to produce employable, efficacious graduates who come up with crucial skills, knowledge and values, ethics for leading a professional life. One of the emancipating forces that enables people to move forward from more material consciousness to higher levels of intellectual and spiritual consciousness is education, particularly higher education. Education is simply the synthesis of past, present, and future information that has been gathered and can be passed on to future generations. Every aspect of our lives is affected by globalization and liberalization. There is likewise no exception in the sphere of education. India is currently facing numerous obstacles in the social science education sector, which has led to a rise in youth dissatisfaction with the government's perceived inability to address the issue of rising unemployment.

National Education Policy (NEP) 1986 has been replaced by NEP 2020 in which several changes have been made which are in line with the perceptions of Madan Mohan Malviya

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(Mahamana). The focus of NEP 2020 and Mahamana's vision was assurance of excellence in higher education, though both have come up with different thought processes for higher education. The 2020 education policy has been designed to establish the fundamental tenets of quality, affordability, accessibility, and accountability to accomplish sustainable development and turn India into a thriving knowledge society and global knowledge powerhouse. This will be accomplished through the establishment of more flexible, multidisciplinary schools and colleges that will highlight each student's abilities. However, Malviyaji focused on mixing up the ancient form of education which was provided in the learning centres like Takshshila and Nalanda along with picking out the best tradition of education practised in the Western countries. He said that higher education serves as the foundation stone for creating an inclusive, equitable, and diverse knowledge society. He also stated at a World conference that equity, relevance, and excellence should be the three main objectives of higher education. To bring quality education NEP focused on resolving numerous important issues in higher education which are-

- a) Severe disintegration of the education system in universities.
- b) Reduced focus on developing mental abilities and outcomes of learning.
- c) There existed a rigidity in the division of disciplines and students started to surge into a narrower discipline.
- d) Areas that are socially and economically impoverished have limited access along with few or no HEIs that provide learning in the local language.
- e) A Limited number of educators and institutional autonomy.
- f) There have been inadequate frameworks for the management of careers based on merit along with the training and development of faculty and administrators at institutions.
- g) Reduced quality and focus on research in various higher educational institutions and reduced competition among peer-reviewed research funding in various disciplines.
- h) Insignificant governance along with the leadership in HEIs.
- i) Absence of a proper and effective regulatory system.
- j) Increase in the total number of affiliating universities and reduced standard of undergraduate education.

Problems highlighted by the Mahamana regarding the education system in India are as follows-

As a philosopher and practitioner, he realized that improving education was a single solution to deal with the prevailing personal, social, and national problems of the Indian people. He also realised, while attending Congress sessions, that religion was being ignored on a national level and that the only thing that might arouse a sense of patriotism was the unity of life, which is the foundation of all religions. According to him, spirituality should be part of education that hinges on Indian principles and is filled with the knowledge obtained from the West if India's youth are to be fed with traditional spiritual and moral nourishment. He claimed that even though India has a plethora of resources, information, and abilities, Indians choose to pursue their education in Western nations. Thus, having identified these issues, he decided to form Banaras Hindu Vishwavidyalaya (BHU), an organisation that offers remedies to each of these concerns at a single location. He knew that education is nevertheless a single path that would promote the multi-

disciplinary knowledge of Indian people. He always believed that a lesson must be learned from the scattered materials around our social surroundings. "And the Creator and benefactor of the world the universal soul moving in all, brought together his children of the East and the West, and included their minds to that unanimity that meaneth good and right understanding and directed them to raise this home of universal learning in the capital town of the Lord of the universe," is a quote from one of his speeches that reflects his thoughts on the globalisation of university-level education. Steps towards Quality Education –

1. An orientation course for educators and learners -

The focus of the system of college and university education has shifted from being teacher-centric to being learner-centric since the essence of HEIs is how they affect the lives of those who attend them. To enhance this influence, UGC began an orientation course named “Deeksharambh-A Guide to Student Induction Programme” so that new entrants could easily sketch out the complete realm of university life. A sincere implementation of which helps ensure that the educators and learners are setting up a learning environment and a fruitful teaching-learning process. To achieve this, the guidelines cover several facets which include –

- Socializing: meeting classmates, senior students, Lectures by renowned persons etc.
- Associating: visits to the Dept./Branch/Programme of study, other Departments & and significant locations within the university, the local surroundings, around the city, and so on.
- Governing: familiarity with HEI policies and procedures, student assistance, etc.
- Experiencing: Lectures on specific subjects, learning strategies, exercises in small groups, physical activity, literary and creative arts, lectures on universal human values, etc.

For teaching faculty, a special programme for career development was launched by MHRD named the Annual Refresher Programme in Teaching (ARPIT). An orientation programme for faculty was also initiated to help them understand the relevance of moral values and professional ethics in higher education, along with the significance of students' socioeconomic and personal growth.

Mahamana also envisaged how simple it could be for students to propagate information and foster the feeling of patriotism across the nation if they were taught in the new educational framework. To fulfil his dream, he decided to establish an All-India University which will include both teaching and residential universities for both teachers and students. Pt. Madan Mohan Malaviya asserts that a teaching university will only be partially effective if it fails to put the same care and attention into helping its students develop their emotional intelligence which it puts into developing their intellectual abilities. Therefore, the major goal of these envisioned institutions is to help youths in developing their character. Its goal is not only to produce engineers, scientists, physicians, merchants, and theologians, but also individuals of integrity, morality, and good character, whose actions throughout life will demonstrate that they are worthy of being educated at a top institution. He suggested that a new All-India University be established in Banaras because the city has historically served as India's centre of culture and religion. He took this action to uphold India's fundamental unity by fostering a sense of community and achieving the goals of comprehensive

character development and appropriate student mentoring. They will get to know each other better, and it will be easier to establish a productive educator and learner atmosphere.

