Problems, Obstacles, and Suggestions for Improving the Quality of Higher Education Institutions in NEP

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Abstract:

The National Educational Policy 2020 focuses on Affordability, Accessibility, Quality, Equity, and Accountability to ensure lifelong learning. India is a fast-growing country with over 1113 universities and over 42000 HEIs. To boost the Indian education system the current Government introduced NEP 2020 which has a vision for transforming our country into a society of equal and living knowledge, by providing quality education for all. NEP emphasizes Multidisciplinary education, digital literacy, improving communication skills, problem-solving, logical reasoning, and Vocational education and skilling through a comprehensive framework. However, they are many challenges our country needs to face to implement it. This paper discusses the challenges HEIs would be facing to promote continual learning and create opportunities for all stakeholders to meet Sustainable Development Goals 2030. The second-largest education system in the world is found in India. The policy empowers the faculty of HEIS to conduct innovative teaching, research, community services, incubation centers establishment, technology development, industrial and academic linkages, patents, etc. They are challenges like lack of access to higher education for the most economically disadvantaged castes, Technology set back and digital divide, Gender discrimination, improper evaluation and assessment system, Few faculty, few teacher training institutes, low levels of governance and leadership, Less funding, etc. There is no uniform comprehensive road map and implementation strategy for NEP. The role of the State Government is not stressed; NEP is silent on the RTE act, Language to be adopted in higher education to reach global standards, and Universalisation of education. The objective of the study is to identify the challenges before NEP to maintain quality and equity and recommendations for further development to reach its goal. The NEP 2020 may look good on paper but is complicated in a Real-world Environment.

Keywords: National Educational Policy 2020, Affordability, Accessibility, Quality, Equity, and Accountability.

Introduction:

A Survey on NEP was conducted, and 50 instructors from Telangana's rural and urban institutions responded to the survey. Ten questions were provided in a Google form, and the approach of a selective sample survey was utilized to learn about the issues and how people understood NEP. The difficulties in practice that they might encounter if NEP is adopted were gathered. Finally, solutions to the problem are suggested.

If successfully implemented while considering the real-world difficulties facing our current educational system, pedagogy will become more experimental, holistic, integrated, learner-centered, discovery-oriented, adaptable, and entertaining. Prime Minister Modi did describe in his speech how NEP 2020 seeks to develop Indian students into global citizens and hopes to properly guide them into the 21st century.

Results:

As educators, we are all looking forward to accepting these much-needed changes to our educational system with an open mind and optimism. We have great faith that the adoption of this eagerly awaited regulation will open up a whole new universe of knowledge for our future generations. NEP 2020 will undoubtedly have a significant impact on the production of high-quality human resources who will be prepared to face challenges in the path of future success by providing them with the necessary skills, values, and attitudes to lead our country in the desired direction of economic growth and development.

Keywords Equity, Vocational Education, Universalization of education, Holistic.

1. Do you think NEP can be implemented successfully in our country over coming all the challenges?
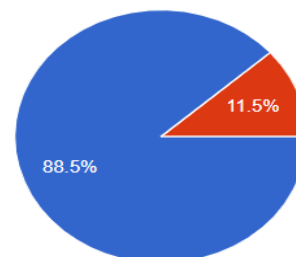
   Yes = 80.8
   No = 19.2
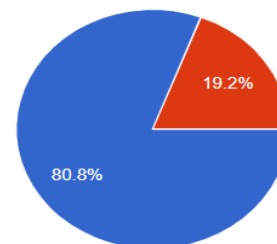
2. Do you think NEP will bring a radical change to the present higher education System?
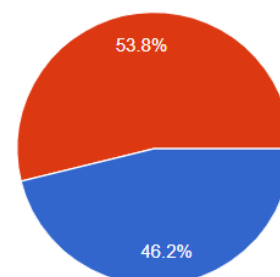
   Yes = 88.5
   No= 11.5

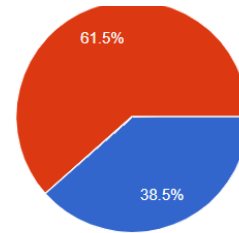3. Do you think all states in our country will implement it without questioning the center?
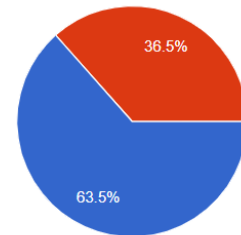   Yes = 46.2
   No= 53.8

4. Do you think a budget of 6% of GDP for education is enough to reorient our education system as suggested by NEP 2020?
   Yes = 38.5
   No= 61.5

5. Do you think there will be privatization of education if NEP is implemented

   Yes = 63.5
   No = 38.5

6. Do you think vocational education must be started at the school level?

   Yes = 21.2
   No= 78.8
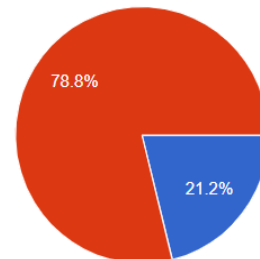
7. Are the Teachers with present knowledge if trained will be able to teach multidisciplinary kind of education?

