

Paradigm Shift in Higher Education: National Education Policy (NEP 2020)

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Abstract:- Education plays a crucial role in human development, serving the acquisition of knowledge and skills. The landscape of education in India has transformed, since independence. This transformation has touched upon various facets of education, reshaping its structure and priorities. The National Education Policy of 1986, along with a revised version in 1992, has been an integral part of educational discourse. The unveiling of the National Education Policy (NEP) in 2020 heralds a fresh vision for education in India. NEP 2020 envisions an education system starting from pre-primary to various aspects of higher education. The perspective of NEP 2020 is to cater to the unique capabilities of every student and their holistic development. NEP 2020 has opened doors to many initiatives for higher education that will impart quality education. NEP 2020 has proposed advancement in higher education: moving towards interdisciplinary and multidisciplinary education, faculty and institutional autonomy, various measures to enhance student experiences, formation of a single regulatory body for governing higher education, measures to include a large number of student enrolment by the means of online education and distance education. The researcher will highlight various recommendations of NEP 2020 concerning various suggestions enlisted in the policy for Higher education. The researcher will shed light on initiatives for multidisciplinary education, optimal learning environment, internationalization of higher education, equity and inclusion in higher education, and vocational education with effect from NEP 2020. The paper emphasizes the significant changes in higher education institutions, including the creation of multidisciplinary universities, colleges, and programs.

Keywords:- Education, Higher Education, Higher Education Institution, NEP 2020, Policy.

I. INTRODUCTION

Education is important to human development. For ages, it is looked upon as a source for developing knowledge and skills. We have seen growth and development in India in various aspects of education. The scenario of Indian education changed after independence. We all have learnt about National Education Policy 1986 and the revised version in 1992.

Previous policies dealt with providing education to all strata of the society. NEP 2020 has envisioned a new education system starting from pre-primary to various aspects of higher education. The perspective of the National Education Policy (NEP) 2020 is centred on catering to the unique capabilities of every student and fostering their holistic development. This policy has initiated numerous initiatives in higher education aimed at providing quality education to a wide audience. The NEP 2020 advocates several key advancements in higher education: Embracing Interdisciplinary and Multidisciplinary Education: The NEP 2020 emphasizes the importance of breaking down traditional disciplinary boundaries and promoting cross-disciplinary collaboration to address complex real-world problems effectively. Empowering Faculty and Institutional Autonomy: The policy advocates granting greater autonomy to both faculty members and educational institutions, enabling them to innovate, develop curriculum, and implement policies that best suit their academic and administrative needs. Enhancing student experiences through various measures: The NEP 2020 proposes various measures to enrich the educational experiences of students, including experiential learning opportunities, skill development programs, and mentorship initiatives aimed at fostering holistic development. To create a unified Single Regulatory Body for Higher Education Governance, the policy suggests the formation of a unified regulatory body to streamline and oversee the governance of higher education institutions, thereby promoting consistency, transparency, and accountability across the sector. Expanding Student Enrollment through Online and Distance Education: The NEP 2020 emphasizes the importance of leveraging online education and distance learning platforms to facilitate access to quality education for a larger number of students, particularly those from remote or underserved areas. These proposed advancements in higher education aim to foster a dynamic and inclusive learning environment that equips students with the knowledge, skills, and competencies needed to thrive in an increasingly interconnected and rapidly evolving global landscape. With the help of this research paper, the researcher wishes to highlight various recommendations of NEP 2020 concerning various suggestions enlisted in the policy for Higher education. The researcher will shed light on initiatives for multidisciplinary education, optimal learning environment, internationalization of higher education, equity and inclusion in higher education, and vocational education with effect from NEP 2020. The researcher outlines initiatives for

multidisciplinary education, optimal learning environment, internationalization of higher education, equity and inclusion in higher education, and vocational education with effect from NEP 2020. The researcher highlights several transformations in higher education institutions, including the establishment of multidisciplinary universities, colleges, and programs. These initiatives aim to serve students by providing an optimal learning environment and support. Additionally, the internationalization of higher education through various strategies, promoting equity and inclusion in higher education, considering implications for teacher education, and integrating vocational education into mainstream education align with recommendations outlined in the National Education Policy (NEP).

