

Transforming Higher Education and Career through Implementation of Nep - 2020 in India

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ABSTRACT

NEP 2020 announced by the Government of India to bring drastic change in both school and university level education with enhancing better learning outcomes for students in career fields. The main goal of NEP 2020 is to make “Atma Nirbhar Bharat” through developing Entrepreneurial culture especially in higher education institutions. This research paper delves into the multifaceted impact of NEP 2020 on higher education institutions, students and the educational ecosystem as a whole. Drawing on a synthesis of qualitative and quantitative data this study examines the policy’s implementation and assesses its implications across various dimensions. The implementation of NEP 2020 faces challenges, including limited resources, resistance to change and the need for a robust infrastructure for technology integration. However, the policy is expected to lead to more relevant and career-oriented higher education, improved research capabilities and a more globally competitive workforce. The objective of this article is to raise awareness about NEP 2020 in stakeholders so that quality in the higher education system can be improved as per current needs and future prospects.

Keywords: NEP-2020, Educational reforms, Multidisciplinary education, Research and innovation, Digital education, Faculty development, Pedagogical changes, Academic autonomy.

INTRODUCTION:

The National Education Policy of India 2020 (NEP 2020) formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NEP was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968 the second by Prime Minister Rajiv Gandhi in 1986 and the third by Prime Minister Narendra Modi in 2020. The National Education Policy of India 2020 (NEP 2020) which was approved by the Union Cabinet of India on 29 July 2020 outlines the vision of a new education system of India. The new policy replaces the previous National Policy on Education 1986. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy main aims to transform India's education system by 2030. Statistics indicate that even though the percentage of school dropouts is on the decline at the secondary level it is still around 19.5%. It is also high at the higher education level. Students are forced to take a break from studies due to financial and medical issues in the family. Such students now will be able to get a certificate of completion for the number of years they have studied and also have the option to return to their learning and start from where they had left off. "The Union Cabinet on 29 July

2020 passed India's first new National Education Policy in the presence of HRD Minister Ramesh Pokhriyal and Information and Broadcasting Minister Prakash Javadekar which aims to make the Indian education system more contemporary and skill oriented.

This research paper aims to critically examine the NEP-2020 transformative agenda within the context of higher education in India. Through a comprehensive analysis of policy objectives, implementation strategies and potential impacts, this study seeks to elucidate how the NEP-2020 is poised to reshape educational landscapes, enhance institutional capacities and redefine the future trajectory of higher education in the country. By synthesizing empirical evidence and stakeholder perspectives this paper endeavors to contribute insights into the ongoing evolution of India's educational framework and its implications for stakeholders within and beyond academia. "National Education Policy 2020 envisions an India centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

LITERATURE REVIEW FOR THE STUDY:

- **Thakur and Kumar - 2021:** Identified several challenges in the implementation process of NEP-2020. Their study emphasized the necessity for a well designed action plan to ensure successful implementation of the policy in both its intended framework and practical application.
- **Rupesh S. Wankhade - 2021:** This research paper focuses on the importance of higher education as it is an important aspect in deciding the economy, social status, technology adoption and healthy human behavior in every education system country. Improving GROSS ENROLMENT RATIO to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government.
- **Kalyani - 2020:** explored the impact of NEP - 2020 on various stakeholders including students, parents and teachers. The study revealed that students are influenced by multiple factors when selecting their subjects prioritizing the enhancement of knowledge and skills to improve employability prospects. Parents were noted to play a crucial role by providing valuable guidance in subject selection and extending financial support to their children.
- **Aithal and Aithal - 2020:** conducted a comparative analysis between the educational policies of 1986 and NEP - 2020 highlighting innovative practices proposed in the latter. Their study discussed the potential implementation of these practices and their merits particularly focusing on their effects on teacher education, professional education and private educational institutions
- **Purna Prabhakar Nandamuri - (2015):** researched the current situation of school self management and for this purpose a sample of 288 secondary schools was selected from the "stratified sampling" technique. A survey was administered and interviews were conducted to collect primary data. Chi - square test and simple percentage were used to analyze the data. The results show that there is not much management and financial management and there is partial freedom in the work area. Respondents from various management schools mostly preferred freedom in all areas management, education and finance. But there are strong calls for full independence in unaided schools.
- **B.L. Gupta - 2013:** explains the meaning, dimensions and characteristics of effectiveness in the context of schools. The authors also discuss changes in the environment outside of school and their impact on studies at home. This article is based on literature review the author's experience and expert opinions. According to the author of the successful institution it has a vision, values, beliefs,

ethics, standards, leadership, participation in management and administration, independent, challenging goals, continuous improvement and an attitude of learning together.

