



REVAMPING THE HIGHER EDUCATION IN BIHAR AS PER NEP 2020

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Abstract:

In its pursuit of elevating Indian education system on a par with international education standards and parameters; and re-making India a Knowledge Superpower (Vishwa Guru), MHRD (Ministry of Human Resource and Development) proposed a 63 pages' draft called NEP (National Education Policy) 2020 to revamp current education system of the country. Considering this broad goal of MHRD, this study has narrowed down its aim by setting three major objectives: (i) analyzing all the key aspirations of the NEP 2020 for all the HEIs (Higher Educational Institutions), (ii) exploring potential challenges faced by the HEIs of Bihar (a state in the eastern part of India), and (iii) proposing remedial measures for the effective implementations of NEP 2020 in the HEIs of the state. To attain the stated objectives, the study has used document analysis, questionnaire and unstructured interview as the primary data gathering tools; whereas, analytic induction has been used to analyze the collected data. As a part of findings, the study revealed several striking facts about the implementation of NEP 2020 in the state. However, two important findings are worth mentioning here. Firstly, out of the 50 convenience samples (comprising 25 HEI teachers and 25 students), only 6 % respondents were found to be aware of 15% aspirations of NEP 2020. Secondly, 56% respondents suggested implementation of upskilling and professional education as a high priority. The outcome of this study will pave the path of all the stakeholders of academia including policy and decision makers, curriculum designers, teachers, and future researchers of the state to prepare a blueprint of future education that could be more learner-centric, more future-ready, and more capable of combatting global challenges.

Keywords: Aspirations, Challenges, HEI, NEP 2020

1. INTRODUCTION

The National Education Policy (NEP) 2020 aims to restore its lost glory of Nalanda-time by bringing Indian education closer to the best global standards of education and to make India again a global knowledge superpower or *vishwa guru*. Pertinently, the key objectives of this study are three-fold. Firstly, it aims to decode all the key aspirations of the NEP 2020 for all the HEIs of the country. Secondly, it explores potential challenges faced by the HEIs of the state. Thirdly, proposing remedial measures for the effective implementations of NEP 2020 in the HEIs of the state. The NEP 2020 aims to change the key aspects of India's existing education system. This NEP seeks to facilitate multiple pathways to learning that will involve formal and non-formal education modes. The entire draft of NEP 2020 has four chapters. The first chapter has eight points related to school education. The second chapter has eleven points related to higher education. In addition, the third chapter talks about five key areas of importance; whereas the fourth chapter has three points given as way-forwards.

1.1 Background of the Study

The purpose of this section is to signify how this study situates itself within the larger domain of Indian Knowledge System. In what follows, the study first presents concise chronological evolution of Indian Knowledge system emanating from *Vedic* period and percolating down to new National Education Policy (NEP) 2020. In doing so, the study gives a concise review of related literature or knowledge surrounding education and its associated concepts and ideas related to the themes under discussion. This section culminates into articulating the perceivable research gaps and rationale behind the present study.

Jha (2022), cites the purpose of education in ancient time was knowledge and character building whose mention is found in Vedas and Puranas in a verse like सा विद्या या विमुक्तये: *Knowledge is that which liberates (Vishnu Purana 1.19.41)*. Considering the surmounting social unrest and degrading human values, a strong need was being felt to have a model of education that could not only inform students but also transform students from multidimensional perspectives. There came NEP 2020 giving a huge emphasis on value education and holistic growth of an individual. The current phase is perhaps the most prominent as it is a blend of modernity with antiquity. A vast chunk of knowledge that we impart today to our current generation has come to us from the Vedic era. Thus, after 34 years, the existing educational policies were revised and passed in the august presence of Hon. Prime Minister Shri Narendra Modi to

mark a new beginning of Indian education to meet the changing needs of Indian and international education standards and make India a Knowledge Guru or Knowledge Superpower.

