# Challenges of Higher Education in India & National Education Policy

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**Abstract**: *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 opportunities to overcome these challenges and to make higher education system much better. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn.*
*This paper includes the key challenges that India is currently facing in higher education and also includes some initiatives taken by the government to meet those challenges.*

**Keywords:** Higher Education, Empower, Opportunities, Challenges, National Education Policy

## I. INTRODUCTION

Education is a basic ingredient for achieving full human potential. Providing universal access to an education of high quality is the key to India's continued ascent, progress, and leadership on the global stage–in terms of economic development, social justice and equality, environmental stewardship, scientific advancement, and cultural preservation. The world is undergoing rapid changes in the knowledge landscape. With the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide are expected to be taken over by machines, while the need for skilled labor, particularly involving mathematics, computer science, data science, and deep learning will be in rapidly increasing demand. The aim must be for India to have an education system by 2030 with access to the highest-quality education for all learners regardless of circumstances of birth or background. To achieve this, actions must be taken now and with urgency.

## II. METHODOLOGY OF THE STUDY

The researcher in order to study the Challenges of Higher Education in India has followed the following research methods. Even the researcher has taken help of the secondary data in order to complete the study.

### 2.1 OBJETIVES OF THE STUDY

The researcher has formed the following objectives to complete the study title as Challenges of Higher Education in India & National Education Policy.

- To study the toolsof Challenges of Higher Education in India.
- To study the opportunities in Higher Education.
- To study the Principal of National Education Policy.

### 2.2 HYPOTHESIS OF THE STUDY

The researcher has formed the following given list of the hypothesis. These hypotheses are as follows.

- University or College Education must be to develop good well- rounded and creative individuals.

- A quality higher education must enablepersonal accomplishment and enlightenment
- An opportunities for India to collaborate with national and international level of systemic reform

**2.3 RESEARCH DEIGN**
The researcher has selected the research Challenges of Higher Education in India & National Education Policy is descriptive type of research.

**2.4 DATA COLLECTION**
The researcher has selected research as topic on Challenges of Higher Education in India &National Education Policy is descriptive type of research. In the above mentioned research the researcher has used the secondary data. In the secondary data is in the form of news papers, websites, reference books and journals.

## III. CHALLENGES IN HIGHER EDUCATION IN INDIA

India recognises that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering.

There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances.

Some of the leading challenges before the higher education system are continuous upgradation of curriculum to keep in pace with rapid growth of science and technology; globalisation and the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes; Money also plays a vital role for the education system which needs to unique for all globally recognized syllabus and curricula. The standard education facilities are higher in the states which are much rich. Following is the list of challenges before Higher education

**3.1 Enrolment**
The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

**3.2 Equity**
There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalance within the higher education system.

**3.3 Inadequate Infrastructure and Facilities**
Apart from the highly recognized higher educational institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution.

**3.4 Shortage of Faculty and High Student-Faculty Ratio**
In most of the state and central universities more than 30% of faculty positions are lying vacant. While the student enrolment in higher education is growing with faster rate in the last few years.

### 3.5 Quality

Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world.

### 3.6 Research and Innovation

There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India.

### 3.7 Structure of higher education

Management of the Indian education faces challenges of over centralisation, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar,2015).

## IV. OPPORTUNITIES IN HIGHER EDUCATION

1. Indian higher education system is growing very fast irrespective of various challenges but there is noreason that these Challenges cannot be overcome. With the help of new-age learning tools, it is easy for countrylike India to overcome these problems and bring a paradigm shift in the country's higher education sector.If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world.

2. There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaboration at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Equality of educational opportunity in higher education is considered essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalising educational opportunities also lies in the fact that "the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top. A great deal of talent of the highest level is, in fact, lost by an in egalitarian system of education" (Balachander, 1986).

3. The emerging interest in Indian higher education institutions in the vocational skills market provides areas for potential engagement with international partners.

4. A project has been taken up to made a national digital library of eBooks on various subjects and topics and another set up through which highly qualified faculty of centrally sponsored institutions like IITs, IIMs and central universities would offer online courses free of cost.

