Higher Education NEP 2020

Dr. Umeshchandra Yadav, Ms. Karina Rawal,
Mr. Jaydeep Babiniya, Mr. Maroliya Dakshesh Divyesh
Nirmala College of Commerce, Malad-East
Reckon Women's Degree College of Commerce, Nallasopara East
Researcher, Sultanpur, Uttar Pradesh
Student, Nirmala College of Commerce, Malad-East

Abstract: *A major change in India's higher education setting is coming about by the National Education Policy (NEP) 2020, which seeks to make the system inclusive, adaptable, and globally competitive. It emphasizes research improvement, adaptable curricula, technology integration, and holistic and multidisciplinary education. Important structural changes occur under the policy, including the creation of the Academic Bank of Credits (ABC) to enable credit transfers, the formation of the Higher Education Commission of India (HECI), and the encouragement of multifunctional institutions. The policy also emphasizes the value of research-driven education, equal access, and digital learning. In order to meet business standards, NEP 2020 also aims to take a student-centric approach by promoting critical thinking, experiential learning, and skill-based education. The overall quality of education is intended to be improved through the integration of vocational education, greater autonomy for institutions, and a renewed focus on teacher preparation. It is anticipated that the launch of a four-year collegiate courses with several exit alternatives and an emphasis on inclusivity will improve India's academic position internationally. NEP 2020's progressive vision nevertheless, obstacles to its implementation include a lack of financing, shortcomings in digital infrastructure, and stakeholder reluctance to change. Policymakers, educators, and business executives must work together to address these issues. This essay examines these reforms, their effects on institutions and students, and the difficulties of putting them into practice smoothly (GOI, 2020). NEP 2020's progressive vision nevertheless, obstacles to its implementation include a lack of financing, inadequacies in digital infrastructure, and stakeholder reluctance to change. Policymakers, educators, and business executives have to collaborate together to address these issues. Continued government backing, more funding for research, and creative teaching strategies are necessary for the policy to be implemented effectively (Gupta & Rao, 2023). This essay examines these reforms, their effects on institutions and students, and the difficulties in putting them into practice satisfactorily. In order to encourage superior research and innovation, NEP 2020 also supports the establishment of a National Science Foundation (NRF). In order to improve academic performance, the policy promotes partnerships between Indian institutions and international universities and seeks to raise the gross enrollment ratio (GER) in higher study to 50% by 2035. It is anticipated that the focus on digital infrastructure—such as the utilization of open educational resources and online learning platforms—will increase access to education, particularly in rural and rural areas (Verma, 2023). The phase-out of the traditional association system and the shift to independent degree-granting institutions is another noteworthy innovation. This action aims to improve governance, promote innovation, and support academic freedom. In addition, the policy gives students more options for entering and leaving higher education, giving them more freedom to choose how they want to pursue their academic goals. Further, it is anticipated that a focus on industry partnerships, lifelong learning, and vocational training will improve employability and close the skills gap across a range of industries (Rao & Menon, 2024).*

Keywords*: Policy focus, Challenges, Opportunities, Teacher's education*