   Yes = 86.5
   No= 13.5

8. With a multiple-entry system do you think students would come back for higher education
   Yes = 82.
   No = 17.6

9. Do you think the present infrastructure is sufficient to promote research?
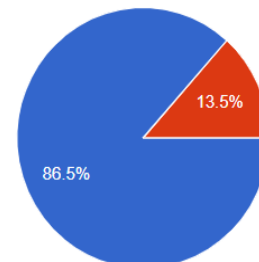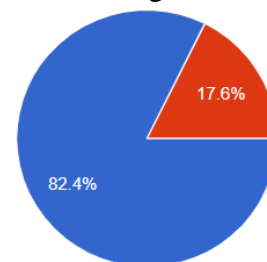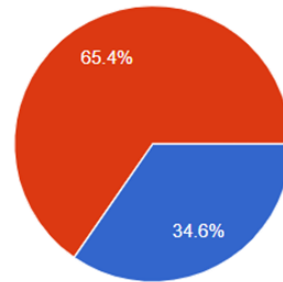
Yes = 34.6
No = 65.4

10 What do you think are challenges for the implementation of NEP 2020

Most of them believed that the largest problem was increasing funds while also providing faculty training for people. It is more difficult to cultivate a research mindset through projects, internships, and the creation of research cells without trained teachers. The development of infrastructure, scientific thinking, and technology in society to reach out to remote locations is the other difficulty. The unwillingness to depart from rote learning. Few people anticipated an increase in the dropout rate in higher education because of frequent exits and entrances. An implementation may be difficult due to political parties lack of cohesion and ideological divisions. The policy doesn't specify who to contact if there are problems with its implementation. The hardest part is figuring out pedagogical restrictions. The best strategy for overcoming difficulty is gradual implementation with proper awareness and campaigning. Teachers felt Vocational education must be implemented after school education.

Discussion on Challenges

This mega-education policy's nationwide implementation will be a monumental job involving several stakeholders at different levels, including the state, district, and Mandal levels. A significant challenge for educational leadership and governance will be fostering cooperation and a sense of shared ownership among important stakeholders, including the private sector, at the state and district levels where there is diversity. It is incredibly challenging to successfully change such a sizable educational system with universities located in faraway regions. The capability of the Center and the state is crucial to the eventual fulfilment of the NEP. The NEP Drafting Committee, headed by K. Kasturirangan, correctly noted that India's educational system is underfunded, highly bureaucratized, and lacks the the capacity for innovation and scale-up. The centers and states' education ministries and other regulatory organizations are woefully unable to manage the scope of changes envisioned in the NEP. For instance, changing from a content-driven, rote learning system to one that emphasizes experiential learning, analytical thinking, and critical thinking would necessitate nothing less than a radical shift in the mindset of those in charge of the educational system. Colleges would require reorientations, skill-training, and capacity building in relation to the operational aspects of implementing NEP. In other words, the ministry's current organizational structure and ecology will need to undergo a significant revamp, and new laws are required. Teachers, students, and parents should all adopt an attitude adjustment that is permanent. The success of NEP would primarily depend on how well the center state relations are. The NEP was created by the Union government (with input from a variety of stakeholders, including the state governments), but the states' active participation is crucial to its successful implementation. This is since the state governments handle most education-related services since education is on the Concurrent list.

In other words, the Centre must successfully navigate the cooperative federalism and decentralization principles. And given the recent escalation in political polarization and the seeming erosion of confidence between the federal government and the states, this is not an easy act to carry out. Some important NEP components and the way they are being implemented have drawn vehement criticism from those states that are governed by the opposition. Its success is dependent upon a party's backing and collaboration from states. Its success depends on the support and cooperation of a politically unbiased government both at the center and state levels. The center must follow a pilot project way and after rectifying defects it must implement it in all states.

The private sector is crucial for implementing the NEP's objectives, especially when dealing with the higher education system. It should be emphasized that the private sector manages up to 70% of higher education institutions (colleges and universities). Aside from this, as the majority of students enroll, the private sector contributes much-needed financial resources and innovation. To extract the contribution of the private sector and acknowledge it as an equal partner in the NEP process, the government and regulatory organizations must establish practical institutional procedures.

