A Study on Growth and Challenges of Higher Education system in India Align with the Corporate Sectors Needs

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Abstract- **The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of plus points to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the SDG, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.**

With the arrival of National Education policy (NEP) 2020, there has been a vital shift in Indian education system aligned with the aspirational goals of 21th century. The policy envisages a complete overhaul of teaching-learning process from the traditional teacher-centred to learner-centric approach; to ensure the holistic development of students by accentuating their creative potential. The policy stresses on the core principles that education must develop not only the cognitive skills- both 'foundational skills 'of literacy and numeracy, and higher order skills such as critical thinking and problem solving but also social and emotional skills also referred to as 'soft skills', including cultural awareness and empathy perseverance and teamwork, leadership, communication, etc. The current study aims to highlight the growth and to point out the challenges in higher education system in India.

Keywords: **Education, Challenges, Colleges, Universities, learner-centric, Higher Education Institutions.**

1. INTRODUCTION

The policy is based on the pillars of "**Access, Equity, Quality, Affordability, Accountability**" and will transform India into a **vibrant knowledge hub.**

Education is a continuous process which deals with over growing man in ever growing society. The education system needs to make students as learners, innovators, scholars, researchers and trainers. Despite a strong and constant economic growth during past couple of decades, India still faces socio - economic challenges and improving education is the only way forward to address the challenges and boost country's economic growth. However, decoding the education system in India to address the prevailing challenges is a herculean task as India is a nation of 28 States and 08 Union Territories. Since, the states have their own elected governments and school education being a state subject as per the constitution; the states have complete authority on deciding policies and implementing them (Anderson and Lightfoot, 2019) [1]

The National Education Policy, 2020, has more positives than negatives. However, it is only after its execution that the pupil will finally be able to judge its effectiveness. The NEP- 2020 aspires to combine traditional knowledge with modern thinking and introduces vocational education from elementary school. It is emphasis on technology in education and attempt to transform education planning, teaching and learning assessment. But a large number of students do not have access to such technology and gadget. These excluded students would be deprived from the new modes of learning.

Backgrounder: Education Policies in India:

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem-solving but also social, ethical, and emotional capacities and dispositions.

The implementation of previous policies on education has focused largely on issues of **access and equity**. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right **of Children to Free and Compulsory Education Act 2009** which laid down legal underpinnings for achieving universal elementary education.

Evolution of Education Policy in India:
- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Education Commission (1964-66) under Dr D. S. Kothari
- National Policy on Education, 1968
- 42nd Constitutional Amendment, 1976- Education in Concurrent List
- National Policy on Education (NPE), 1986
- NPE 1986 Modified in 1992 (Programme of Action, 1992)
- S.R. Subrahmanyam Committee Report (May 27, 2016)
- K. Kasturirangan Committee Report (May 31, 2019)

2. OBJECTIVES:
1. Higher education institutions have greater responsibility of making India a global knowledge superpower. The quality standards set as benchmark by these institutions would be followed by other institutions.
2. The fundamental principles of the new policy include inculcating creativity and critical thinking in order to encourage logical decision –making and innovation.
3. Common Standards of Learning in Public & Private Schools.

3. RESEARCH METHODOLOGY:
Research Methodology is a methodical approach to gathering large amount of data in order to better understand the topic. This paper drew based on secondary data, which are detailed below; there are a variety of secondary resources available, including articles from national periodicals as well as reports, newspapers, magazine and books soon.

4. CHALLENGES IN THE CURRENT HIGHER EDUCATION SYSTEM:
- ❖ Fragmented higher education ecosystem
- ❖ Poor learning outcomes and development of cognitive skills of students
- ❖ Rigid, inflexible separation of disciplines for eg: An arts stream student cannot study any science related subject at HE.
- ❖ Lack of quality higher education in socioeconomically challenged areas
- ❖ Low teacher and institutional autonomy to innovate and excel
- ❖ Inadequate career management and progression for faculty/institutional leaders
- ❖ Lack of research funding across disciplines Sub-optimal governance and leadership of HEIs
- ❖ Poor regulatory mechanism that inhibits growth of excellent and innovative HEIs
- ❖ Large number of affiliations to universities resulting in poor undergraduate performance.

5. SUGGESTIONS IMPROVING THE SYSTEM OF CURRENT HIGHER EDUCATION:
- ✓ There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive.
- ✓ Higher educational institutes need to improve quality and reputation.
- ✓ There should be a good infrastructure of colleges and universities which may attract the students.
- ✓ Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.
- ✓ There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.
- ✓ Universities and colleges in both public private must be away from the political affiliations.
- ✓ Favoritism, money making process should be out of education system etc.
- ✓ There should be a multidisciplinary approach in higher education so that students knowledge may not be restricted only upto his own subjects.

6. CONCLUSION:
The education policy aims to address various gaps existing in the education system of the country. India is expected to achieve sustainable development goal (SDG-04) of 2030 by ensuring inclusive and equitable quality education. However, the education policy needs immediate collaboration between state and central authorities to establish newly proposed bodies define rules and regulations for schools and establish convergence of various schemes. In order to develop skills among teachers to address manpower shortfalls, training programmes should be designed to train master faculty members.

Nordic model – Denmark, Finland, Iceland, Norway and Sweden provide free higher education to their people, and overseas students were able to study for free until recently. Finland, Norway, Iceland and Germany still do not charge international students tuition fees. Nordic nations still figure in top of the world happiness index. University need fund for education and research.

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