Taking stock of education in Bihar, we find that the land of Bihar was the epicenter of world knowledge from the fifth to the twelfth century. Nalanda University is the best example of intellectual hub to embrace knowledge especially of astrology, astronomy, Buddhist studies, logic, mathematics, medicines, metaphysics, philosophies, Ritualism, Sanskrit grammar, and Vedic sciences. Vikramshila University was another example for higher studies for the world intellectual community and a serious competitor to Nalanda University. But the irony is Bihar, the land of intellect with a glorious and illustrious past, has become a destitute destination for education and the knowledge seekers of this land are bereft of quality education and as result they are moving to other destinations out of the state for nursery to tertiary education. Given this scenario, the study frames its statement of the problem as follows:

1.2 Statement of the Problem

This study hypothesizes that the current pedagogy in the HEIs of the state are not aligned with the stated aspirations of NEP 2020 because this state is not only devoid of periodic awareness drives on NEP but more importantly the stated aspirations have not been given due importance by the concerned stakeholders. In addition, only a handful of HEIs are found using somewhat trial and error method to implement NEP which in the long run may deprive Bihar's HEIs of becoming quality HEIs.

1.3 Research Objectives

Analyzing the aforementioned stated issues, this study has set three objectives which are as follows:

- a) understanding all the key aspirations of NEP 2020 for all the HEIs
- b) exploring potential challenges faced by the HEIs of Bihar
- c) proposing remedial measures for the effective implementations of NEP 2020 in the HEIs of the state

1.4 Research Questions

- a) What are the key aspirations of NEP 2022 for quality HEIs?
- d) What are the challenges in implementing NEP 2020 in Bihar?
- e) How can NEP 2020 be effectively implemented in the HEIs of Bihar?

1.5 Significance of the Study

The significance of this study is manifold. Firstly, it attempts to create an open forum for the exchange of ideas for the effective implementation of NEP 2020 in the HEIs of the state. Secondly, the study also brings the best academic practices to the fore for the educational stakeholders of the state.

2. METHODOLOGY

This section gives a brief account of the nature of this study and the methods used for sampling, data collection, and data analysis.

2.1 Research Design

The present study has used mixed (qualitative and quantitative) research design as response of the first research question required textual data and the response of the second research question required numerical data.

2.2 Samples and Sampling Technique

The study used convenience sampling technique in which five HEIs of the state were identified where from five teachers and five students were selected as convenience samples. Thus, the total number of selected samples or respondents was 50 that comprised 25 teachers and 25 students.

2.3 Methods of Data Collection

In response to the first research question, the study used document analysis to collect the required data. Using this analysis, the study reviewed available online authentic documents viz. MHRD draft of NEP 2020 and other related literature about NEP 2020 available in the forms of short articles, blogs, and video documentary. In response to the second research question, the study used two types of data gathering tools namely questionnaire and unstructured interview. The questionnaire contained both close-ended and open-ended questions to elicit the degree of awareness regarding NEP 2020. The second method of data collection was unstructured interview which is aimed to elicit perceptions of respondents on any theme under discussion. Here, the theme under discussion was perceptions of respondents about implementation of NEP 2020 in the HEIs of the state.

2.4 Methods of Data Analysis

As far as methods of data analysis are concerned, the study used four methods of data analysis namely descriptive statistics, content analysis, narrative analysis, and discourse analysis. Descriptive statistics was used to analyze numerical data collected through close-ended questionnaire in response to the second research question. Content analysis was used in response to the first research question to analyze textual data or documented information available in the NEP 2020 draft of MHRD and SARTHAQ-1 & 2 to decode points of aspirations mentioned in the stated documents. Narrative analysis was used in response to the second research question to analyze

subjective contents and survey responses in the text, audio and video forms received through open-ended questions in the questionnaire and unstructured interview.

