

Aligning Higher Education with NEP 2020: Strategies for Implementation

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Abstract

The National Education Policy (NEP) 2020 implemented a paradigm shift in the Indian educational system. In the context of India, this article offers an exhaustive analysis of the implementation of NEP in higher education institutions (HEIs). An all-encompassing, multidisciplinary, and student-centric approach to education is emphasised in the NEP. This paper analyses the approaches that were taken to advance the education systems of HEIs.

Keywords: Higher Education, NEP 2020, Education, Strategy, Challenges.

1 Introduction

In order to promote education among the people of India, the Government of India has developed National Policy on Education. The policy applies to institutions and elementary schools in both urban and rural India. Prime Minister Indira Gandhi issued the initial NPE on behalf of the Indian government in 1968; Prime Minister Rajiv Gandhi issued the second in 1986; and "Prime Minister Narendra Modi" issued the third in 2020. The Union Cabinet of India, on 29 July 2020, granted approval to "National Education Policy" 2020, which delineates the overarching vision for the forthcoming education system in India. 1986's National Policy upon Education is superseded by the new policy.

The policy serves as an all-encompassing structure governing primary education, higher education, vocational training, and rural and urban areas in India. By 2021, the policy intends to have completely transformed India's education system. The implementation of the NEP language policy is left to the

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discretion of the individual states, institutions, and schools; it is merely an advisory and general guideline. The NEP 2020 regulates education policy in India in a number of significant ways. Its immediate objective is to increase state spending on education from approximately 4% to 6% of GDP.(Yadav, 2021)

An exemplary, considerate, versatile, and innovative student body must be the product of a quality higher education. It is imperative that the curriculum facilitates a comprehensive examination of one or more specialised subjects of interest, while also fostering the development of critical thinking, service-oriented thinking, intellectual curiosity, character, ethical as well as constitutional values, scientific rigour, and 21st-century competencies. These competencies should span various academic disciplines such as sciences, social sciences, arts, the humanities, languages, personal and technological subjects, and vocational training. Prominent provisions of the new education policy include the establishment of a "National Research Foundation" to provide financial support for outstanding scholarly research and efficiently seed studies at universities and colleges, the creation of multidisciplinary universities as well as colleges, with a minimum of one in close proximity to each district, and a reevaluation of student curricula, pedagogy, and evaluation practices to enhance the student experience. The primary challenges confronting the Indian higher education system consist of the following: compulsory separation of qualifications, promptly specialisation, and student migration towards restricted research domains; diminished emphasis on research at the majority of universities and schools; inadequate funding for competitive peer-reviewed academic research; and the presence of large affiliated universities that contribute to substandard undergraduate education.

1.1 Impact of NEP on Higher Education

1) Regulatory System of Higher Education

One major revision to NEP 2020 is the plan to establish the "Higher Education Commission of India" to oversee all forms of higher education in the country, with the exception of those pertaining to medicine and law. Typically, this will elicit the inquiry regarding the future of the current UGC and AICTE. The objective of HECI is to reform higher education sector; proposed legislation will partition the sector's academic and funding components. The new legislation stipulates that HECI shall have no pecuniary authority. The oversight of funding procedures, which were formerly the responsibility of the University Grants Commission, will be transferred to the Ministry of Education, formerly referred to as "Ministry of Human Resource Development". Nonetheless, it is anticipated that this modification will resolve the regulatory quagmire that has plagued India's higher education system.

National Accreditation Council for accreditation; "National Higher Education Regulatory Council for regulation"; Higher Education Grants Council for funding; and National Education Regulatory Council for standard-setting are the four independent verticals that HECI is anticipated to have. For education standards to be standardised, a single umbrella organisation has always been necessary; this has been the goal of a great number of educationists. This action is regarded as an appropriate stride towards optimising education policy. In order to uphold the standard of higher education, however, institutions

must be evaluated according to pertinent criteria such as research output, industry affiliations, placement rates, academic prowess, and more. The potential effects for the HECI's primary stakeholder, youth of India, could be substantial if this can be effectively executed.

2) Graded Autonomy and Graded Accreditation

One of the fundamental tenets of NEP 2020 is "autonomy and empowerment towards innovate," which proposes a progressive shift from affiliated colleges to autonomous establishments. The increased flexibility that autonomous institutions offer inspires hope for the improvement of curricula. Additionally, it specifies which autonomous degree-granting colleges have the capacity to transition into research-intensive or teaching-intensive universities with the appropriate accreditations, should they choose to do so. The declaration concerning the formation of interdisciplinary and research universities within the country evokes a revitalised sense of hope.