RESEARCH METHODOLOGY OF THE STUDY:

Research methodology this research is a descriptive study. The necessary secondary data was collected from various websites, Internet side, article and including those of Government of India NEP - 2020 POLICY, magazines, journals, other publications, etc. This data was then analyzed and reviewed to arrive at the in references and conclusions.

OBJECTIVE OF THE STUDY:

The main primary objective of this research is to study the impact of New Education Policy 2020 on higher education in India level. The study also outlines the salient features of NEP and analyses how they affect the existing Indian Higher education system and really to achieve of transforming higher education and career through implementation of NEP - 2020 in India.

AIM OF NEP-2020:

The primary aim of the National Education Policy (NEP) 2020 in India is to transform higher education and career opportunities by fostering a more inclusive, equitable and quality driven system. This involves making education accessible to all enhancing learning outcomes and promoting research and innovation to better prepare students for the future and national development.

1. The NEW EDUCATION POLICY-2020 does not look to build on existing strengths in Higher education. But Instead its aim is drastic modification in meaning of higher education itself and to the tech so that it is a step to become India self reliant.
2. **Vice President M. Venkaiah Naidu said.** The time has come for India to become "vishwa guru" once again and emerge as the hub of knowledge and innovation. He also said that the country must not only strive to nurture but also seek to preserve its rich cultural heritage and legacy for posterity. It was known as "vishwa guru" teacher to the entire world attracting knowledge seekers in various disciplines from different corners of the globe and widens their intellectual frontier.
3. **Overall NEP - 2020 aims** to transform India into a knowledge society by providing high quality education to all preparing students for the challenges of the 21st century, and contributing to the country's overall development.

IMPLEMENTATION FOR NEP – 2020:

Ashwath Narayana said to the Karnataka becomes first state to issue order for implementing National Education Policy. The government of Karnataka has issued an order with regard to the implementation of National Education Policy - 2020 with effect from the current academic year 2021-2022. On his very first day after being assigned the portfolio higher education minister Dr CN Ashwath Narayana convened a meeting with officials of the state higher education council. "With this Karnataka has become the first state in the nation to issue the order with regard to implementation of NEP - 2020." UGC has decided to implement NEP from July 2022 in the entire country. Draft NEP 2019 was already passed by cabinet in 2020 but there was a delay in adoption of NEP 2020 in the county because of Corona Pandemic-19.

• Some of the provisions and highlights of NEP 2020 are as follows:

1. Ensuring Universal Access at All Levels of schooling from pre primary school to Grade 12.
2. Ensuring quality early childhood care and education for all children between 3 to 18 years.
3. This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3 to 18 as shown in the representative figure and elaborated in detail later under Chapter 4 NEP - 2020 POLICY.
4. Currently children in the age group of 3 to 6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included which is aimed at promoting better overall learning development and well – being.

HISTORICAL BACKGROUND THE NEP – 2020:

Governments all over the world place a major emphasis on education policy. There is a global pressure on increasing attention on the outcomes of educational policies and their impact on social and economic development. However there is often a lack of understanding of how educational policies are formed and what constitutes an education policy. An attempt is made in this module to

Analyze the nature of educational policy, basic features of education policies and the intended outcomes of these policies. Education policy refers to the rules and principles that govern the operation of educational systems. The module also tries to answer questions regarding the goals of education, strategies employed for achieving these goals and for identifying tools for assessing their impact. The NEP 2020 replaces the National Policy on Education of 1986. In January 2015 a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017 the draft NEP - 2020 was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy 2019 was later released by the Ministry of Human Resource Development followed by a number of public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, and 6,000 Urban Local Bodies 676 districts were received." The NEP 2020 is being discussed with educational institutions across the country such as BITS Pilani, Jamia Millia Islamia, Panjab University, Tezpur University Assam and CU Kerala.