3. FINDINGS

In response to the first research question, the study collected the required data in the forms of NEP 2020 draft of MHRD and SARTHAQ-1 and 2 manuals and analyzed them comprehensively to decode key aspirations of NEP 2020 for HEIs. Before we see the key aspirations, it is imperative to understand first the purpose of education according to India's oriental knowledge system. The purpose of education as mentioned in Vishnu Purana (1.19.41) is सा विद्या या विमुक्तये (Knowledge is that which liberates). More precisely, the above verse means a true education is that which liberates us or detaches us from sufferings or from the physical, mental, and social clutches of worldly sufferings of ignorance, jealousy, hatred, slavery, offence, poverty, superstitions, discrimination, and other ill habits. Today's education system is becoming just a source of information rather than reformation. If this situation continues, the world will no longer be a livable place. If we want to create a better world, we will have to introduce an education system that could teach our students not only how to make a living but more importantly how to live and how to think; only then, we will be able to produce a better species of human with better rationality, better sense of appreciation for diversity, better communication skills, better human values, and better problem solving abilities to live in a better world.

3.1 Key Aspirations of NEP 2020 for a Quality HEI

Having analyzed the qualitative data collected in response to the first research question, the study found eighteen key aspirations of NEP 2020 for a quality HEI. In what follows, the study gives a brief account of each of them.

3.1.1 Multi-disciplinarity

The idea behind multi-disciplinarity is to phase out all the single-stream HEIs which are focused on one stream like engineering, management, law, etc. and transform them into vibrant multidisciplinary HEIs to provide high-quality multidisciplinary and cross-disciplinary teaching and research across fields in an integrated manner to develop all capacities of human beings be it intellectual, aesthetic, social, physical, emotional, and moral.

3.1.2 Holistic Curriculum

Holistic-curriculum implies a holistic teaching-learning process by having a flexible and innovative curriculum that could include credit-based courses and projects for the holistic growth of every individual. If we look into our past, we find that India has a long tradition of holistic and multidisciplinary learning by combining subjects across different fields in universities like Takshashila, Nalanda, etc. For instance, one can see Banabhatta's Kadambari that talks about 64 Kalaas or arts as knowledge of a good education. And one must bear in mind that these 64 'arts' not only belonged to arts and humanities but also 'scientific' fields, such as chemistry, medicine, engineering, mathematics and 'vocational' fields like carpentry, clothes-making. This notion of a 'knowledge of many arts' is what we call in modern days the 'liberal arts' which needs to be brought back to Indian education. This flexibility in the elements of curriculum in NEP 2020 is such that it lets students design their own degrees with multiple entry and exit points.

3.1.3 Academic bank of credits (ABC)

The ABC is seemingly a good option for students as it gives them easy access to HEIs of their choice for study. With the facility of multiple exit and entry points to learn and earn credits, each HEI will give students an option of digitally storing academic credits earned from the various recognized HEIs so that the degrees from an HEI can be awarded based on the threshold credits or required credits earned. With the help of multiple entry and exit options, appropriate certification is provided to students depending on the duration they study. If students leave their bachelor programmes after six months, they will get certification. If they quit an institution after a year and join another, they will get a diploma. If they quit after two years, they will get advanced diploma degree, and so on.

3.1.4 Digital Infrastructure

It is a well-known fact that new circumstances require new initiatives. There are three key areas of focus while creating our digital infrastructure. Firstly, we need to have our open distance learning (ODL) by using our mass media like television, radio, and community radio. Secondly, despite the fact that online programmes cannot be a substitute to on-campus education, we should put in our best efforts to bring online education closer to on-campus education by creating digital repository of e-contents, through artificial intelligence (AI) based augmented and virtual reality because online education is the future of today's academia. Thirdly, ICT-based educational initiatives must be optimized to meet the current and future challenges in providing quality education for all. As educators, our responsibility here is to make best use of existing e-learning platforms such as DIKSHA, SWAYAM, SWAYAMPRAKASH, etc. and make their contents part of our university LMS. For the new students, university can plan of providing even electronic gadgets or tablets with pre-loaded academic content. At the same time, university should come up with more and more virtual labs so that all the students could have access to quality practical and hands-on learning experiences. Teachers also require suitable training to be effective online educators.

