Higher Education In India A Critical Perspective

Sangameshwara N S

Assistant professor of Sociology

Government First Grade College

Ranebennur,Haveri district, Karnataka, India.

Abstract: Education should change according to the needs and demands of society. Access to education, Preparation to implement NEP, learning through online portals is a new issues in higher education . Internationalisation of education, free movements of students and teachers are the issues which needs to be addressed. This paper identifies Crisis and challenges of Higher education in India after COVID19 and tries to find out ways to overcome these challenges. Pandemic has created a need for technology .Technology based teaching and learning has created multiple challenges after pandemic. Teaching, research and Extension form the basis of Indian higher education . During Pandemic teaching, learning had become the major issue. Face to face interaction with students was replaced by virtual class. Adoption of new technology in the learning process has brought up the issues of access ,acceptance of technology. After pandemic adoption of technology in teaching ,learning and evaluation is gaining importance. It also examines acceptance of technology and social factors in Higher education.

Index Terms - Post pandemic, Teaching and learning, Challenges,

I. INTRODUCTION

Higher education is an engine of economic growth and knowledge transformation of a society. Pandemic had created the crisis in education mainly in learning and teaching. Class rooms are effective in transforming the personality of students. A new normal situation demands new ways of teaching, learning and evaluation from new perspective. Implementation of NEP has created opportunities as well as crisis in higher education. Teachers, students and policy makers are the stakeholders in the system. It is necessary to understand the challenges in the post pandemic era and search for suitable solutions.

Objectives;-
1) To identify issues in Higher education.
2) To find out ways to overcome the problems in higher education.

Acceptance of technology in teaching and learning

21st century has witnessed the adoption of new technology in education. The need for technology in education is gaining momentum since pandemic. It connect teacher and students who are separated due to pandemic. It has made education accessible to all. Emergence of online education platforms has encouraged teaching and learning on virtual mode. Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021), have studied Balanced technology and pedagogy after pandemic. The focus was on pedagogy rather than Digitalisation of education. Adoption of technology in pedagogy and integrating face to face learning with blended and flipped classrooms was emphasised. It has the potential to reduce the inequality in education among scheduled caste, scheduled tribes and other economically weaker section of society. But, lack of access to technology will create a new form of technological inequality or Digital divide in society.

Al Kurdi, B., Alshurideh, M., & Salloum, S. A. (2020), have studied the acceptance of technology in e-learning among university students and found that social influence, perceived usefulness influence technological acceptance. Ogburn (1922) Cultural lag occurs when material culture grows faster than non material culture. Lack of acceptance of technology is seen, even when technology is available for use. Acceptance of technology is a complex process, which involves social , cultural and psychological issues.

Teaching and learning are influenced by Psychological factors. Learning and teaching are interactive process. Wan, Z., Wang, Y., & Haggerty, N. (2008), observed that students who derived satisfaction from e-learning had prior exposure to virtual learning. Earlier experience with ICT also enhance the learning outcome of students. Bourdieu (1986) Cultural capital of student is a deciding factor for the academic progress . The socio and educational background of parents influence the childs progress. . Class based

inequalities are reproduced by education system,which reproduce structural inequalities in society.   State has the responsibilities to reduce the existing inequalities in society.

Evaluation

The purpose of evaluation is to give feed back to student and know the status of student in the process of learning. Pandemic has brought a new trend in Evaluation of students learning. Technology enable the teacher to assess the learning of the student through summative ,formative assessment. Diagnostic assessment helps to find out the problem areas of students and enable the teacher to over come academic problems.   Continuous and comprehensive assessment is more effective than summative assessment. Digital platforms such as Learning management systems, Kahoot and synap also helps the teacher to administer exams to large number of students.

Equity

AISHE report 2019-20 " total enrolment in higher education has been estimated to be 38.5 million with 19.6 million boys and 18.9 million female. Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group. GER for male population is 26.9 and for female, it is 27.3. There is improvement in female enrolment in Higher education. However, There is inequality in education among different social groups, Scheduled Castes, 23.4 and Scheduled Tribes, 18.0. " Addressing the issue of inequality is important to overcome the structural inequalities rooted deep in the social structure. Indian constitution aims to have a egalitarian society though it is utopian in nature. Article 14 advocates equality while Article 15 oppose discrimination based on caste,creed,race and religion . Constitution embodies a broader notion of welfare of all and progress of all. It aims to reduce the existing inequalities for a better society.

Educated unemployed

Craig Jeffrey's (2010) ethnographic research of students in meerut, has observed the increase in unemployment rate among graduates,which caused anxiety among younger generation. Class is more important rather than education in getting occupation in society. He observed that education has not Created necessary conditions for mobility in Indian Society. Education provides privileges but does not provide problem solving skills required to start an enterprise. Education and employment are related but education can not ensure employment. Educated can   become unemployed in the absence of skills. There is a shortage of skill based component in education. Indian education system focused more on examination and less on skills.

Educational infrastructure is expanding with the increase in the population .However, Quality of Higher education is a concern in India. Teaching methodology ,infrastructure and research influence the quality of learning among students. Lack of quality of teaching leads to educated unemployed in society, which further leads to social problems. Higher education has to incorporate skill component to make students employable.

NEP is a game changer

NEP 2020 envisage a transformation in   education system . The principles of the new policy is to promote equity ,inclusion and incorporate technology in planning and management. It emphasise value based ,life education and holistic education with focus on unique capabilities of each student. It emphasises multi disciplinary approach in Higher education and aims to improve the GER to 50% from 27 %.   It also emphasise on the massification of higher education with out compromising on the quality of education.