ABOUT NEP-2020:

The National Education Policy 2020 is a comprehensive framework for transforming the Indian education system, aiming to create a more and more flexible and inclusive 21st century oriented education system. It replaces the previous National Policy on Education 1986 and focuses on quality, accessibility, equity and lifelong learning. The NEP 2020 emphasizes holistic and multidisciplinary learning along with the integration of technology and the development of 21st century skills. The National Education Policy-2020 envisions an India centered education system by incorporating its tradition, culture, values and ethos to transform the country into an equitable, sustainable and vibrant knowledge society. The NEP-2020 is developed by considering the wide and deep historical heritage of the country and the contributions of many scholars to different subjects as the founding stone to build high quality multi disciplinary liberal education at both school higher and professional education level. With the objective to increase the gross enrollment ratio of school education enrollment and higher and

professional education enrollment to increase from 29% and 07% to 50% and 25% respectively by 2030 by means of radical changes in the existing education policies and governance systems by introducing accountability in each stakeholder.

ABOUT NEP-2020 KEY FEATURES:

1. **Holistic and Multidisciplinary Learning:** The NEP 2020 promotes a holistic approach to learning, emphasizing the development of critical thinking, creativity and problem solving skills.
2. **Focus on Foundational Literacy and Numeracy:** It emphasizes the importance of foundational literacy and numeracy in the early years of schooling.
3. **Flexibility and Individualization:** It aims to provide flexibility in curriculum and learning pathways, allowing students to pursue their interests and develop their unique capabilities.
4. **Inclusive and Equitable Education:** The NEP 2020 aims to ensure that all students, including those from marginalized and disadvantaged groups have access to quality education.
5. **Technology Integration:** The policy encourages the use of technology in teaching, learning and assessment with initiatives like the National Educational Technology Forum.
6. **Teacher Education:** The policy includes reforms in teacher training and professional development and emphasizing the need for well equipped educators.
7. **Higher Education Reforms:** It encourages universities to become vibrant centers of learning, research and community engagement.
8. **Alignment with 2030 Agenda for Sustainable Development:** The policy is aligned with the UN's Sustainable Development Goal for which aims to ensure inclusive and equitable quality education.

TRANSFORMATION OF HIGHER EDUCATION SYSTEM THROUGH NEP 2020 IN INDIA LEVEL:

The NEP 2020 suggests the creation of an extensive digital infrastructure for education while acknowledging the value of technology in education. It encourages higher education colleges to offer online and blended learning courses in order to reach more students and advance educational access. And the NEP 2020 are also emphasizing research, innovation and skill development to make Indian universities more competitive. Indian Cabinet Approves National Education Policy 2020 paving way for transformational reforms in school and higher education systems in the country. This policy seeks to entirely overhaul the system **through various reforms:**

1. **Regulatory System of Higher Education:** A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question "what will happen to the present UGC and AICTE?" Higher Education Commission of India is aiming at reforming the higher education sector the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill Higher Education Commission of India will not have any financial powers? The funding processes which were handled by the University Grants Commission in India. The Commission UGC will be taken care of by the Ministry of Education previously known as the Ministry of Human Resource Development (MHRD).
2. **Graded Accreditation:** The student can get a degree from the University of his or her choice by getting a minimum of 50% credits from the respective university in country.