These academic institutions shall endeavour to offer Indian pupils a multidisciplinary curriculum on par with the existing IITs and IIMs. An additional noteworthy alteration suggested by the NEP 2020 is that the term "National Testing Agency" shall serve as an independent, authoritative, and preeminent testing body tasked with conducting entrance exams for higher education institutions' fellowships and graduate and undergraduate admissions. Due to the exceptional quality, scope, and flexibility of NTA testing services, these standardised entrance examinations will be accessible to the majority of universities, as opposed to the laborious task of developing their own by hundreds of universities. The burden on students, colleges, universities, as well as the education system at large will be substantially mitigated. Each university will exercise its own discretion in this regard.

3) Graded Accreditation and Graded Autonomy

As part of its "phasing out" approach from Affiliated Colleges to Autonomous Institutions, NEP 2020 promotes the idea of "empowerment and autonomy to innovate" among other vital components. The enhanced adaptability provided to autonomous institutions instills optimism regarding the enrichment of curricula. Additionally, it states that Autonomous degree-granting colleges have the potential to transform into Universities focused on research or teaching if they want to do so, provided they get the necessary accreditations. The proclamation regarding the establishment of research and multidisciplinary universities in the nation instills a renewed sense of optimism. These educational establishments will strive to provide Indian students with a multidisciplinary education comparable to that of the current IITs and IIMs. An additional significant modification proposed by the NEP 2020 is that National Testing Agency will function as a preeminent, authoritative, and self-governing testing entity responsible for administering entrance exams for graduate and undergraduate admissions as well as fellowships in institutions of higher education. As a result of NTA testing services' superior quality, breadth, and adaptability, the majority of universities will be able to utilise these standardised entrance exams, as opposed to hundreds of universities developing their own. This will significantly alleviate the strain on students, colleges, universities, and the education system as a whole. It will be the discretion of individual colleges and universities to utilise NTA assessments in their admissions processes. Additionally, it

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facilitates the seamless transmission of academic degrees and credentials by students to foreign universities.

4) Internationalisation at home

As a result of NEP 2020 granting access to foreign universities and colleges in India, domestic institutions are compelled to enhance the calibre of instruction they deliver. With the possibility of facilitating the establishment of campuses by foreign universities in India, the sector of higher learning is humming with activity. India boasts an extensive network of higher education systems, ranking among the largest globally, comprising over 40,000 colleges and 900 universities. However, India's higher education Gross Enrollment Ratio of 26.3% is considerably low in comparison to other BRICS countries such as China (51%), Brazil (50%), and European as well as North American nations, where the corresponding figures exceed 80%. India must attain substantial expansion in the realm of international higher education in order to sustainably develop its economy, which ought to be propelled by knowledge resources rather than natural resources. To accommodate a massive influx of students, India will reportedly require an additional 1,500 "higher education institutions" by 2030. For this reason, the Indian government intends to encourage Foreign Direct Investments and facilitate External Commercial Borrowing in order to bolster capital investment in the education sector.

5) More Holistic and Multidisciplinary Education

According to the NEP 2020, an interdisciplinary and holistic approach to education would work to cultivate a person's full potential in all area of their being: cognitive, affective, social, physical, and moral. This type of education will contribute to the development of individuals who are versatile and possess essential capabilities for the twenty-first century in various fields, including arts, languages, humanities, sciences, social sciences, along with professional, technical, as well as vocational domains; an ethical compass that encourages social involvement; interpersonal abilities that include effective communication, debate, and discussion; and a strong focus on a specific expertise or areas of study. The goal of the NEP 2020 is to ensure that by the year 2030, every district will have at least one significant HEI that offers a variety of academic programmes.

In pursuit of a comprehensive and interdisciplinary education, higher education institutions (HEIs) shall incorporate credit-bearing courses and projects pertaining to value-based education, environmental education, community engagement as well as service, and credit-bearing courses as well as projects in these areas. Climate change, pollution, sanitation, waste management, biodiversity conservation, sustainable development, wildlife conservation, and management of biological resources are all components of environmental education. Learning the universal human values of truth (satya), righteousness (dharma), love (prem), peace (shanti), nonviolence (ahimsa), a scientific temperament, citizenship values, and life skills is an essential aspect of a value-based education. Students will also participate in community service programmes and receive instruction in seva (service).