➤ *Background of Indian Higher Education System*

The history of the Indian higher education system is rich and diverse, reflecting the country's ancient traditions, colonial past and modern advancements. In the Vedic Period, education was primarily imparted through Gurukuls, where students lived with their teachers and learned various subjects like Vedas, philosophy, mathematics, astronomy, and more. Education was predominantly oral and heavily influenced by religious teachings. In the Buddhist Period, there was the establishment of major learning centres such as Nalanda, Takshashila, Vikramashila, and Valabhi. These institutions attracted students from across Asia and offered a variety of subjects including theology, logic, grammar, medicine, and arts. In the Islamic Period, the arrival of Islamic rule brought changes, with the establishment of Madrasas, where Islamic theology, law, literature, and sciences were taught. Some notable institutions included the Madrasas of Bidar, Delhi, and Jaunpur. In the British Colonial Period, the British introduced the Western system of education, establishing colleges and universities modelled on the British system. Some of the key institutions founded during this time include the University of Calcutta (1857), the University of Bombay (1857), and the University of Madras (1857). The introduction of English as a medium of instruction and the focus on subjects like science, law, and humanities marked this period. The Wood's Dispatch of 1854 laid the foundation for the modern education system in India. If we look at the post-independence period, there was significant expansion and restructuring of higher education, with the establishment of numerous universities and colleges across the country. The University Grants Commission (UGC) was established in 1956 to coordinate and maintain standards of higher education. Introduction of various educational reforms and policies to promote higher education, such as the National Policy on Education (1986), which aimed at improving access, equity, and quality. The establishment of premier institutions like the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and Indian Institutes of Science Education and Research (IISERs) was also done after independence. If we look at recent developments there is continued expansion and diversification of the higher education system, including the rise of private universities and

institutions. There is an emphasis on research and innovation, with initiatives like the National Institutional Ranking Framework (NIRF) and the Institutions of Eminence (IoE) scheme. There is an increased focus on digital and online education, particularly in response to the COVID-19 pandemic, which accelerated the adoption of technology in education. The introduction and implementation of the National Education Policy (NEP) 2020, which aims to overhaul the higher education system, focusing on multidisciplinary education, increased flexibility, and enhanced quality is a major recent development. The Indian higher education system continues to evolve, striving to balance tradition with modernity, and aiming to provide inclusive, high-quality education to a diverse population.

II. REVIEW OF LITERATURE

P.S.Aithal & Shubhrajyotana Aithal (2020), highlight various policies proposed in the draft with special emphasis on the higher education section and compare them with the previous policies. P. Kalyani (2020) talks about NEP 2020 and its effects on all the stakeholders and also suggests awareness about the future impact of NEP. Dr Ashutosh Gaur's assessment suggests that the NEP 2020 is poised to ignite innovation in the education sector, his key findings are: NEP 2020 is anticipated to enhance skill development across India by offering students numerous entry and exit pathways, facilitating the pursuit of higher education even after gaining work experience. Panditrao MM asserts that the New Education Policy (NEP) is a comprehensive and meticulously crafted document. This article delves into various facets including issues, principles, objectives, vision, challenges, and potential solutions. It particularly emphasizes the policy's primary focus on Higher Education. M.Jagadesh Kumar (2020) highlights various features of policy that are suggestive of transformation in higher education. K. Alok (2021) concluded that the main objective of NEP 2020 is to increase GER at all levels of education, suggestive measures are provided for the same. In his 2021 study, Wankhade found that higher education plays a crucial role in determining both economic prosperity and social standing. He emphasized the government's responsibility to ensure inclusivity in higher education, aiming to accommodate individuals from diverse socioeconomic backgrounds. Pramod and Raman (2021) examined the current state of IT infrastructures in Higher Education Institutions (HEIs) and explored decision-making processes concerning IT investments. Their paper introduces a strategic model for IT investment aimed at assisting HEIs in effectively implementing the National Education Policy (NEP). P Sengupta. (2022), highlights the concept of 'inclusion' for marginalized communities and evaluates inclusiveness as suggested in NEP 2020. S. G. Sontakke, D.B. Kadam, and Vartale (2022) centre on the National Education Policy (NEP) of 2020, highlighting its significant reforms in higher education. These reforms are aimed at equipping the future generation of young individuals to confront the challenges of the 21st century effectively. A.,