3. **Holistic and Multidisciplinary Education:** Assessment reforms with Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes Multidisciplinary Education and Research Universities at par with IIT and IIM to be set up as models of best multidisciplinary education of global standards in the country.
4. **Flexibility and Choice:** NEP 2020 allows students to choose subjects and courses based on their interests and encouraging interdisciplinary studies. Multiple entry and exit options in degree programs provide flexibility for students who may need to temporarily pause their studies. The policy encourages a shift from rote learning to conceptual learning and emphasizing experiential learning.
5. **Research and Innovation:** The policy emphasizes research and innovation in higher education institutions promoting a more research oriented curriculum. It aims to establish a National Research Foundation to support and encourage research.
6. **Change in structure of Degree Programmed:** If someone studying engineering for three years has to leave it midway the student finds himself or herself out of the system of education. The new policy will have multiple entry and exit points, under this system “Certificate after 1-year Advanced Diploma after 2 years, Bachelor’s Degree after 3 years and Bachelor’s with Research after 4 years,” will be provided to students.
7. **Skill Development:** NEP 2020 focuses on skill development and practical knowledge and making graduates more employable. It also emphasizes teacher training and development to ensure effective implementation of the new education curriculum.
8. **Multiple Entry and Exit Programmed:** Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within study period. There will be multiple entry and exit options for those who wish to leave the course in the middle study period. Their credits will be transferred through Academic Bank of Credits. The multiple entry and exit will be done through an academic bank of credit. One can use academic credit in Digilocker like we use the bank credit and resume education after a break as specified by the higher education commission.
9. **Develop eligibility of Global Competitiveness:** By adopting an interdisciplinary approach, focusing on research and skill development Indian higher education institutions can become more competitive on a global scale. The policy encourages internationalization of higher education, allowing foreign universities to establish campuses in India and promote international collaboration.
10. **Establishing Academic Bank of Credit:** Academic Bank of Credits to be established to facilitate Transfer of Credits.
11. **Set up of India's Higher Education Commission:** The NEP aims to establish the Higher Education Commission of India which will be the single regulatory body except for legal and medical education. Public and private higher education institutions will be governed by the same set of norms for regulation or accreditation and academic standards. Also Higher Education Commission of India will be having five independent verticals namely: **1. National Higher Education Regulatory Council (NHERC). 2. National Accreditation Council (NAC). 3. Higher Education Grants Council. 4. General Education Council (GEC). 5. University Grants Commission in India.**
12. **E - Tech based options for adult learning through applications:** Quality technology based options for adult learning such as apps, online courses or modules, satellite based TV channels, online books, and ICT equipped libraries and Adult Education Centers, etc. will be developed.

SALIENT FEATURES OF NEP - 2020 RELATED TO HIGHER EDUCATION:

The new NEP - 2020 has been introduced with an aim to formalize changes in the system from school level to college and university level. Keeping in mind the developing scenario, education content henceforth, will focus on key concepts, ideas, applications and problem solving angles. The National Education Policy is expected to bring positive and long lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus students will be equipped with stronger knowledge base. The new higher education regulatory structure will ensure that distinct administrative, accreditation, financing and academic standard setting roles are performed by separate, autonomous, and empowered bodies. These four structures will be established as four independent verticals within a single umbrella institution, India's Higher Education Commission. There are a lot of reforms and new developments which have been introduced by NEP - 2020 in the higher education sector. Some of the **salient features are:**

1. **Single regulatory body for higher education:** The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.
2. **E - Courses to be available in regional languages:** Technology will be part of education planning, teaching, learning, assessment, teacher, school and student training. The e - content to be available in regional languages, starting with various major languages Kannada, Odia, Bengali and Gujarati among others to join the e - courses available in Hindi and English.
3. **Increased Gross Enrolment Ratio and Access:** The policy aims to significantly increase the Gross Enrolment Ratio in higher education, reaching 50% by 2030. This involves adding millions of new seats in higher education institutions to ensure wider access.
4. **Foreign universities to set up campuses in Indian college or University:** World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document such foreign universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.
5. **Inclusivity and Equity:** NEP 2020 focuses on creating a more inclusive and equitable higher education system ensuring access for all including marginalized student's groups and students with disabilities.
6. **Autonomy and Accountability:** The policy promotes institutional autonomy and accountability empowering higher education institutions to develop their own curricula and research agendas while also ensuring transparency and good governance.
7. **Common entrance exam for all colleges:** The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA) and this exam patent will be optional.
8. **Vocational and skill development education:** Recognizing the importance of vocational education the policy integrates vocational training into mainstream education. It promotes apprenticeships and work integrated learning programs to equip students with practical skills relevant to the job market.
9. **Inter-multi disciplinary education:** The policy advocates breaking down rigid boundaries between academic disciplines, encouraging universities to offer multi disciplinary courses that allow students to explore diverse various subjects and many fields.