In response to the escalating interconnectedness of the world, Global Citizenship Education will be offered as a means to equip students with the knowledge and understanding necessary to actively

advocate for societies that are peaceful, tolerant, inclusive, safe, and sustainable. This programme is designed to empower individuals to appreciate and comprehend contemporary global challenges. In conclusion, research internships alongside faculty and scientists at their respective or other HEIs/research institutions, as well as opportunities for internships via local industry, businesses, artisans, and crafts persons, will be made available to students at all HEIs as part of a holistic education. This will enable students to actively participate in the practical application of knowledge and, in the process, enhance their employability.

6) The structure and lengths of degree programmes

Undergraduate programmes in all countries will be required to complete the programme within three or four years according to the "National Education Policy 2020" plan. It is possible to withdraw from the degree programme during this time frame. Academic institutions are obligated to award diplomas upon successful completion of two years of study, degrees upon successful completion of three years of study, and certificates upon successful completion of one year of study in a chosen professional or vocational programme. The academic scores will also be stored digitally through the establishment of a Academic Bank of Credit, which the Indian government will also support. This will allow academic institutions to finalise the credit calculation and incorporate it into the student's degree. This will prove beneficial for those who are compelled to discontinue the course in the middle. They are not required to restart the course from the outset; rather, they may resume it from the point they left off. While NEP 2020 advocates for higher education institutions to be granted autonomy in initiating PG courses, certain challenges may arise when it comes to devising one-year PG degrees for graduates of four-year UG programmes and two-year PG programmes for graduates of three-year UG programmes.

1.2 Strategy for Implementing NEP 2020 in Higher Education

1) Multidisciplinary and Holistic Education

Establishment of Multidisciplinary Institutions: The NEP 2020 promotes the conversion of established higher education establishments (HEIs) into institutions that encompass multiple disciplines. This necessitates that tertiary institutions provide an extensive array of courses and integrated curriculum, enabling learners to delve into a multitude of fields. The objective is to establish symphonies that offer a comprehensive curriculum encompassing various disciplines, including arts, science, commerce, as well as vocational education. By fostering this integration, an environment will be created in which students can acquire a comprehensive understanding of various domains, thereby augmenting their abilities to think critically and solve problems.

Flexible Curricula: Curriculum flexibility is essential for fostering a multidisciplinary approach, as it empowers students to select courses from a wide range of academic disciplines. Students will be able to pursue their passions and inclinations with greater freedom, resulting in a more engaging and individualised educational experience. Institutions will be required to establish frameworks that facilitate

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the smooth integration of disciplines, thereby encouraging interdisciplinary research and fostering the comprehensive growth of students.

Undergraduate Education: A four-year undergraduate programme with multiple termination options is implemented under the NEP. After one year, students are eligible to receive a certificate; after two years, they can obtain a diploma; and after 3-5 years, they can earn a bachelor's degree. In the fourth year, students will have the opportunity to engage in in-depth studies as well as assignments through a research-oriented curriculum. This framework not only supports students in pursuing research and higher education but also caters to their varied learning trajectories and professional aspirations.

2) Equity and Inclusion

Special Education Zones: In order to mitigate regional discrepancies in academic achievement, the policy suggests the establishment of Special Education Zones in regions characterised by low levels of literacy and insufficient educational facilities. Funding and support will be allocated to these specific zones with the aim of enhancing educational infrastructure, providing teacher training, and executing programmes that are customised to address the unique requirements of the local populace. By concentrating resources on these marginalised areas, the policy seeks to ensure that all students have access to equitable educational opportunities.

Scholarships and Financial Support: It is imperative to augment the provision of financial aid, fee exemptions, and scholarships in order to guarantee access to higher education for students hailing from economically disadvantaged backgrounds. In addition to recommending the introduction of new scholarship programmes to cover tuition, living expenses, and additional educational costs, the policy suggests expansion of existing ones. This financial assistance will promote higher education completion and assist in reducing student attrition.

Digital Infrastructure: In rural and remote regions, it is particularly critical to bridge the educational divide through the improvement of digital infrastructure. The policy promotes the establishment of resilient digital networks as well as the provision of cost-effective internet connectivity in order to enable every learner to engage in integrated and online learning. This includes the establishment of digital classrooms, the provision of electronic devices towards students, and the development of digital resource repositories.