Kurien., and S. B. Chandramana (2022), highlights NEP 2020 impact on Higher Education and also depict the features of NEP and how they affect the current education system. S Yenugu. (2022), states that while some aspects of NEP are novel most suggestions are already in practice and implementations of policy need escalation of academic, logistic and financial commitments from all stakeholders. KC Tejashwini. (2022) highlight the following, the impact of NEP on HE, opportunities and challenges, the history of India's education system, the impact of NEP on teachers, challenges to implement NEP as well describe road ahead to NEP. Prof. (Dr.) Vedvyas Dwivedi & Dr. Meeta Joshi (2023) analyzed the impact of India's National Education Policy (NEP) on internationalization in higher education. Vishnu Kumar Jatav, Sonia Kaur Bansal, Khemchand Bairwa, and Mukesh Kumar Saini (2023) in the research paper attempted to find out the important recommendations made on assessment in the field of higher education by National Education Policy 2020.

➤ *The Rationale of the Study*

We observe many issues concerning higher education in India. There is privatization of higher education and it is noticed that higher education is beyond the reach of many students due to various reasons. For the economy of any country to grow it must have a strong foundation of school education, continuing with subsequent higher education. This facilitates students in achieving a degree, acquiring knowledge, and honing skills necessary for success in their chosen careers. Education not only fulfils the knowledge requirements of students but also paves the way for financial self-sufficiency, enabling them to generate income and create employment opportunities for others. Additionally, India introduced two other policies in 1986 and 1992 which foresee transformation in the education system. NEP 2020 focuses on increasing the gross enrolment ratio by 50 per cent in Higher Education. This is quite a big task to achieve; regardless there is continuous evaluation of NEP 2020 implementation to achieve its target. This research paper sheds light on the recommendations outlined in NEP 2020 for Higher Education and the consequent alterations ensuing from the policy's implementation. The researcher aims to examine the execution of the suggested measures delineated in the policy for higher education. Specifically, the researcher will delve into areas such as multidisciplinary education, fostering an optimal learning environment, internationalization of higher education, promoting equity and inclusion, and enhancing vocational education as delineated in NEP 2020.

➤ *Need and Importance*

NEP 2020 is widely regarded as a transformative roadmap for reshaping the higher education landscape in India. It encompasses numerous suggestions aimed at extending the reach of the education system to a broader audience. This study will concentrate on key aspects delineated in the policy, including multidisciplinary education, fostering an optimal learning environment, promoting the internationalization of higher education, enhancing equity and inclusion, and

advancing vocational education, all in alignment with the principles outlined in NEP 2020. The study will assess the efforts made by universities and colleges to implement the recommendations outlined for higher education in NEP 2020. NEP 2020 is perceived as a catalyst for fostering the necessary changes in the Higher Education system to meet the demands of 21st-century learners effectively. The objective isn't solely to boost the gross enrolment ratio but to overhaul the entire higher education system in India. This policy represents a crucial step forward in achieving widespread access to higher education among the masses, addressing a pressing need in our educational landscape. The focus extends beyond a holistic approach; it aims to nurture learners who not only seek employment but also envision and establish their ventures and small businesses, thereby addressing unemployment challenges. The research will evaluate the current implications of NEP 2020 within selected Universities and Higher Education Institutions.

