

Higher Education in India: Opportunities, Challenges & Solutions

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Abstract

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

Keyword: Education, Teacher Projection, NEP, Change in Education System.

Introduction

Education Policy lays specific importance on the improvement of the inventive capability of each individual. It depends on the rule that training should create not just intellectual limits - both the central limits of proficiency and numeracy and 'higher-request' psychological limits, for example, basic reasoning and critical thinking –

yet in addition social, moral, and passionate limits and ambience. The new education policy aims at fulfilling this dream taking advantage of the youthfulness of India, where the largest percentage of youngsters in the world lives in now. The first and the last stages of school education have been scientifically re-organized, integrating overall personality development and

employability to the main stream at the right stage imaginatively. But the new policy envisages very big players only to have a role in education sector. Moreover, in order to honestly use degree-granting authority, a society has to have required evolutionary change. Also, doing away with academic policy making bodies at regional level should have been experimented only at a later stage.

Educational policy of a nation may be a natural extension of its economic policy. Many modifications have been experimented in the educational sector since India initiated structural reforms in its economic policy, which had been built on self-reliance in almost all sectors. But a comprehensive educational policy in tune with the new economic policy has been enacted only recently. At the time of opening up of economy in 1991, India's key success variable was its ability to provide quality manpower at internationally competitive rates. However, attempts to convert the country as a manufacturing hub of the world were only partially successful.

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of

India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

The new NEP 2020 aims at making "India a global knowledge superpower". The new policy is the India's third one replacing 1986 policy which was in place for the last 34 years. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education. It will help students to develop scientific temper from a young age. The NEP aims to make it easier to set up new quality of higher educational institutes which will be at par with the global standards.

Projection of Teachers in The System

The most impressive recommendation of Dr. Kasthurirangan committee is that teachers are once again projected as the backbone of the system. Teachers of any institution in the country will be

provided opportunity to do research or quality Upgradation in any other institution of the country. At present the opportunity is available for all engineering college teachers. In fact, it is one of the reasons why quality of engineering education in the country is appreciated by

foreigners. Putting an end to appointment of teachers on contract basis, extending probation period to five years, norms insisting that regularization of appointments shall be done only after considering the feedback from all concerned including students, colleagues, HOD etc. may motivate the new comer in teaching profession to adjust himself with the new environment in the most desired way. Another most attractive recommendation of the committee is regarding empowering villages by giving higher education to talented youngsters from villages, especially ladies, and appointing them in institutions in villages itself. This will not only ensure quality education for the village folk, but also minimize undesirable urbanization. Such teachers are expected to be model citizens in villages. Education so far has been viewed as a process of either gathering knowledge or developing skill (or both). In the new global scenario such attributes like soft skill, interpersonal skill etc. are getting more consideration. Communication skill is not regarded as mere proficiency in languages. The new policy recommends weightage for development of language skill, presentation skill, leadership quality, mindset, attitude etc. so that each graduate will become more fit for the new global competitive environment.

Principles Of This National Education Policy on Education

In 2015, India received what is called as “2030 Agenda for Sustainable Development (SD).” Under this plan, looks to “guarantee comprehensive and impartial quality instruction and elevate long lasting learning occasions to all by 2030.” Based on five fundamental establishment columns, to be specific, access, value, quality, moderateness and responsibility, NEP2020 has been adjusted to 2030 Agenda for Sustainable Development. The motivation behind the education system is to grow acceptable people equipped for sane idea what’s more, activity, having sympathy and compassion, fortitude and logical temper and innovative creative mind, with sound moral moorings and qualities. It targets creating locked in, profitable, and contributing residents for building a fair, comprehensive, and plural society as imagined by our Constitution. The instructional method should mean to make schooling more “experiential, all encompassing, incorporated, request driven, revelation arranged, student focused, conversation based, adaptable and, obviously, charming.”

The educational program should incorporate fundamental expressions, makes, humanities, games, sports and wellness, dialects, writing,

culture and qualities, notwithstanding science and arithmetic, to build up all angles and capacities of students; and make training all the more balanced, helpful and satisfying to the student. Schooling should fabricate character, empower students to be moral, sane, caring a lot, while simultaneously set them up for “productive, satisfying employment. “The crucial and change in perspective among NEP2020 and past arrangements is, “update and redoing” of the multitude of parts of instructive structure including its guideline and administration, to make another framework, that is lined up with the 21st century sought instructive objectives while expanding on the India’s conventional worth framework with more weight on building up the inventive capability of every person.

The Vision, Framework & Purpose of Nep in Higher Education

This National Education Policy imagines education system established in Indian ethos that contributes straightforwardly to changing India, economically into an evenhanded and dynamic information society, by giving great training to all, and along these lines making India a worldwide information superpower. The Policy visualizes that the educational program and education system of our foundations must create among the students a profound feeling of

regard towards the Fundamental Duties and Protected qualities, holding with one’s nation, and a cognizant attention to one’s jobs furthermore, obligations in an evolving world. The vision of the Policy is to impart among the students a profound established pride in being Indian, deeds, just as to create information, aptitudes, qualities, and manners that help capable obligation to basic freedoms, practical turn of events and living, and worldwide prosperity, accordingly mirroring a really worldwide resident.