10. **Online education:** Acknowledging the role of technology in education the NEP 2020 advocates for developing robust digital infrastructure. It encourages universities to offer online courses and blended learning models to enhance access and cater to diverse learner needs.
11. **Flexible curriculum and credit transfer:** It recommends a flexible curriculum where students can choose courses aligned with their interests and career goals. Additionally, a credit transfer system facilitates seamless movement between institutions without loss of academic credits, enhancing mobility and academic achievement.

CHALLENGES TO BE FACED IN IMPLEMENTING NEP 2020 IN INDIA:

In the current scenario the education system is going through so many changes and paradigm shifts which is leading to a lot of challenges for students and professors. In which so many Key challenges include limited access to rural areas, economic constraints, insufficient awareness of opportunities, and discrimination during admissions and inadequate infrastructure. This study will help us to understand these challenges and what can be plausible solutions to deal with them.

1. **Effect of Corona pandemic on our country:** COVID - 19 has become an issue around the globe, however, this has given a very great opportunity to all of us to rethink, re-diagnosed and re-analyze our existing systems and practices, whether it is education delivery system or an educational design system, teaching systems and examination systems.
2. **Infrastructure:** Many schools, especially in rural areas, lack basic infrastructure like adequate classrooms, libraries and digital tools.
3. **Funding for development:** Implementing NEP 2020 requires substantial financial resources for infrastructure upgrades, teacher training and the development of new curricula and resources.
4. **Monitoring and Evaluation:** Establishing effective mechanisms to monitor and evaluate the progress and impact of NEP 2020 is essential.
5. **Teacher Training:** The policy emphasizes the need for trained and qualified teachers who can effectively implement new pedagogical approaches and utilize technology.
6. **Technology Integration:** While NEP 2020 promotes the use of technology in education the digital divide, particularly in rural areas, poses a challenge to equitable access.
7. **Stakeholder Engagement:** Successful implementation requires the active participation and collaboration of all stakeholders, including government agencies, educators, parents and all communities.
8. **Pedagogical Shift:** Implementing the policy's emphasis on student centered learning, experiential learning, and assessment for learning requires significant changes in teaching practices.
9. **Multilingualism:** Promoting multilingualism and the use of local languages in education requires developing resources, training teachers, and addressing potential language barriers.
10. **Centralization vs Autonomy:** Concerns exist about the potential for excessive centralization of power in the hands of the central government which could stifle institutional autonomy.
11. **Equity and Inclusion:** Ensuring that all students including those from marginalized communities have equal access to quality education is a crucial challenge.

OPPORTUNITIES IN INDIA OF HIGHER EDUCATION THROUGH NEW EDUCATION POLICY:

Education in India has been evolving and transforming to adapt to the changing times. The National Ed-

education Policy 2020 is a testament to this. The integration of technology into education, the importance of extracurricular activities, the provision of vocational training and the emphasis on mother tongue exemplify the paradigm shift from traditional to hybrid models of education. This study provides a comprehensive overview of the higher education system in India, opportunities, growth, challenges and future.

1. **Role of Central and State Universities:** Central universities are set up by an act of Parliament while state universities are established by respective state legislatures. The main goal of these institutions is to offer quality and affordable undergraduate, postgraduate and doctoral programs. These universities are crucial in shaping higher education as they set standards, promote research and cater to the local educational needs of students.
2. **Make Young and Diversified country:** India has a huge youth population, but the educational infrastructure is inadequate to manage such huge volumes. Therefore, investment should be encouraged in higher education institutions.
3. **Investment Opportunities:** Due to the increase in the youth population in the country and lack of funds there is immense scope for investment in both regulated and non regulated sectors.
4. **Growth of Higher Education in India:** The heightening of higher education in India can be witnessed through:
 - **Increased enrollment rates.**
 - **Provision of diverse courses.**
 - **Well equipped infrastructure.**
 - **Impetus to vocational education.**
 - **Adoption of interdisciplinary approach.**
 - **Expansion of digital learning tools and platforms.**
5. **Student Centric Model:** The current teacher-centric model, in which teachers decide on subjects, curriculum and evaluation will be replaced by a student centric model in which students have the right to choose which subjects they want to study from the institution SWYAM, MOOC can take competency based assessments at their own pace. As a result, the higher education component of NEP-2020 shifts from a teacher centered to a student centered education system.
6. **Equality of Educational opportunity:** In order to reduce income and wealth inequalities, higher education could be used as a powerful tool by providing equal educational opportunity in higher education in India.
7. **Restructuring of Governance:** A new regulatory structure will be established to oversee higher education and vocational education, with funding tied to performance.
8. **Digital Learning and Learning Tools:** With the assistance of digital learning tools, countries like India could overcome the various challenges faced for achieving proficiency in higher education.
9. **Autonomy at All Levels:** Higher education institutions that have the freedom to innovate in terms of course design, curriculum, pedagogy, assessment and evaluation can increase the quality of education they provide. Associated institutions under the university affiliation system lack autonomy in teaching learning and evaluation systems, affecting the quality and motivation of both students and faculty members. For a progress oriented system, autonomy in education teaching learning processes, examination and assessment, administration, and budgetary decisions are needed.