➤ *Objectives of the Present Study*

- The present study will highlight initiatives for multidisciplinary education in higher education, concerning NEP 2020.
- The present study will enlist initiatives for the optimal learning environment in higher education concerning NEP 2020.
- The present study will state initiatives for the internationalization of higher education concerning NEP 2020.
- The present study will outline initiatives for, equity and inclusion in higher education with 1 reference to NEP 2020.
- The present study will list initiatives for vocational education concerning NEP 2020

➤ *Problem Faced by the Indian Higher Education System*

The Indian higher education system faces several significant challenges that impact its overall effectiveness and quality. There are several key problems faced by higher education in India. Despite substantial growth, access to higher education remains uneven, particularly for marginalized communities, women, and rural populations. Socio-economic disparities significantly affect enrollment rates. The quality of education in many institutions is subpar, with outdated curricula, a lack of innovative teaching methods, and inadequate emphasis on research and practical skills. Many higher education institutions suffer from poor infrastructure, including inadequate classrooms, laboratories, libraries, and technological resources. There is a significant shortage of qualified and trained faculty. Many institutions rely on part-time or ad-hoc faculty, affecting the continuity and quality of education. Indian higher education institutions generally lag in research and innovation. There is a lack of funding, support, and culture for research activities, leading to low global research rankings. The regulatory framework governing higher education is often criticized for being overly complex and restrictive, stifling autonomy and innovation among

institutions. Public funding for higher education is often inadequate and irregular. Many institutions face financial constraints that hinder their ability to improve infrastructure, hire quality faculty, and invest in research. There is a significant gap between the skills imparted by higher education institutions and the needs of the job market. Graduates often lack practical and employable skills, leading to high rates of unemployment or underemployment. The adoption of technology in higher education is inconsistent. Many institutions struggle to integrate digital tools and online learning platforms effectively, which became particularly evident during the COVID-19 pandemic. Indian higher education institutions often do not rank well in global rankings, affecting their reputation and the ability to attract international students and faculty. Bureaucratic hurdles and administrative inefficiencies can impede the smooth functioning of higher education institutions, affecting decision-making and policy implementation. Addressing these challenges requires comprehensive reforms, increased investment, emphasis on quality and innovation, and a commitment to making higher education more inclusive and relevant to contemporary needs.

➤ *Present Scenario in Higher Education*

The present scenario in higher education in India is characterized by rapid expansion, increased accessibility, and a push for improved quality and global competitiveness. Here are some key aspects of the current landscape of the Higher Education system. There has been a significant increase in the number of universities and colleges. As of the latest data, India has over 1,000 universities and 40,000 colleges. Gross Enrollment Ratio (GER) has been steadily increasing, aiming to reach 50% by 2035 as per the National Education Policy (NEP) 2020. The COVID-19 pandemic accelerated the adoption of online education, with many universities offering online courses and degrees. National Education Policy (NEP) 2020 aims to overhaul the education system, focusing on multidisciplinary and holistic education, flexibility in course choices, and the integration of vocational education. Academic Bank of Credits (ABC) allows students to earn credits from different institutions and accumulate them towards their degrees. Efforts are being made to improve the quality of higher education through accreditation agencies like NAAC (National Assessment and Accreditation Council) and participation in global rankings. Initiatives like the National Institutional Ranking Framework (NIRF) and the promotion of research parks, technology business incubators, and innovation hubs. Many institutions face challenges related to inadequate infrastructure, including labs, libraries, and hostels. There is a significant shortage of qualified faculty members, which affects the quality of education. Despite progress, there are still disparities in access to higher education among different socio-economic groups, genders, and regions. Initiatives like SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) and the National Digital Library of India aim to provide digital resources to students. Hybrid models combining online and offline learning are being adopted to