2. Learning outcome-based curriculum framework and life skills for students

NEP suggested four life skills modules for students, including communication skills, leadership and management skills entrepreneurial skills, professional skills involving career skills and team skills, and universal human values including yoga and service that require active participation from both students and teachers. This module shall help the learners to gain self-competency and confidence along with emotional and intellectual competency. It will provide graduates with vital abilities that are crucial for employment at the global level and lead an efficacious professional life by developing the required knowledge, skills and dispositions. Similarly, Malviyaji also came out with a vision that if a student with an average intellectual level is taught with modern methods it will help in developing skills for producing wealth. He came up with a new curriculum that would help society in becoming self-reliant through new kinds of schools. It was from the perspective of Mahamana which provided him with the tentative pattern of vocational studies. The main objective of this vision was to set up an education system that would aid in addressing its essential social and economic requirements. The instructions and training provided to the poor students would help them to produce wealth even before the completion of their terms, enabling them to provide stipends from their earnings during their apprenticeship. From the life skills provided by NEP and the perspective of Mahamana the issue of unemployment shall be reduced by the employment of students as labour employers, organisers of industries, engineers, professors, teachers, researchers and through many other opportunities.

3. Social and industry connect for every Institution-

Innovation originates not from individual intelligence and working alone but through joint efforts and solidarity with others to extract existing knowledge to create new knowledge (OECD,2018). Having profited immensely from India's prevailing educational capacity, the industry has backed little to the creation of additional higher education capacity or the improvement of its quality (Shyam Sunder, 2012). The main goal of higher education is to create skilled and globally competent professionals through quality education. UGC through its new NEP has taken note with the assistance of an expert committee to enable and enhance university-industry linkages. The concept note prepared by UGC recommends a multi-layered policy intervention to university-industry synergism, entrepreneurial eco-system, industrial reorientation of university programme and curriculum developing university-industry connect, exploiting reciprocal knowledge through mobility between industry and university, establishing technology innovation centres in frontier areas and incentivization in academia.

To facilitate the above recommendation a dedicated Technology Innovation Entrepreneurship (TIE) cell has been created as an innovation hub and a knowledge repository that will also facilitate a training programme for the development of human resources. An

entrepreneurial environment is created and the link between a hub of universities by forming a cluster is created with local industries to create a knowledge cluster.

Mahamana was so dynamic that he could recognise the changing pattern of time and to triumph in the game of life his main cards were the tri card of “Character-Industry-Integrity.” He always advocated the development of character with education along with the advancement of technical education and native industry as a means to resolve the problem of poverty in India. His ideas were in line with NEP 2020, which noted that India had a large domestic market which could readily absorb indigenous enterprises by just offering technical education, as well as an abundance of agriculture and mineral raw materials, excellent natural facilities for power and transportation, and natural resources. He always said that quality education can only be created with the spirit of cooperation and not the spirit of competition.

4. Equity and inclusion in higher education

Each individual should have access to high-quality higher education, which should be given top priority because it has the potential to break free both individuals and communities from cycles of adversity. NEP 2020 has come up with policies to provide excellence in higher education to all students with equitable access. The following are actions that NEP has taken to encourage equitable access and inclusion in higher education: -

- a) Eliminate the expenses and opportunity costs associated with obtaining higher education.
- b) Increase the amount of financial aid and scholarships given to students representing low-income backgrounds.
- c) Reach out to people about scholarships and prospects of higher education
- d) Increase inclusiveness of admissions procedures
- e) Enhance diversity in the curriculum
- f) Boost the employability of programmes within higher education
- g) Offer various degree programmes that are as bilingual and in Indian dialect
- h) Ensure that every building and facility is handicapped-friendly and wheelchair-accessible.
- i) Develop bridge courses for students who come from disadvantaged educational backgrounds
- j) Using appropriate counselling and mentorship courses, provide all such learners academic, socioemotional, and mentoring assistance.
- (k) Ensure that the gender identity issue has been brought up before instructors, counsellors, and students and that it is included in all HEI programmes, including the curriculum.
- (l) Adhere strictly to all anti-harassment and anti-discrimination regulations.

The perspective of Mahamana was also towards diversity as he also focussed on the education of women. He foresaw the significance of women's education and also the role of women in the development of the nation. He opened a college for women where the amalgamation of the Vedic ideal and modern scholarship worked towards shaping Indian women to take on their role as capable citizens. He stated that women's education could have a long-term effect on India's future

generations and that it is the ideal blend of tradition and modernity working together as equal partners to construct the nation.

Conclusion

The above study dealt with the quality of higher education which has been provided in olden times by the vision of Mahamana and in current times by the new education policy. There have been similarities in both the vision and policy based on the induction programme provided to the teachers and students through SAGE, providing life skills to the students to increase the excellence of education and reduce the issue of unemployment, providing a social and industry connect to the students by the institutions and lastly the equity and inclusion provided in higher education would increase its quality and help in building up of nation to a greater extent. However, as NEP is focused mainly on short-term goals its successful implementation depends on the hands of stakeholders and in a post-pandemic period it is a giant step for revamping the education system in the time to come.

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