3.1.5 Optimal Learning Environment and Support for Students

To have optimal learning environment for the success of students, a comprehensive approach is required that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and adequate student support. To meet such expectations, every HEI needs to have a number of capacity building programmes that promote students' wellness such as fitness, good health, psycho-social well-being, and ethical grounding.

3.1.6 National Research Foundation (NRF)

The NEP 2020 advocates National Research Foundation (NRF), to catalyze quality academic research in all disciplines of learning so that the country could lead research and innovation in the 21st century as an enlightened knowledge society to the world.

3.1.7 Internationalization

The notion of internationalization has five implications which are as follows:

- Firstly, it implies providing welcoming gesture and support to international students and achieve the goal of **global quality standards** so that the country could attract greater numbers of international students, and achieve the goal of 'internationalization at home'.
- Secondly, it implies internationally-relevant-curricula. The curricula that we follow for sciences, social sciences, and other disciplines should have significant conformity with the curricula of the premier universities of the globe.
- Thirdly, it implies providing a greater mobility to the international students in India in terms of accepting or transferring their credits to Indian universities, giving opportunity for dual degree programs, or carry out quality research at institutions abroad, and vice versa.
- Fourthly, it implies our pledge of making India a Global Guru and Global Study Destination by providing premium education at affordable costs to international students so that the country could become their first choice of studying abroad.
- Fifthly, it implies collaboration with Ivy league and Russel group universities on the front of Research/teaching, faculty exchange programme, student exchange programme, and academically beneficial MOUs. In this direction, NEP 2020 has proposed to set up high performing Indian universities in foreign countries, and the selected top 100 universities will be allowed to operate in India.

3.1.8 Motivated, Energized and Capable Faculty

The prime duty of an HEI is to keep its faculty motivated both intrinsically and extrinsically and applaud the excellence of faculty through a fast-track promotion system and proper performance assessment and also incentivize them with appropriate rewards, recognitions, and movement into institutional leadership for their innovations in teaching and pedagogy, community services, etc. By energized we mean the faculty should be physically and emotionally fit and responsive. Teaching duties should be tight but light so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, individual academic growth, and other university activities. Thirdly, for capable faculty, we need to make two c-recommendations. First is CPD (continuous professional development) and the second is CBP (capacity building programmes). CPD is all about providing faculty with continuous professional development opportunities at least once a year in other HEIs. And CBP is aimed at organizing specific training program to hone specific skills or any applied knowledge.

3.1.9 Vocational Education

NEP 2020 has brought Vocational Education into mainstream education because the 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education; whereas, in countries such as the USA, the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines should be developed. Each HEI needs to set up Skill labs to be used by all across different schools and colleges. An HEI should offer vocational education either on its own or in association with industry and NGOs.

3.1.10 Professional Education

Professional education like agricultural education, legal education, health education, technical education, etc. need to become an integral part of the overall higher education system in an integrated manner by 2030. It must centrally involve critical and interdisciplinary thinking.

3.1.11 Adult Education and Lifelong Learning

The NEP 2020 has aimed at achieving 100% literacy of the Indians by 2030. The HEIs can have a dedicated cell or centre of adult education and lifelong learning that will firstly create a curriculum framework to educate illiterate adults. In this endeavor, we need to prepare first high-quality capacity building programmes for the concerned educators who will undertake the tasks of imparting adult education.

3.1.12 Promotion of Indian Languages, Arts and Culture

The linguistic strength and cultural wealth of India make it truly Incredible. India which is also known as museum of languages has lost 220 languages in the last 50 years and UNESCO has already declared 197 Indian languages under the category of 'endangered' languages. Therefore, we need to raise linguistic, cultural and art awareness and competence in the students so that they will have a better sense of socio-linguistic identity, belongingness, appreciation of their own and other cultures. For all this, a due space needs to be given to our languages, arts, and culture in our curriculum at all the levels of education.