enhance learning experiences. Indian institutions are increasingly collaborating with foreign universities for research, student exchange programs, and joint degrees. Efforts are being made to attract international students to India, though the numbers are still relatively low compared to other countries. Government funding for higher education has been increasing, but there is a need for more investment to meet the growing demands. Various scholarships and education loan schemes are available to support students financially. Stronger ties between industry and academia are being fostered to ensure that graduates are equipped with relevant skills. Integration of vocational education into higher education to enhance employability and entrepreneurship. The higher education landscape in India is undergoing significant transformation, driven by policy reforms, technological advancements, and a focus on quality and accessibility. While there are challenges to be addressed, the ongoing efforts aim to position India as a global education hub and prepare its youth for the demands of the 21st century.

III. INNOVATION IN HIGHER EDUCATION IN INDIA

Innovation in higher education in India has been a focus area in recent years, driven by the need to adapt to changing educational landscapes, technological advancements, and global competitiveness. Here are some key areas of innovation in higher education in India:

- **Digital Learning Platforms:** The adoption of digital learning platforms has transformed the way education is delivered. Massive Open Online Courses (MOOCs), virtual classrooms, and online resources have made education more accessible and flexible, catering to a diverse range of learners.
- **Skill Development Programs:** Recognizing the importance of industry-relevant skills, higher education institutions have introduced skill development programs. These programs focus on equipping students with practical skills and knowledge, enhancing their employability and entrepreneurial capabilities.
- **Interdisciplinary Studies:** There's a growing emphasis on interdisciplinary studies, encouraging students to explore diverse fields and integrate knowledge from multiple disciplines. This approach fosters innovation, critical thinking, and problem-solving skills among students.
- **Research and Innovation Centers:** Universities and research institutions are establishing dedicated centres for research and innovation. These centres promote collaboration, provide funding support, and offer resources to faculty and students for conducting cutting-edge research and developing innovative solutions.
- **Entrepreneurship and Startup Ecosystem:** Initiatives such as incubators, accelerators, and entrepreneurship cells within universities are nurturing an entrepreneurial mindset among students. They provide mentorship, networking

opportunities, and funding support to aspiring entrepreneurs, fostering a vibrant startup ecosystem.

- **International Collaborations:** Collaboration with foreign universities and institutions is increasing, facilitating knowledge exchange, joint research projects, and student exchange programs. This exposure to global perspectives enhances the quality of education and promotes cross-cultural learning.
- **Flexible Learning Models:** Institutions are adopting flexible learning models such as blended learning, flipped classrooms, and personalized learning pathways. These models cater to diverse learning styles, promote self-paced learning, and improve student engagement and outcomes.
- **Quality Assurance Mechanisms:** There's a focus on enhancing quality assurance mechanisms through accreditation, assessment frameworks, and continuous monitoring. Quality benchmarks ensure that educational standards are maintained, leading to better learning outcomes and student satisfaction.

These innovative practices are reshaping higher education in India, making it more dynamic, inclusive, and responsive to the evolving needs of students and society.

IV. NEP RECOMMENDATION FOR HIGHER EDUCATION

NEP 2020 is looked upon as a roadmap to transform the higher education system in India. There are various suggestions enlisted in the policy that will help the education system to maximize its reach to the masses.

➤ *Initiatives for Multidisciplinary Education in Higher Education, Concerning NEP 2020*

Regarding the implementation of NEP 2020, the Integrated Teacher Education Programme (ITEP) has gained recognition. This accreditation has been extended to 41 Central/State Universities/Institutions, comprising IITs, NITs, RIEs, and Government Colleges, for the Integrated Teacher Education Programme (ITEP) starting from the academic session of 2023-24. The ITEP will adopt a Dual Major Programme structure, where the primary major focuses on Education with specialization in the School Stage, and the secondary major allows students to choose a discipline of their preference. Admissions for this program will be facilitated through the National Common Entrance Test (NCET), conducted by the National Testing Agency (NTA). The curriculum framework and recommended syllabi are currently being finalized. Additionally, the National Credit Framework (NCrF), released on April 10, 2023, offers a structured framework for the accumulation of credits earned from academic grades, skill programs, and relevant experiences. In a bid to foster multidisciplinary and interdisciplinary research, Delhi University (DU) has introduced innovative programs, including the BA (Hons.) in Liberal Arts and the MA in Interdisciplinary Studies. These initiatives aim to promote a

holistic approach to learning and research across diverse fields of study.