The vision of the policy is to provide quality education which is rooted in Indian ethos. It aims to do away with colonial education system. Decolonising of education requires decolonising the mindset of students and teachers . There is a need to find a way between a nationalist perspective and colonial perspective of education, which is necessary to free the minds from colonial hangover. It emphasise indian knowledge system (IKS),which helps to explore Indian knowledge system . It aims to transform Indian society by inculcating values, skills and knowledge among students. Developing 21st century skills is necessary in the post pandemic era. Critical thinking and problem solving abilities , effective communication and decision making skills are in high demand in Industry. There is a need to prepare the teachers as well as students in implementing the policy.

Students need to be given wider opportunities to acquire knowledge and skills through projects, community immersion projects and other extracurricular activities. Students are from different socio, economic back ground, which need to be taken into consideration while imparting knowledge. Creating a proper eco system is necessary for teaching and learning.

Teachers are the major stake holders of the education system. Quality and engagement of teacher and students will ensures success in higher education. Constant upgradation of teaching faculties through training will enable them to deliver effectively in the education institutions. Autonomy of faculties will ensure a creative approach to teaching and learning. Student centric and androgogy as an approach to teaching is more effective.

Internationalisation of Higher education

Globalisation has integrated the countries into a global village. There is social, economic, cultural, educational integration of countries. Finance minister Nirmala Sitaraman in her budget speech (2022) had announced the vision to setup world class foreign universities and institutions among the top 500QS World universities. This will allow the foreign institutions to bring educational technology, Investment and best educational practices into the country. It will also create a research ecosystem for research collaboration with other countries of the world and foster the development of human resource.   world class universities   are allowed to open branches in India. Indian education institutions which excel will be allowed to open campus abroad. Free movement

of students and faculties will ensures new ideas and progress in education system. There is a greater need for STEM courses such as science, technology, Engineering and Mathematics and bridge gender divide in Stem Courses.

Ways to over come challenges in Higher education in India.

Funding is a major issue , Kothari commission (1964) has recommended the investment of 6 % of GDP in education. However, investment in education continues to be low. This has negative impact on the education system. There is need to allocate more funds for teaching, learning and research infrastructure. Adoption of cutting edge technology in education is necessary to be competitive in globalised world. Equal access to education and technology will bridge the digital and social divide and ensures equality in education.
 Shortage of skill is acknowledged by the government and policy makers. skill development commission is setup to skill the younger generation to avoid educated unemployed in the country. Interface between Industry and education institution is necessary to fill the skill gap in the system. Sharing of skills and updation of skills has to be the major issue .

Psychological factors in the process of teaching and learning be recognised. Learning styles of learners be recognised and education be customised according to the needs and interest of individual learners. Effective teaching and learning requires the usage of ICT tools . Counselling of students in higher education is necessary and teacher has to be both the educator as well as counsellor, who can understand the mental status of students and teach them effectively.
Implementation of NEP in a time bound manner demands institutional changes and consequent behavioural change among stake holders. Attitudinal change on the part of teacher and learner is necessary to adopt new practices in teaching, learning and research. Identifing the outdated learning patterns and unlearning them will enable learning which is appropriate for students and society. Periodical Workshops, seminars, conference be organised to generate and communicate ideas among stake holders .

Conclusion

Online teaching and learning is catching up in addition to face to face teaching and learning. Audio-visual is more effective in learning . Hence, there is a need to adopt hybrid model of teaching and learning. Face to face teaching cannot be replaced rather it supplement the online teaching. Teacher continues to be relevant even after the rapid change in technology. Post pandemic has created a new situation in India in which the stake holders have to operate . In the globalising context, competitiveness of Indian universities is necessary to face competition from foreighn universities. The quality of Indian education system has to be improved through updating the knowledge and skills of faculties and creating infrastructure on par with western universities. The issue of funding can be met through public private funding and collaborations. New policy has created a new eco system through involvement of stake holders in the education system.

REFERENCES

1) Ogburn,W.F.(1922).Social change with respect to culture and original nature.New York:B.W.Huebsch.
2) Bourdieu,P.(1986).The forms of capital.In J.Richardson (Ed.), Handbook of theory and research for the sociology of education.New York: Greenwood press**.**
3) Dr. Durga Das Basu,2002, Introduction To The Constitution Of India,Wadhwa And CompanLaw Publishers, Agra
4) Wan, Z., Wang, Y., & Haggerty, N. (2008). Why people benefit from e-learning differently: The effects of psychological processes on e-learning outcomes. *Information & management*, *45*(8), 513-521.
5) Jeffrey, C. (2010). Timepass: Youth, class, and time among unemployed young men in India. *American Ethnologist*, *37*(3), 465-481.
6) AISHE report 2019-20,Government of India, Ministry of Education, Department of Higher education, NewDelhi.
7) NEP 2020
8) Al Kurdi, B., Alshurideh, M., & Salloum, S. A. (2020). Investigating a theoretical framework for e-learning technology acceptance. *International Journal of Electrical and Computer Engineering (IJECE)*, *10*(6), 6484-6496.
9) Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology, pedagogy and the new normal: Post-pandemic challenges for higher education. *Postdigital Science and Education*, *3*(3), 715-742.
10) The Hindu ,Norms for foreign universities to set up campus in GIFT CITY,PP 9,Date-16/10/2022.