3) Quality Academic Research and Teaching

National Research Foundation (NRF): In order to cultivate an environment that encourages research and innovation, the NEP suggests the creation of National Research Foundation (NRF). The NRF intends to furnish financial support for research of exceptional quality in diverse fields, thereby encouraging interdisciplinary endeavours and partnerships. Additionally, it will facilitate capacity development in academic establishments, contributing to the formation of a dynamic research ecosystem that tackles both domestic and international issues.

Faculty Development Programs: Faculty must engage in ongoing professional development in order to advance the calibre of their instruction and investigations. The policy underscores the importance of implementing routine training programmes that ensure educators are well-informed about the most recent developments in research, technological tools, and pedagogical approaches. Faculty will be able to improve their teaching abilities, effectively engage students, and contribute to the cutting-edge research through the use of these programmes.

Autonomy to HEIs: Increasing higher education institutions' (HEIs) academic, administrative, as well as financial autonomy is crucial in promoting innovation and adaptability to evolving educational demands. Without excessive bureaucratic restrictions, autonomous institutions are able to develop their own educational programmes, implement novel teaching techniques, and collaborate with international and industry partners. The provision of autonomy will empower academic institutions to customise their curricula in accordance with the demands of their students as well as the labour market, thereby augmenting the standard of education as a whole.

4) Regulatory Reforms

Higher Education Commission of India (HECI): The NEP 2020 suggests that in order to consolidate the governing of higher education, the "Higher Education Commission of India" should be established as the overarching regulatory body. The HECI is anticipated to consist of four distinct verticals: standard-setting, the National Education Grants Council (HEGC), the National Accreditation Council (NAC), and the "National Higher Education Regulatory Council" for regulation and accreditation, respectively. The purpose of this framework is to establish a more unified and synchronised strategy for overseeing higher education.

Simplified Regulatory Framework: It is essential to establish an effective and transparent regulatory framework in order to eliminate bureaucratic obstacles and guarantee quality. The policy promotes the adoption of a streamlined system that eliminates superfluous procedures and places emphasis on results as opposed to inputs. The implementation of a streamlined regulatory framework for accreditation, sanction, and funding will empower institutions to enhance operational efficiency and foster innovation in their educational programmes.

5) Digital and Online Education

National Educational Technology Forum (NETF): The purpose of establishing the "National Educational Technology Forum" (NETF) is to foster the interchange of thoughts regarding the implementation of technology in an effort to improve administrative, learning, and assessment procedures. NETF will facilitate collaboration among policymakers, technologists, and educators with the aim of integrating technology into the field of education, establishing optimal methodologies, and guaranteeing fair and equal availability of digital resources.

Blended Learning Models: The implementation of hybrid learning models, which integrate both online and offline approaches, is promoted by the policy. This methodology affords adaptability and inclusivity,

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enabling learners to progress at their individual speed and convenience. To promote blended learning environments, institutions will need to create hybrid curricula, train faculty within digital teaching techniques, as well as invest in technology infrastructure.

Virtual Labs and E-Resources: It is critical to establish virtual laboratories and diverse electronic resources in order to facilitate both hands-on and theoretical learning. By providing students with practical experience within a simulated environment, virtual laboratories can increase the accessibility of science and engineering education. Moreover, the establishment of digital repositories housing textbooks, research papers, as well as multimedia resources will guarantee that students, irrespective of their geographical location, will have unrestricted access to superior educational materials.

6) Vocational Education and Training

Integration with Mainstream Education: The incorporation of vocational education into the broader curriculum will guarantee that students gain not only academic knowledge but also practical skills. The policy suggests that vocational courses be integrated into the regular curriculum so that students can acquire skills applicable to the workplace without being required to make a decision between academic as well as vocational trajectories. This integration will prepare students for a variety of career paths and increase their employability.

Industry Collaboration: It is essential for HEIs and industry to cultivate partnerships in order to align vocational programmes with market demands. Through the establishment of partnerships with companies and trade associations, academic institutions can formulate curricula that accurately mirror contemporary trends and demands, furnish students with practical experience, and offer practical training. Furthermore, these collaborations will foster job placements, internships, and apprenticeships, thereby bridging the divide between education and the workforce.