SUGGESTIONS FOR IMPLEMENTING NEP - 2020 IN HIGHER EDUCATION SYSTEM:

To the successfully implement NEP 2020 in higher education institutions should prioritize flexibility in curriculum design ensure high quality teaching by focusing on teacher training and development and foster industry linkages through skill based education according to National Skills Network. Furthermore, promoting inter multi disciplinary learning, developing a robust credit bank system and utilizing technology effectively are crucial for a successful transition. The post COVID education culture, work culture, governance culture, management culture and meeting culture. Had changed so we need to bring people closer to technology. In recent years India has made strides in bettering its education system. Between 2011 and 2015 the country increased its spending on education by 80 percent. Additionally, as of 2011, the country's literacy rate was at 74 percent a great improvement from the 52 percent recorded in 1991. While India's education system has continued to improve throughout the years it is still known as one of lesser education systems around the world. Here are some ways that India's education system **can be improved**:

1. **Flexibility and Curriculum:** Institutions should adopt a easy and flexible curriculum framework allowing students to choose from a range of courses and subjects potentially including courses from multiple institutions according to all Indian Universities.
2. **Ensure Excellent Educators:** One of the largest problems with India's education system is its lack of quality teachers. In 2011 the government created an exam for aspiring teachers ever since this test has been introduced as many as 89 percent of applicants have failed. Additionally, the Annual Status of Education Report revealed that even after three years of schooling 60 percent of students are still unable to read, with the number only decreasing to 52 percent after another year of education.
3. **Inter Multi disciplinary Education:** The policy encourages interdisciplinary teaching and research requiring faculty to collaborate across departments to design and deliver integrated curricula.
4. **Increase the Budget:** While India made strides between 2011 and 2015 to increase the amount of its budget allocated for education, in recent years the country has begun to back pedal. For the 2016-2017 year, only 4.68 percent of the country's GDP was spent on education. Compared to other countries such as Mexico, New Zealand and Brazil, which all spend more than 12 percent of spending on education India has a long way to catch up.
5. **Technology Integration:** Leveraging technology and digital platforms to enhance the quality and accessibility of education is essential for a successful implementation according to Ministry of Education for India. This includes promoting blended and online learning as well as using technology for support and resources.
6. **Teacher Quality:** Investing in teacher training and professional development is essential for effective implementation as highlighted by National Skills Network. This includes developing pedagogical skills, adopting innovative teaching methodologies and integrating technology in the learning process according to all skill Indian University.
7. **Need to change in Reservation System:** UGC helps universities to implement reservation policy in student admission and staff recruitment process for teaching and non-teaching jobs. There should be change in reservation system through adopting **following measures**:
 - Income not caste should be given importance in reservation.
 - Concession of scholarship may be provided to reserved category students SC, ST and Others category if securing more than specified percent of marks in schools and U.G, P.G courses for quality education.

- There should not be a double quota in jobs to those whose parents have already availed reservation facilities in jobs. Have already taken quota. For e.g. a Govt. Employee has received a quota in their job then there should not be any quota for their children in monetary facilities.

CURRENT STATUS AND FUTURE PROSPECTS OF NEP AND HIGHER EDUCATION IN INDIA:

Current educational condition of India for Statistics indicates that even though the percentage of school dropouts is on the decline, at the secondary level it is still around 18.5%. It is also high at the higher education level. It is aimed at improving the GROSS ENROLMENT RATIO in higher education including vocational education from 26.3% for 2018 to 50% by 2030.