➤ *Initiatives For The Optimal Learning Environment In Higher Education Concerning NEP 2020*

Delhi University (DU) has taken a significant step by introducing the teaching of all Indian languages listed in the 8th schedule of our Constitution. Furthermore, DU has made a notable contribution at the national level by spearheading the translation of engineering course materials into 11 Indian languages. These materials, hosted on the 'Swayam' portal by the Ministry of Education, lay the groundwork for delivering education in sciences, engineering, and medical sciences in regional languages. Delhi University has initiated a year undergraduate programme. The National Digital Education Architecture (NDEAR) and National Education Technology Forum (NETF) were launched in 2021. In 2021, the NCERT launched NISHTHA 2.0, a comprehensive teacher training program. Additionally, the UGC has collaborated with the Ministry of Electronics and Information Technology (MeitY) to integrate e-resources with their network of over 7.5 lakh Common Service Centres (CSC) and Special Purpose Vehicle (SPV) Centres. These courses will be available starting from the upcoming academic session of 2022- 23.

➤ *Initiatives For Internationalization Of Higher Education Concerning NEP 2020*

Delhi University (DU), recognized as one of India's leading universities, has been a pioneer in implementing the National Education Policy 2020 (NEP). The university has also been marked by the establishment of numerous international collaborations; they have signed MOUs with globally reputed universities for academic exchange as well as growth. To allow top universities in the world to operate in India, a legislative framework for such entry has been framed, operationalizing Foreign Higher Educational Institutions in India will allow Indian learners to obtain a foreign degree within the comfort of their home country. The Memorandum of Understanding (MoU) for setting up of campus of IIT Madras in Zanzibar- Tanzania has been signed between the Ministry of Education (MoE), Govt. of India, IIT Madras and Ministry of Education and Vocational Training (MoEVT) Zanzibar- Tanzania, first-ever IIT campus to be set up outside India. A Memorandum of Understanding (MoU) has been signed between the Ministry of Education and Abu Dhabi Department of Education and Knowledge (ADEK), and the Indian Institute of Technology Delhi (IIT Delhi) to establish 1st campus of IIT Delhi in Abu Dhabi.

➤ *Initiatives For, Equity And Inclusion In Higher Education Concerning NEP 2020.*

Delhi University (DU), has introduced, various scholarships and fellowships to foster educational access to students from diverse backgrounds. IIT Guwahati has launched BSc (Hons) in DS and AI, this program rewards learning throughout by offering multiple exit options with an industry-

recognized credential for each year of learning. According to NEP-2020, the admission process for all universities and undergraduate Higher Education Institutions (HEIs) will be streamlined through the National Testing Agency (NTA). This measure aims to alleviate the burden of multiple overlapping examinations conducted separately by various HEIs. In 2022, the National Testing Agency (NTA) initiated the Central Universities Entrance Test (CUET) for undergraduate programs offered by central universities. Additionally, several digital platforms such as Swayam, MOOCs, NDLI, Swayam Prabha, e-PG Pathshala, Diksha, and Vidya Daan have proven to be highly beneficial for both teachers and students. Rajiv Gandhi University conducts a range of national and international webinars via digital platforms to enhance the professional knowledge and skills of its students. Additionally, the university has hosted over 20 online educational programs/webinars.