Internships and Apprenticeships: Promoting compulsory internships and apprenticeships would afford students valuable practical experience and exposure to the industry. As an integral component of their degree requirements, the policy proposes that each student fulfil a specific quantity of hours through internships or apprenticeships. By participating in this hands-on programme, pupils will have the opportunity to implement theoretical concepts in practical contexts, cultivate professionalism, and establish connections within the industry.

7) Internationalization of Education

Attracting International Students: Indian higher education institutions must develop policies that draw international faculty and students in order to increase their cultural diversity as well as global perspectives. The policy proposes streamlining visa and admittance procedures, establishing offices for international students, and providing scholarships as means to entice talent from around globe. Indian educational establishments will be able to compete more effectively internationally, and the learning environment will be enriched by the inclusion of diverse perspectives.

Twinning Programs and Collaborations: By advocating for twinning programmes, joint degrees, as well as collaborations with foreign universities, academic institutions can offer students valuable opportunities for global learning. By developing partnerships, academic institutions can facilitate opportunities for students to pursue joint research initiatives, participate in exchange programmes, and complete portions of their degrees abroad. These collaborative efforts will promote cross-cultural understanding, expose students to the international standards, and enhance the quality of education.

Facilitating International Research: Fostering partnerships with international institutions in research is essential for advancing the exchange of knowledge and fostering innovation. The policy promotes the establishment of international research centres, the funding and support of collaborative research initiatives, and participation in "global research networks". These initiatives will facilitate the participation of Indian researchers in worldwide scientific progress and attract international knowledge to the nation.

8) Governance and Leadership

Leadership Training: It is essential to implement leadership development programmes for university administrators in order to promote efficient management and governance practices. The policy advises that institutional leaders engage in consistent professional growth and training in order to furnish them with the necessary competencies to navigate the intricacies of contemporary higher education. Reinforced leadership is essential for fostering institutional expansion, promoting innovation, and upholding quality benchmarks.

Institutional Development Plans (IDPs): "Institutional Development Plans" (IDPs) will guarantee that every HEI has a distinct strategic vision and set of objectives. The agenda for these plans ought to comprise the establishment's key objectives, approaches to growth, and evaluation criteria. Consistent evaluations and revisions of internally displaced persons (IDPs) will assist organisations in maintaining their focus on goals, adjusting to evolving requirements, and upholding responsibility.

Transparent Admission and Recruitment: For the maintenance of quality and equity, it is critical to guarantee transparency throughout the faculty recruitment and admissions processes. The policy proposes the adoption of standardised admission procedures, the establishment of merit-based recruitment, and the utilisation of technology to optimise these procedures. Higher education institutions can enhance their reputation, attract exceptional students and faculty, and maintain their integrity by implementing transparent systems.

9) Lifelong Learning and Professional Education

Continuing Education Programs: In order to facilitate learning throughout life and skill improvement, it is essential to establish programmes for continuous education and professional development. Adult learners and working professionals are encouraged to enrol in short-term courses, online modules, as well as certification programmes offered by HEIs in accordance with the policy. These programmes will

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facilitate career progression and assist individuals in remaining pertinent in a labour market that is constantly evolving.

Recognition of Prior Learning (RPL): By incorporating Recognition of Prior Learning frameworks, competencies and information obtained beyond the confines of formal education systems will be recognised and certified. The policy supports the implementation of certification procedures and standardised assessment instruments to authenticate vocational training, work experience, and informal education. RPL will furnish students with adaptable trajectories to advance their education and secure employment prospects.

10) Assessment Reforms

Holistic Assessments: The analytical, critical, as well as creative thinking abilities of students will be assessed through the adoption of continuous as well as comprehensive evaluation methods. The policy suggests substituting an array of assessment methods, including group work, presentations, and projects, for high-stakes examinations. This methodology will yield a more precise and comprehensive assessment of an individual's capabilities and advancement.

Technology-Enabled Assessments: By integrating technology into assessment procedures, immediate feedback can be obtained, thereby promoting equitable and streamlined evaluation processes. The policy recommends utilising digital tools to monitor student performance, including online examinations, automated assessment, and data analytics. The implementation of technology-enabled assessments will result in increased transparency, decreased administrative workloads, and knowledge of learning outcomes.

Outcome-Based Education (OBE): By integrating Outcome-Based Education frameworks into educational systems, it is possible to guarantee that syllabi and academic achievements correspond with the demands of the labour market. The policy promotes the establishment of unambiguous learning outcomes for every programme, as well as the development of curricula and evaluations that effectively attain these objectives. OBE will assist institutions in preparing graduates for the real-world challenges and concentrating on student competencies.