3.1.13 Effective Governance and Leadership for HEIs

The presence of effective institutional leaders cultivating excellence and innovation is the need of the hour. In the pursuit of effective governance and leadership, excellent faculty with high academic and service credentials, demonstrated leadership and management skills should be identified early and trained through a ladder of leadership positions.

3.1.14 Value Education

The NEP 2020 has laid huge emphasis on value education in clause 11.8 stating that value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and also life-skills. The lessons in *seva*/service and participation in community service programmes will be considered as an integral part of a holistic education (MHRD, 37). The presence of effective institutional leaders cultivating excellence and innovation is the need of the hour. In the pursuit of effective governance and leadership, excellent faculty with high academic and service credentials, demonstrated leadership and management skills should be identified early and trained through a ladder of leadership positions. The NEP 2020 has put a huge emphasis on Equity and Inclusion in Higher Education and a great effort has been put in to ensure good parenting of parents in NEP 2020 through value education.

3.1.15 IDP (Institutional Development Plan)

The active participation and contribution of effective institutional leaders cultivating excellence and innovation is the need of the hour. In the pursuit of effective governance and leadership, excellent faculty with high academic and service credentials, demonstrated leadership, and management skills should be identified early and trained through a ladder of leadership positions.

3.1.16 Equitable and Inclusive Education

Entry into the quality higher education system can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs. Steps to be taken by all the HEIs as stated in the NEP draft are as follow:

- (a) Mitigate opportunity costs and fees for pursuing higher education
- (b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
- (c) Conduct outreach on higher education opportunities and scholarships
- (d) Make admission process more inclusive
- (e) Make curriculum more inclusive
- (f) Increase employability potential of higher education programmes
- (g) Develop more degree courses taught in Indian languages and bilingually
- (h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- (i) Develop bridge courses for students that come from disadvantaged educational backgrounds
- (j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
- (k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- (l) Strictly enforce all no-discrimination and anti-harassment rules
- (m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs.

3.1.17 Open and Distance Learning (ODL)

Despite the fact that open and distance learning cannot be a substitute to on-campus education, we need to have the ODL by using our mass media like television, radio, community radio, and online platforms to reach out to larger community and fulfil their academic aspirations.

3.1.18 Teacher Education

In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. Pertinently, three points deserve highlight here as stated in the draft of NEP 2020.

1. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.
2. HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.
3. In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

3.2 Potential challenges faced by HEIs of Bihar

In response to the second research question, the study found 12 components that pose potential challenges lying ahead of HEIs in Bihar in terms of implementing the NEP 2020:

3.2.1 Multi-disciplinarity

Since NEP 2020 aims at phasing out all Single-stream HEIs and converting them into vibrant multidisciplinary institutions, it is bound to face a host of challenges by academic stakeholders in Bihar. Firstly, the existing colleges or HEIs have evolved and established their academic reputations with several awards, recognitions, and specializations in a particular stream which will vanish in a flash after their transformation into multidisciplinary HEIs. Secondly, amid varieties of subjects, students will also get bewildered in terms of opting for a particular career path. Thirdly, the aspiration of establishing one multidisciplinary HEI in each district is far from reach in the current scenario. Fourthly, it will not be easy for private HEIs to offer multidisciplinary education for lack of adequate funds in the forms of teachers' salary and logistics cost.

3.2.2 Holistic-curriculum

Holistic curriculum has brought a buzz phrase 'Design your own degree'. This approach will result into the saying 'Jack of all trades but master of none' because students are not career counselors. Till yesteryears, we were taking great pride in specialized educations but now specialized will not get much attention in the specialized HEIs.

3.2.3 Academic bank of credits (ABC)

ABC with the option of multiple entry and exit points will not only deprive students of a lasting rapport with their teachers but will also lessen the overall rigor of academia. In addition, ABC will also mitigate revenue generation especially for private organizations as students will have right to leave any HEIs at any point of time and join another HEIs of their choice.