The policy seeks to restructure school curricula and pedagogy in a new '5+3+3+4' design, so that school education can be made relevant to the needs and interests of learners at different developmental stages — a ‘Foundational Stage’ (five years), a ‘Preparatory Stage’ (three years), a ‘Middle Stage’ (three years) and the ‘High Stage’ (four years, covering grades nine, 10, 11 and 12). HEIs shall have the flexibility to offer Master’s programmes of two years for those who have completed a three-year undergraduate programme, of one year for students who have completed a four-year undergraduate programme, or five-year integrated Bachelor’s and Master’s programmes.

By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education.

The purpose of NEP is to provide a framework to guide the development of education in the country. The National Education Policy (NEP), 2020 is the much-awaited policy which came about after a long wait of over three decades and will replace the thirty-four-year-old National Policy on Education (NPE), 1986. Built on the foundational pillars of access, equity, quality, affordability and accountability, the NEP (2020) is aligned to the 2030 Agenda for Sustainable Development'. It aims to transform India into a vibrant knowledge society and global knowledge superpower by making education more holistic, flexible, multidisciplinary and well suited to the needs of 21st century India. Thus, the NEP (2020) will attempt to make important reforms in Indian education system to overhaul the entire system of education besides, focusing on universalization of education, starting from pre-school to secondary level with a 100% gross enrolment ratio (GER) in school education by 2030.

The new policy also emphasizes the importance of research-based interventions to facilitate and improve the education of children with disabilities and special needs and other SEDGs. The research based tested and effective interventions like one-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable

technological interventions to ensure access are proposed as they have been found to be particularly effective for certain children with disabilities. Schools providing quality Early Childhood Care and Education (ECCE) reap the greatest dividends for children who come from families that are economically disadvantaged". The role of other stakeholders like counsellors or well-trained social workers that work with and connect with students, parents, schools, and teachers in order to improve attendance and learning outcomes, which has been found to be especially effective for children in urban poor areas, has also been acknowledged and highlighted.

Reform In Education System

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The new NEP 2020 aims at

making “India a global knowledge superpower”. The new policy is the India’s third one replacing 1986 policy which was in place for the last 34 years. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education. It will help students to develop scientific temper from a young age. The NEP aims to make it easier to set up new quality of higher educational institutes which will be at par with the global standards.

The Government of PM Narendra Modi has set a target of 2040 to accomplish the entire Policy. The central and state governments should substantially increase the spending on education to attain the goals with excellence and the corresponding multitude of socio-economic benefits. The Indian Government is planning to organize subject-wise committees with members from relevant central and state ministries in order to develop implementation plans for each aspect of NEP.

The National Education Policy 2020 is a milestone in educational reforms in the history of India. National Education Policy 2020 brings in ambitious changes that could transform the

education system into the world’s largest workforce in coming years. It is a big revolution replacing the 34-year-old policy idea and envisioning to bring about the much-needed modification in the Indian Education System. Thus, the new policy aims at encouraging essential learning, critical thinking and experiential learning.

The long-term strategic policies in education sector were framed by concerned central governments in consultation with experts in the relevant areas. But short-term policies and tactics used to develop by high level academic bodies, viz. UGC, AICTE, IMC etc. which were relevant to each of the broad areas. In the absence of such high-level academic bodies, area-specific decisions will have to be taken in the top most body where fruitful brainstorming of experts from concerned areas will be difficult. The observation that some of the existing high level academic bodies, which were expected to provide an effective interface between central government and individual universities/ colleges, have failed in their constitutional obligations need not be considered an excuse for doing away with this intermediate level.

Conclusion

The approach additionally grows the extent of central instruction, expanding the school-going a long time. This will empower a more all-encompassing advancement of kids in the developmental age gathering of 3-6 years. Setting up a National Mission on Foundational Literacy and Numeracy is a truly necessary, ideal advance to improve the nature of training at the essential instruction level. NEP perceives the significance of sustenance to the inside and out advancement of kids. NEP perceives the significance of sustenance to the inside and out advancement of kids. Thus, to conclude, the NEP (2020)) has proposed a holistic approach to remove various types of educational disparities prevalent among the various sections of the society in case of access and equity. An attempt has been made to develop conscious awareness of roles and duties and inclusion of community participation which is expected to minimize the exclusion of students on the basis of language and disability. It is further believed that this will motivate students to learn more about the diverse culture of India, its knowledge system and tradition.

The National Education Policy (2020) has taken a broader concept of Inclusion and it's not only confined to education of children with special needs and disabilities; rather it encompasses all

the marginalized groups. A much-talked about specification in the new training strategy focuses on that the vehicle of guidance until at any rate 5th grade will be in a local language that is perceived as being local to India. This is a welcome advance, as native language assumes an exceptionally basic part in the general improvement of the youngster. Native language, which a youngster hears directly from the second the individual is conceived, gives individual character, interfaces with culture and is essential for psychological turn of events.

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