1.3 Potential Challenges

The subsequent items comprise a list of anticipated or observed potential obstacles, blockages, and unanticipated repercussions that may arise from the application of NEP 2020 in the realm of higher education:

Infrastructure and Resources: The implementation of the proposed changes outlined in NEP 2020 would necessitate substantial infrastructure and resource investments. Financing the provision of digital resources, upgrading facilities, and outfitting classrooms with technology may present financial obstacles, especially for institutions which are already contending with constrained financial resources.

Faculty Development: The importance of faculty development in accordance with emerging teaching

methodologies as well as interdisciplinary approaches was underscored by NEP 2020. Despite this, it may be difficult to ensure that faculty members receive adequate training and remain current with evolving educational practices due to a lack of readily available training opportunities, limited time, and some educators' resistance to change.

Regional Disparities: Preexisting regional disparities in educational infrastructure, assets, and access to high-quality education posed a potential obstacle to the effective execution of NEP 2020, despite its overarching objective of fostering equitable access to education. Across these openings may lie a formidable obstacle?

Assessment and Evaluation: The policy advocated for changes in the methods of assessment and evaluation, discouraging the use of memorization-based learning and rigorous examinations. Nevertheless, the process of devising and executing alternative evaluation techniques that effectively gauge practical skills, critical thinking, and innovation can be intricate and laborious.

Multilingual Education: As the primary language of instruction, NEP 2020 emphasised the significance of the maternal dialect or local language. Although the potential benefits of this extend to cognitive development, its implementation in higher education may present difficulties, particularly in specialised subjects where access to materials in local languages may be scarce.

Autonomy and Regulation: The objective of the NEP was to grant greater autonomy to institutions of higher education; however, striking a balance among autonomy and efficient regulation to uphold educational standards may prove difficult. An excess of autonomy could result in disparities in quality among different institutions.

Credit Transfer and Curriculum Flexibility: Standardization, compatibility, and cross-institutional credit recognition are potential challenges with the planned transdisciplinary curriculum and credit transfer system. A well-coordinated effort may be necessary to guarantee that students have a seamless transition between programmes and institutions.

2 Literature Review

(Satish Dhokare et al., 2012) The "National Education Policy" (NEP) 2020 has introduced a significant transformation in the way higher education is approached, representing a landmark reform within India's education sector. This research paper explores the diverse and extensive effects of NEP 2020 on students, higher education institutions, and educational ecosystem at large. By utilising a combination of both quantitative and qualitative information, this research investigates the execution of the policy and evaluates its ramifications on multiple levels.

(Aithal & Aithal, 2020) A nation must have a well-defined and forward-thinking education policy at the secondary and tertiary levels, as education is the engine of economic and social development. Under the guidance of its present prime minister and an expert team comprising individuals from diverse origins, India has formulated and intended to execute the Indian National Education Policy, a novel educational strategy for the forthcoming decade of the twenty-first century. The intention, objectives, and specifics

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are widely recognised by both professionals and the general public. NEP-2020 is a forward-thinking and progressive proposal that possesses both favourable and unfavourable characteristics. Its overarching goal is to ensure that all individuals have access to high-quality secondary and tertiary education, with an emphasis on comprehensive and research-driven advancements.

(Sinha & Shekhawat, 2020) The announcement of New Education Policy (NEP) by the Government of India in the year 2020 was met with widespread approval from nearly all segments of society. After 1986, there was a significant shift in the education policy. As a consequence, this governmental decision was universally regarded as an optimistic and constructive stride, signifying not only a significant shift in the realm of education but also a fitting response to the challenges posed by the current global education system. The evolution of this educational system was not an abrupt development; rather, it had been planned for quite some time. Many, however, did not anticipate that this transformation would occur with such swiftness and velocity.

(S & Praseeda, 2020) This paper undertakes an examination of Indian National Education Policy 2022 (NEP) within Higher Education in relation to its international standing, drawing inspiration from the educational policies implemented in countries such as Australia, China, Germany, and Singapore. NEP 2020 supports comprehensive development by employing a multidisciplinary approach that incorporates digital learning, curriculum and course autonomy, advanced technology, business acumen, and global education.