3.2.4 Digital infrastructure

Given the digital divide between rural and urban Bihar, availing digital infrastructure for rural HEIs is a great challenge when it comes to impart blended learning with digital labs for science and engineering students.

3.2.5 Optimal Learning Environment and Support for Students

For lack of adequate funds, rural HEIs will keep on facing the challenges of having state-of-the-art-infrastructure and robust learning facilities for students in the HEIs of Bihar.

3.2.6 Internationalization

Unlike the time of Nalanda and Vikramshila universities, Bihar is no more a favourite destination for overseas students and researchers. Actuating the aspirations of internationalization in the HEIs of Bihar will be a daunting task because of poor infrastructure and weak mode of communication and instruction.

3.2.7 Motivated, Energized, and Capable Faculty:

A motivated, energized, and capable faculty member plays a pivotal role in bringing out desired learning outcome of students and the HEIs. In current scenario, a faculty member especially in the rural HEIs of Bihar as well as private and public HEIs remain deprived of

essential continuous professional development programmes (CPD) and capacity building programmes (CBP). As a result, they fail to practice globally acclaimed best practices. In addition, low remuneration of faculty members especially in private HEIs keep their motivation low which in turn impair their creativity, productivity, and innovative skills. There is no fast-track-promotion in most of the private HEIs which make faculty members demotivated and compel them to join another organizations for better recognitions and rewards.

3.2.8 *Effective Governance and Leadership for Higher Education Institutions*

Based on the findings, it was found that 33% HEIs of Bihar show dismal state on the front of effective governance and visionary leadership.

3.2.9 *Adult Education and Life Long Learning*

The findings revealed that only 39% HEIs of Bihar showed their preparedness for adult education and life long learning facilities for the learners.

3.2.10 *Professional Education*

The scope of professional education in the HEIs is very scarce as only 43% respondents agreed that the HEIs of Bihar impart professional education.

3.3 Remedial Measures:

In response to the third research question, the study forwards six remedial measures to transform HEIs of Bihar into quality HEIs.

- Understand the best practices going on in the quality HEIs of India and abroad and make them doable in the HEIs of Bihar.
- All the public and private HEIs need to ensure equity and inclusion in higher education by providing quality and affordable education with scholarships for meritorious and fee-waiver for underprivileged students.
- The HEIs should devise a mechanism to upskill existing faculty and students for future readiness and groom the faculty with better incentivization, rewards and recognitions to compete with the current and future needs.
- An HEI must ensure the presence of outstanding and enthusiastic institutional leaders in its premise who could cultivate culture of excellence and innovation.
- The HEIs need to impart more innovative and more employable curriculum as part of their best practices.
- All the HEIs need to organize periodic excellence-drive programmes and fast-track promotion system to acknowledge and promote quality researchers.

4. CONCLUSION

To sum up, the study has made an attempt of responding to three research questions under concerned sections and their respective sub-sections above. Most importantly, the first job for the HEIs of Bihar is to prepare their IDP (institutional development plan) that contains specific academic plans which should be in line with the goals set in new education policy (2020). Every university, every college, every department is obliged to prepare its action plans of five years by involving all the stakeholders from Board members, institutional leaders, faculty, students, to non-teaching staff or the holistic development of the HEI. Related to proper drafting and execution of IDP, we need to turn plans into action and very importantly our IDP must mention excellence-drive-policies in terms of their planning and execution. The IDP of each institution should justifiably integrate curricular improvement, employability, industry connect, continuous professional development programmes, and capacity building programmes in its action plans. Although, the likelihood of implementing NEP 2020 in the HEIs of Bihar in the near future looks distant; however, the hopes will stay alive to restore the illustrious glorious past of Bihar by revamping HEIs of Bihar into quality HEIs for the world academic fraternity.

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