The NEP 2020 is significantly reshaping the landscape of higher education in India by promoting a more inclusive, flexible and multidisciplinary approach. This transformative policy endeavors to dismantle rigid academic streams that limit student potential, allowing for a more integrative curriculum that aligns with global standards. As the policy outlines Universities must adopt the semester system for examination and assessment signaling a shift toward continuous assessment methods that better gauge student understanding and engagement. Additionally, it emphasizes the importance of research and innovation to enhance the quality of education. This is particularly critical for minority communities as the NEP aims to foster equity and access ensuring that marginalized groups can participate fully in the educational framework. Ultimately the NEP 2020 lays the groundwork for a more holistic and progressive higher education system that addresses both current challenges and future opportunities in India.

India has a vast higher education network with institutions classified into central universities, state universities, autonomous colleges, private universities and deemed universities. These institutions provide education in various disciplines including engineering, medicine, social sciences, humanities, and management.

• Growth and Expansion of Higher Education:

1. It aims to increase state expenditure on education from around 4% to 8% of the GDP as soon as possible.
2. As of recent years India has over 1,000 Universities and 40,000 Colleges with millions of students enrolling in higher education annually.
3. The Gross Enrollment Ratio in higher education has been steadily increasing reaching over 27% in recent years and future develops this Gross Enrolment Ratio in higher education including vocational education to be raised to 50% by 2030.
4. Private institutions play a significant role, contributing to more than 60% of total enrollments in higher education.

• Role of Regulatory Bodies:

1. The University Grants Commission (UGC) is the primary regulatory authority overseeing higher education in India.
2. Other important bodies include the All India Council for Technical Education (AICTE), the Medical Council of India (MCI) and the National Board of Accreditation (NBA).
3. These bodies are responsible for accreditation, curriculum design, and maintaining educational standards.

• Key Achievements in Higher Education:

1. **Increased Access:** Higher education institutions have expanded to rural areas improving access for underprivileged students.
2. **Technological Integration:** Digital education initiatives like SWAYAM, National Digital Library and NPTEL have transformed learning.
3. **Global Recognition:** Indian institutions such as IIT, IIS and IIM have gained international recognition for their academic and research excellence.

Despite these advancements India's higher education sector still faces multiple challenges that hinder its global competitiveness. The future prospects of the NEP in higher education appear promising, yet they are contingent upon effective implementation and broad stakeholder engagement. with a vision to boost the Gross Enrollment Ratio to 50% by 2030. NEP 2020 aims to democratize access to quality education across diverse demographics especially marginalized communities. The emphasis on inter-multi disciplinary education represents a significant shift from traditional, rigid curricula as the policy allows students to pursue subjects that align with their personal interests and career goals. This target is coupled with the addition of 3.5 crore new seats in higher education institutions, ensuring greater access to quality education. However, the discourse surrounding NEP 2020 also raises critical concerns. For instance, the interpretation of educational advancements as a neoliberal agenda may provoke resistance among educators who advocate for democratic and secular foundations within academia. Ultimately, the success of NEP 2020 will depend on balancing innovative reforms with inclusivity and social justice.

CONCLUSION:

This study aims to develop awareness about the essentiality of NEW EDUCATION POLICY - 2020 so that it enables the stakeholders to adopt change in Higher Education Institutions. With the introduction of NEP 2020, it is a step to transform our entire education system with adoption of technology based education. And In summarizing the profound implications of NEP 2020 on higher education, it is evident that Indian educational landscape is poised for transformative change, influencing both current practices and future trajectories. The policy's holistic approach recognizes the necessity of adaptable curricula, innovative teaching methods and enhanced employability.

Moreover, the policy is a push for increased access, equity and quality in education addresses longstanding disparities, paving the way for greater inclusivity in higher education. As institutions adapt to these changes, the potential for fostering critical thinking and innovation will significantly uplift the overall educational landscape. Ultimately NEP 2020 not only seeks to align Indian higher education with global standards but also aims to empower future generations, ensuring that learning becomes a lifelong endeavor in an ever evolving world.

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