➤ *Initiatives for Vocational Education Concerning NEP 2020*

In alignment with the National Education Policy (NEP) recommendations for integrating vocational education with general education and fostering collaboration between industry and academic institutions, the University Grants Commission (UGC) has launched an initiative called the "Professor of Practice." Its objective is to bridge the gap between academia and industry by integrating professionals, practitioners, policymakers, and other experts into the academic realm. On May 16, 2023, the UGC inaugurated the Professor of Practice portal. This platform serves as a hub where professionals from diverse fields can register and lend their expertise to the Higher Education system. Presently, the portal boasts 4255 registered experts. The ministry has announced that it will launch more than 100 futuristic higher education programmes in six areas including automation in Industries, infrastructure connectivity, electronics manufacturing, digital emerging technologies and Research and Development. These programmes will be developed in sync with the National Skills Qualification Framework (NSQF). As per the Ministry of Education, there will be a partnership with Indira Gandhi Open University (IGNOU) for students to help them attain higher education and more job opportunities. Under the partnership, 32 National Skill Training Institutes (NSTI), 3,000 and more Government Industrial Training Institutes (ITI), 500 and more Pradhan Mantri Kaushal Kendras (PMKK) and 300 Jan Shikshan Sansthan (JSS) will be associated with IGNOU as registration centres for providing courses to the students. University Grants Commission (UGC) announced that all undergraduate students in recognized Indian universities will have to compulsorily do a research internship for eight to ten weeks, to enhance the employability of students and develop research capabilities.

➤ *Major Achievements – Implementation of NEP, 2020 in Higher Education*

The implementation of the National Education Policy (NEP) 2020 in higher education has led to several significant achievements. The NEP emphasizes a holistic and multidisciplinary approach to education. Higher education institutions have started offering a wider range of courses that integrate various disciplines, allowing students to develop a comprehensive understanding of subjects. One of the key features of NEP 2020 is the emphasis on flexibility and choice in higher education. Institutions now offer multiple entry and exit points, allowing students to choose their courses based on their interests and career goals. This has increased the overall flexibility of the education system. NEP 2020 promotes research and innovation in higher education through initiatives such as setting up research clusters, promoting interdisciplinary research, and establishing the National Research Foundation (NRF). This has led to an increase in research activities and collaborations between institutions and industries. The policy focuses on improving the quality of higher education by introducing accreditation frameworks, promoting teacher training programs, and encouraging institutions to adopt best practices. This has resulted in higher standards of education delivery and improved learning outcomes. NEP 2020 emphasizes the integration of technology in higher education through online learning platforms, virtual classrooms, and digital resources. This has enhanced accessibility to education, especially for remote and underserved areas. The policy encourages the internationalization of higher education by promoting collaborations with foreign universities, facilitating student and faculty exchange programs, and recognizing international qualifications. This has broadened the horizons for students and faculty, fostering a global learning environment. NEP 2020 emphasizes the development of skills and competencies among students through vocational education, internships, and experiential learning. This has helped in bridging the gap between academia and industry, making students more employable. Overall, the implementation of NEP 2020 in higher education has brought about significant reforms aimed at enhancing the quality, relevance, and inclusivity of the education system, preparing students to meet the challenges of the 21st century effectively.

V. SUGGESTIONS TO IMPROVE INDIAN HIGHER EDUCATION SYSTEM

Improving the Indian higher education system is a complex and multifaceted task. Here are several suggestions that could contribute to its enhancement. Update and align the curriculum with industry requirements and global standards. Introduce interdisciplinary courses to promote holistic learning and problem-solving skills. Invest in faculty training programs to enhance teaching methodologies, research capabilities, and industry relevance. Encourage collaborations with international institutions for knowledge exchange. Upgrade infrastructure including laboratories, libraries, and IT facilities to support