The central government must establish a balance between the public and private sectors. The foundational tenets of NEP, Quality, and Equality will be impacted by the complete privatization of higher education. In this regard, the NEP has declared that the government must increase public spending on education to 6 percent of GDP to achieve the aims of the new policy. If one considers the previous promises and their actual fulfillment, this is a difficult assignment. For example, the 1968 National Education policy suggested allocating 6% of the GDP to education. Although public spending on education has increased throughout the years, it has never exceeded 3%. How such enormous quantities of money can be spent on education doesn't yet have a clear road map. GDP would have to be set aside for investments in infrastructure and training.

While this sum seems unimaginably high but, fifty hours of compulsory Continuous Professional Development (CPD) and the ongoing training of teachers of GDP, may not be sufficient. The text raises a lot of, discussion points including language. To improve learning results, the NEP aims to make home language study possible up until class 5. Yes, early conceptual understanding is better in the mother tongue and is essential for advancement. Even with the strongest instruction and infrastructure, learning suffers from weak foundations. But, it is also true that social and economic mobility is a primary objective of education technology development, and skill development initiatives require a lot of budgets to upgrade the emerging sciences and strengthen Arts and Humanity mere 6 percent, and English is the language of mobility in India. Multilingualism is mentioned in the NEP, and this needs to be highlighted. In India, most states are bilingual. Several states blithely view this policy as an ineffective attempt to impose Hindi. To improve communication at the event, the three-language formula might be maintained. The document discusses experimentation, academic freedom, and adaptability. The text acknowledges the multiplicity of educational needs in higher education. If this is a required option within a single university, it will be a disaster since designing a curriculum for a class that includes both students pursuing one-year diplomas, pursuing three years bachelor, and those pursuing four-year degrees, as well as five years of integrated PG, detracts from the institution's reputation. To achieve the goal, more teachers are needed. The knowledge and skills taught and the jobs offered consistently don't match up. One of the biggest issues the Indian educational system has faced since Independence is this. The evaluation and assessment system needs to be altered in accordance with NEP, but the document does not specify how to clearly evaluate students for course completion or employment. Academic credit

administration necessitates careful reflection due to the numerous entrances and exits. The environment and attitude needed to continue with higher education after leaving for work are frequently difficult to maintain.

The Right to Education Act of 2009 and the New Education Policy of 2020's applicability has raised legal issues that have added to the criticism of the policy. The planned Higher Education Commission of India (Repeal of University Grants Commission Act) Act, 2018, which was still pending, as well as the Foreign Educational Institutions (Regulation of Entrance and Operations) Bill, 2010, are yet to make their impact on the education ecosystem. If the budget is adequate, we will need to open one new University every week for the next 15 years to double the Gross Enrolment Ratio in higher education by 2035, one of the policy's declared objectives. The National Education Policy 2020's emphasis on multidisciplinary learning in higher education is a very welcome move, but it calls for a shift in perspective because departmentalization is pervasive. The British left a legacy in our contemporary educational system; NEP is currently copying Principles from the Americans. Parents, teachers, grandparents, and educators from two or more generations must be involved in the mental transformation to implement it properly. The NEP must take over from a generation that prioritized Science education over Arts and Humanity, rethinking and implementing instructional adjustments are the need of the hour. Also, the current teacher pool needs to be oriented toward modern 21st-century teaching methods. We must first challenge the notion that obtaining a degree is a prerequisite for success in the labour market. This is a risky worldview that discredits and dissuades a person's other natural talents. We need internet access in rural places because, as the pandemic showed, e-learning is the future. For this objective, digital infrastructure will incorporate digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counseling sessions, and teacher training to become adept at new-age technologies. Digital connectivity will continue to be a major challenge to overcome in the next decade.

Recommendations

We need 'multidisciplinary education' and not multidisciplinary Universities. Converting all higher educational institutes to degree-granting entities, may not solve the problem. Let the system evolve at its own pace. Let the free market decide the course of evolution. Instead of directing the independent educational entities in which direction to grow and defining the process of growth, create an environment, an ecosystem conducive to the growth taking stakeholder opinions and market needs.

- As a step towards multidisciplinary education, facilitating collaborations between already existing degree-granting institutes in the domains of humanities, social and pure sciences, engineering, management, law, and medicine may be a more feasible idea. Focus on capacity building for high-quality research: The quality of research in almost all domains is pathetic, to say the least. The process of research in all domains needs to be redesigned.
- Give importance to vocational education along with encouragement to the student to continue further studies. An entrepreneurial spirit is to be encouraged through new start-ups and promoting incubation centers. Vocational Education with internships.
- Skill development is happening but till now the impact is not visible. We need to put more focus. Skills about job demands must be taught.