(Yadav, 2021) The New Education Policy declared by the Indian government NEP 2020 represented a welcome change and fresh perspective in the wake of the global downturn brought about by the Covid-19 pandemic's difficulties. The NEP 2020 announcement came as an absolute surprise to many. Numerous educationists did not anticipate the modifications which NEP 2020 has proposed. Though both K-12 and higher education have been affected by the policy, NEP-2020 is the primary subject of this article because to its effects on the former. In addition, this article examines the impact of NEP's prominent characteristics on the current educational system.

(M Shasidharan, 2021) A genuine effort was made in this study, entitled "A Review of National Education Policy 2020," to examine the extant literature concerning the NEP 2020 and identify any deficiencies that may hinder future research in this area. To accomplish its aims, the study employed qualitative research methods, and an examination of 18 research papers was conducted to extract valuable insights pertaining to the study's subject matter. This study functions as an informational resource for the NEP 2020 researchers and stakeholders. This study aims to provide researchers with insights into the opportunities and challenges that have arisen since the implementation of the New Education Policy 2020.

(Saxena, 2021) A nation must have a well-defined and forward-thinking education policy at the secondary and tertiary levels, as education is the engine of economic and social development. In order to optimise effectiveness, various nations implement distinct education systems that take into account their respective cultures and traditions, as well as distinct phases of development at the secondary and

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tertiary levels. The 29 July 2020 approval of National Education Policy 2020 by the Union Cabinet of India delineates the overarching vision for the forthcoming education system in India.

(Chutia et al., 2022) Education is regarded as a fundamental component of human existence, as it influences the growth, development, and well-being of individuals. It is the foundation of existence from which society's members acquire knowledge, awareness, occupational competencies, and cultural customs. Education, spanning from the elementary level to the tertiary level, assumes greater significance and relevance in an organised society where each member strives for personal growth and a high standard of living. Education is a fundamental privilege bestowed upon all citizens of India by Constitution of India, 1950. The provisions pertaining to children's education are outlined in the fundamental duties and directive principle of state policy of the Indian constitution. The 2020 education policy seeks to ensure accessible and fair education for all, spanning from elementary school to higher education.

(Indhu, 2022) The objective of the NEP is to establish an educational system that actively supports the nation's progress by providing equitable and superior education to all citizens and transforming India into a global epicentre of knowledge. The 10+2 system has been eradicated entirely in accordance with the new educational policy. Previously supported by 10 + 2, the nation's educational curriculum will shortly be supported by 5 + 3 + 3 + 4. This indicates that fifty percent of the time is devoted to grades one through two, the other fifty percent to grades three through five, the remaining fifty percent to grades six through eight, and finally, grades nine through twelve.

(Bhandwalkar, 2023) The "National Education Policy" (NEP) 2020 implemented a paradigm shift in the Indian educational system. In the context of India, this article offers an exhaustive analysis of implementation of NEP in higher education institutions (HEIs). An all-encompassing, multidisciplinary, and student-centric approach to education is emphasised in the NEP. This research paper investigates the significance, advancements, obstacles, and potential consequences of NEP at HEIs. The National Education Policy 2020 signifies a significant paradigm shift within the educational framework of India. It comprises an extensive array of initiatives and modifications with the objective of revolutionising the field of education.

(Dash, 2024) In the midst of the global downturn brought about by the Covid-19 pandemic, the Government of India's New Education Policy (NEP 2020) was an invigorating alteration and welcome development. The NEP 2020 announcement came as an absolute surprise to many. Numerous educationists did not anticipate the modifications that NEP 2020 has proposed. While education policy has had an equal impact on both secondary and tertiary education, this article is predominately concerned with NEP 2020 and its implications for higher education. In addition, this article examines the impact of NEP's prominent characteristics on the current educational system.

(B & N, 2024) The "Indian education system" is a composite of modernization and tradition, contending with obstacles while adapting to the requirements of an ever more dynamic global landscape. Furthermore, it embodies a variety of pedagogical approaches that reflect the nation's abundant cultural legacy. The encouragement of academic rigour through the prevalence of competitive environment is

one of its pillars. Nonetheless, this frequently places students under tremendous stress, which negatively impacts their mental health. There are times when the prioritisation of academic performance diminishes the significance of practical abilities and comprehensive growth.

3 Conclusion

As stated at the beginning, the challenges and possibilities presented by the National Education Policy (NEP) 2020's implementation in higher education in India are equivalent to the country's educational paradigm shift. The paper has presented a concise synopsis of the policy's effects and approaches on higher education, as well as the challenges that require further investigation.

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