advanced research and learning methods. Ensure accessibility for students with disabilities. Implement robust quality assurance mechanisms through accreditation processes, regular evaluations, and feedback systems from students and stakeholders. Encourage research and innovation by providing grants, incentives, and infrastructure support. Foster partnerships between academia, industry, and government for applied research. Leverage technology for online learning, virtual labs, and digital resources. Promote blended learning models for flexibility and accessibility. Strengthen ties with industries through internships, industry-academia collaborations, and guest lectures to bridge the gap between academic learning and practical skills. Provide scholarships, grants, and loans to deserving students to ensure affordability and promote inclusivity in higher education. Introduce courses on entrepreneurship, soft skills, and vocational training to enhance employability and foster an entrepreneurial mindset among students. Ensure transparent governance, accountability, and autonomy for institutions to promote innovation, flexibility, and academic freedom. Encourage international collaborations, exchange programs, and joint research initiatives to promote global exposure and diversity in learning experiences.

VI. CONCLUSIONS

The study will evaluate the National Education Policy (NEP) 2020 and the measures and recommendations it has put forward for Higher Education Institutions in India. After a hiatus of over three decades, the policy has emerged as a tangible strategy to overhaul the current landscape of Higher Education institutions in India. We are aware of the issues, and problems faced by the Higher Education Institute in India. Various pressing issues persist at both rural and urban ends, including the commercialization of education, challenges associated with entrance exams, equity and inclusion concerns, skill development alongside degree attainment, and persistent unemployment despite acquiring multiple degrees. The problem of unemployment can be solved if youth are taught to create employment generation using entrepreneurship. The study will focus light on the various aspects of Higher Education Institutions. The study will help to understand the policy document as well as the steps taken by the Higher Education Institution to align with the NEP 2020 mandate. NEP 2020 suggests various measures for Higher Education. The primary objective of NEP 2020 regarding Higher Education is to elevate the Gross Enrollment Ratio (GER). This is crucial for India, given its burgeoning population. A nation must possess a well-educated populace capable of addressing unemployment challenges and supplying the market with a skilled labour force. Education and skills should go hand in hand so that there is no problem of unemployment and subsequent problems that are generated with unemployment.

Unemployment gives rise to crimes and also educated youth get attracted towards harmful ways to generate quick money. It is also noticed that more and more young students are opting for study abroad. NEP 2020 aligns to pave the ways for the internationalization of higher education which will also help India to create its place at 8 international levels in imparting quality education.

The National Education Policy (NEP) in India has several major recommendations for higher education:

- **Multidisciplinary Education:** Encouraging universities to offer multidisciplinary education by promoting flexibility in course combinations and integrating subjects from different disciplines.
- **Credit Transfer and Academic Bank of Credits (ABC):** Implementing a credit-based system with the possibility of transferring credits between institutions and accumulating them in an Academic Bank of Credits.
- **Holistic and Multidisciplinary Education:** Emphasizing holistic and multidisciplinary education by integrating vocational education, humanities, arts, and sciences, with an increased focus on critical thinking and problem-solving skills.
- **Promoting Research and Innovation:** Creating a conducive environment for research and innovation by establishing the National Research Foundation (NRF) to fund research projects, promoting collaboration between academia and industry, and fostering a culture of innovation and entrepreneurship.
- **Quality Assurance:** Strengthening quality assurance mechanisms through accreditation, regular audits, and benchmarking with global standards to ensure the quality of higher education institutions.
- **Promoting Technology Integration:** Leveraging technology for teaching, learning, assessment, and administration through initiatives like the National Educational Technology Forum (NETF) and promoting online education.
- **Flexible Curricula:** Allowing students to choose their courses and design their curriculum according to their interests and career goals, promotes autonomy and self-directed learning.
- **Teacher Training:** Enhancing teacher training programs to improve teaching quality and pedagogical skills, including continuous professional development and opportunities for interdisciplinary learning for teachers.
- **Internationalization:** Encouraging international collaborations, exchange programs, and partnerships with foreign universities to promote global exposure and enhance the quality of education.

These recommendations aim to transform the higher education landscape in India by promoting flexibility, innovation, quality, and global competitiveness.

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