- The curriculum, activities, and industry linkages need to be redesigned keeping in mind the demand for skill sets and knowledge.
- Institutes of eminence with world-class quality must be established. Release the existing resources for the expertise that is needed.
- Some policy matters need to be presented before Parliament for further changes.
- Higher Education Commission of India Bill to be passed at an early date.
- The Board of Governors for universities requires amendments to the Central and State Universities Acts.
- NRF an autonomous trust must come out as an Act at an early date.
- Mother tongue as the medium of instruction till 5th class must depend on student decision rather on State Government or Center.
- Funds must be given to Affiliated colleges to grow into Autonomous institutions.
- There must be an elected body for Regulatory institutions with democratic governance.
- Greater emphasis is to be laid on leadership and governance.
- Enormous funding to establish large HEIs will lead to Privatization and steps must be taken to strike a balance between public and private institutions.
- The undue importance of language and religion must be avoided.
- Central Government must participate in the dissemination, advocacy, and evolution process of NEP and implement it with proper understanding, clarification, and consensus with nodal agencies.
- Government must prepare the teachers, administrators, and leaders to know the nuances.
- Institutions must plan strategies for Institutional Development, Faculty Development, and Technology induction.
- Institutions must Partner with NGOs, Industries, Corporate to share resources and guarantee learning outcomes.
- Perform with well-defined goals, concrete measures, available resources, and regular evaluation.
- Propose changes to the policies taking feedback at all levels.
- The Right of Children to Free and Compulsory Education Act (RTE)-2009 needs to be reviewed immediately.
- Many financing sources must be made available in order to support research centers, the publication of papers, the creation of an ecosystem to support entrepreneurship, and incubation centers.
- Indian knowledge systems, including tribal and indigenous knowledge, must be accurately and methodically included in the curriculum to promote Indian Ethos. Language Universities must be established and promoted.
- National Research Foundation is another great idea. However, if these spaces get filled by individuals who are driven by ideological agendas, little could be expected. So care must be taken in this regard.
- Projects, and internships must be made mandatory at the undergraduate level.
- Technological penetration to the remote areas to remove digital undivided.
- Taking steps to prevent dropout rates in higher education.
- Addressing issues of policy implementation and diversity issues in an unbiased way.
- The growth of higher education in India has to be largely guided by the serviceable needs of the driving economy.

- The change can occur only through a systemic approach to change as also the development of its human resource and networking the system through information and communication technology.
- Gender disparity and ethnic differences must be removed.
- Every human activity will need the expertise of experts as we transition to a learning society, which will bring the entire field of higher education into stark relief.
- Industry and students alike anticipate the availability of specialized courses to ensure that they receive the most up-to-date and effective education and are prepared for employment. To enable students to enroll in specialized programs, vocational and diploma courses need to be made more appealing. To make teaching and research more appealing to the younger generation, incentives should be given to these professions.

Conclusion

In conclusion, the NEP 2020 is an incredibly ground-breaking and innovative document. The Policy itself has an impressive view, but the real difficulty is in actually putting it into practice. Given that education is on the concurrent list of the Constitution, several states are sure to object. The policy seeks to meet the needs of India in the twenty-first century among other things by addressing pedagogical problems, structural disparities, and expanding access. The NEP's most difficult challenge is simultaneously fixing several flaws in the educational system. If India is to reap the benefits of demographic change and take advantage of the opportunities presented by a knowledge economy that is expanding quickly, it must be implemented effectively. It is a challenging endeavor given its size and the level of complexity involved in carrying it out, especially securing coordination and collaboration among various players in the state, district, and private sector, among others. It provides answers to the rote learning system of education. The NEP still has a long way to go. In addition to this, one must cope with the potential for state political polarization, limited financial resource availability, and, most crucially, the education ecosystem, which inhibits the development of fresh concepts and creativity. In summary, cooperative federalism and state ownership of the reforms are crucial for the NEP's success. The NEP 2020 drafting committee has made a thorough effort to create a policy that considers many points of view, international best practices in education, practical experience, and stakeholder feedback. Although the aim is idealistic, the implementation plan will determine whether it actually promotes an inclusive education that equips students, academia, and industry for the future. Through education conventional activities including research, innovation, teaching, human resource development, and continuing education, universities in India have been a major conduit for the advancement and transmission of knowledge and International cooperation is another function that is becoming more crucial. By implementing NEP let's make India the "knowledge hub" of the world that it was by achieving the goals as soon as we can.

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