5. Another interesting step is the launching of a mission named after freedom fighter and educationist Pandit Madan Mohan Malviya to build a strong professional cadre of teachers by addressing all the issues related to teachers, teaching, teacher preparation, professional development, curriculum design, design and development of more effective pedagogy and better assessment and evaluation methodologies.

6. The Central Government has also launched a scheme called Unnat Bharat Abhiyan for the promotion of technologies from the laboratory to the ground. Under the scheme, higher educational institutes would connect with villages in their neighbourhood and address the various problems faced by them

## V. INDIA'S NATIONAL EDUCATION POLICY

### 5.1 Previous Policies

The previous policies on education have justifiably been preoccupied largely with issues of access and equity, but as a result have unfortunately dropped the baton with regard to quality of education. The implementation of the two previous education policies, especially with regards to quality, remains largely incomplete. The unfinished agenda of the National Policy on Education 1986, Modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy.

### 5.2 Principles of New National Education Policy

A good educational institution is one where every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure with appropriate resources are available. While attaining these qualities must be the goal of every individual educational institution, there must also be integration and coordination across institutions and across all stages of education. Theprinciples that will guide both individual institutions, and the education system at large, are: flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their own talents interests; no hard separations between arts and sciences, between curricular and extracurricular activities, between vocational and academic, etc., to ensure the integrity and unity of knowledge and eliminate harmful hierarchies among, and silos between, different areas of learning; multidisciplinary and a liberal education emphasis on conceptual understanding (rather than rote learning and learning-for-exams), on creativity and critical thinking (to encourage logical decision-making and innovation), on values and ethics, and on life skills (e.g., cooperation, teamwork, communication, resilience); regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'; a respect for diversity and respect for the local context in all curriculum,

### 5.3 Purpose of this Policy

This Policy is intended as a long-term vision for what the education system in India should look like and move towards in order to align with the aforementioned Principles of this Policy. The Policy is aligned with India's overall development goals - in particular, that of becoming a knowledge economy. It harnesses a number of the best practices in India and abroad, based on research evidence, to charter a path towards India's socio-economic growth and 'Development for All' (sabkasaath, sabkavikas).

### 5.4 Vision of this Policy

The National Education Policy 2019 envisions an India-centred education system that contributes directly to transforming our Nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

### 5.5 A New and Forward-looking Vision for India's Higher Education System

India aims to lead and an increasing proportion of employment opportunities will consist of skilled jobs of a creative and multidisciplinary nature - more and more young Indians will aspire to higher education. Accordingly, the higher educational system in India must, at the earliest, be re-adjusted, re-vamped, and re-energised to fulfill these important and noble aspirations of the people. In view of these requirements of the 21st century, the aim of a quality university or college education must be to develop good, well-rounded, and creative individuals. 21st century capabilities across a range of disciplines including the sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational crafts. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society.

At the level of society, the aim of higher education must be to enable the development of an enlightened, socially-conscious, knowledgeable, and skilled nation that can uplift its people and construct and implement robust solutions to its own problems. Some of the major problems currently plaguing the higher education system in India include: i) a severely fragmented higher educational ecosystem, with more than 50,000 higher education institutions. A lack of access to higher education, especially in socio-economically disadvantaged areas; iv) a lack of teacher and institutional

autonomy to innovate and excel; The policy's vision includes the following key changes to the current system: (a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district; (b) moving towards a more liberal, multidisciplinary undergraduate education; (c) moving towards faculty and institutional autonomy; (d) re-vamping curriculum, pedagogy, assessment, and student support for enhanced student experiences; (e) reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;

## VI. CONCLUSION

Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large number of children's do not get even primary education. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important.To improve the higher education system we need to improve teaching pedagogy, build synergies between research and teaching, facilitate alliance of higher institutions among themselves, research centers and industries. According to Prime Minister of India Dr. Manmohan Singh 'The time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building'. We need an educational system that is modern, liberal and can adapt to the changing needs of a changing society, a changing economy and a changing world.

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