



# NATIONAL EDUCATION POLICY-2020 ON HIGHER EDUCATION: SWOT ANALYSIS

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**Abstract :** Education is essential for achieving human potential in its fullness, besides playing a vital role in building a fair society and furthering national development. Providing quality education to the citizens is the key to a nation's sustainable development, as also to its leadership on the global platform in terms of economic growth, scientific advancement, technological and industrial expansion, national integration, social justice, equality, and cultural preservation. Different countries of the world have adopted education systems in consonance with their respective traditions and cultural backdrops. Recently Government of India reframed its National Education Policy 2020 (NEP-2020), which aimed at creating an equitable, inclusive and sustainable knowledge society by providing high quality education to all. Approved by the Union Cabinet of India on 29 July 2020, the NEP-2020 replaces the previous National Policy on Education, 1986 and envisions a new education system for India. The NEP-2020 has a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The new policy has a plan for universalisation of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and also aims at raising the GER in higher education to 50 per cent by 2025. The present study is based on the focus of the NEP-2020 on Higher Education (HE). This study is a preliminary review of the policy document and it can be taken as a basis for future research with empirical data to study the actual impact of the NEP after its implementation. This paper synoptically traces the history of Education System in India and overviews/reviews the NEP-2020 policy document in relation to the Higher Education. The paper also aims at the SWOT analysis of the possible impact of the NEP-2020 on its stakeholders and assays the opportunities and challenges in its implementation. Finally, this paper also provides some suggestions for effective implementation of the NEP-2020 to achieve its desired objectives.

**Keywords:** NEP-2020, National Education Policy, Higher Education in India, Education System of India, Stakeholders of NEP-2020, Quality Education, Sustainable Education

## I. INTRODUCTION

With the ongoing changes in the state of affairs of knowledge and employment across the world, the education system must integrate the changing paradigms into it. Education must aim at building and transforming character, and enabling learners to be ethical, rational, thoughtful and considerate, besides preparing them for satisfying and rewarding employment. The reforms in the education system can fill the gaps between the current state of learning outcomes and what is actually required. The educational reforms are necessary for a country to bring about quality, equity and integrity into the system, right away from Early Childhood Care and Education (ECCE) to Higher Education (HE). With a view to providing equitable access to the high-quality education for all learners regardless of social or economic background, India also needs restructuring her education system. In this context, India has recently adopted the 2030 Agenda for Sustainable Development (SD), which seeks to ensure inclusive and equitable quality education; and promote lifelong learning opportunities for all. Nevertheless, such a dreamy goal will require the entire education system to be reconfigured to support and foster process of education, so that all of the critical targets and goals, that is, Sustainable Development Goals (SDGs 4.4) of the 2030 Agenda can be achieved. So as to bring about reformation in the existing education system the Government of India has decided to revamp it by introducing a comprehensive National Education Policy 2020 (NEP 2020). (Sawant and Sankpal, 2021).

The National Education Policy 2020 aims to address several developmental imperatives emerging in contemporary India. This new policy proposes the revision and revamping of all aspects of the education system, including its regulation and governance, to form a new system that is aligned with the ambitious goals of the 21st century education, including SDG4, at the same time building upon India's time-honoured traditions and value systems. Replacing the thirty-four-year-old National Policy on Education (NPE), 1986, the NEP 2020 is built on the five foundational pillars of access, equity, quality, affordability and accountability. This new policy conforms to India's 2030 agenda for sustainable development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary and suited to the 21st century needs. The policy has been formulated after a very detailed consultative process,

unprecedented in depth and scale. Consultation has involved over 2 lakh suggestions from 2.5 lakh Gram Panchayats, 6600 Blocks, and 6000 ULBs from 676 Districts.

The Committee for the Draft National Education Policy, constituted in July 2017 under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan, had submitted the Draft National Education Policy, 2019 to the Hon'ble Human Resource Development Minister on May 31, 2019. Subsequently, the NEP 2020 was approved by the Union Cabinet of India on July 29, 2020, thereby outlining the vision of India's new education system. The 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. India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities. (Kumar, 2005). It is gathered that over 40% of these small-sized institutions are running a single programme against the expected reform to a multidisciplinary style of higher education, which is an essential requirement for the educational reforms in the country for the 21st century. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them non-viable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. (Aithal, P. S. et al, 2019).

The NEP 2020 outlines an ambitious task of nearly doubling the GER in higher education from 26.3 per cent (2018) to 50 per cent by 2035, thereby improving the quality of Higher Education Institutions (HEI) and positioning India as a global education hub. The focus is on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in a four-year undergraduate programme, catalysing research, improving faculty support and encouraging internationalization.

## II. OBJECTIVES OF THE STUDY

The main objectives of the present paper on the National Education Policy 2020 are as hereunder:

- To scrutinize the NEP 2020 keeping in view the newly accepted higher education system.
- To analyse the strengths, weaknesses, opportunities and threats (SWOT) of the NEP 2020 with a spotlight on higher education.
- To make workable suggestions for the effective implementation of the NEP 2020 in the light of practical needs of teaching and learning process.

## III. RESEARCH METHODOLOGY

As a conceptual study, the present paper focuses on an extensive study of the secondary data collected from various books, national and international journals and publications on various websites pertaining to diverse aspects of the National Education Policy 2020. This paper is a maiden attempt to critically examine and analyse the highlights, main objectives and goals of the NEP 2020 for higher education. The paper is subject to certain limitations as the study/research is based on the secondary data. The results and discussions are based on a comprehensive literature review followed by practicable suggestions, recommendations and conclusion. The methodology consists of a conceptual discussion on the framework, agenda and compass of the National Educational Policy 2020.

## IV. REVIEW OF LITERATURE

Education plays a significant and primary role in building a strong nation and indubitably decides the future of a nation and its people. The impact of education is durable in terms of growth and development of the state as well as the subject. In the Indian context, massive expansion and development can be seen when we compare the pre-Independence and post-Independence era and the sole reason is the well-built foundation of education. After 34 years Government of India is going to bring the third amendment in the country's education policy. There are several changes planned in the new National Education Policy 2020 that may actually affect all the stakeholders (Kalyani, 2020). The objective of this new policy is to prepare the country to confront challenges of the forthcoming decades of the 21st century and make India a global hub of education with multidisciplinary and liberal education. Aithal, P. S. et al (2020) in their paper have highlighted several important aspects of the new education policy, duly comparing them with the existing education system. The NEP 2020 emphasizes to promote innovations and expects to have varied implications on the Indian teaching system. It has also laid down framework for its effective implementation.

Kurien and Chandramana (2020) observe that the new education policy has a strong vision, but its strength will depend on whether it is able to effectively integrate with Government's other policy initiatives such as the Digital India, the Skill India and the New Industrial Policy among others. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. However, a more evidence-based decision-making is necessary to adapt to rapidly evolving transmutations and disruptions. Rani (2022) observes that NEP-2020 is an advanced system, which shall facilitate value-based education and scientific learning. It is aimed at replacing the older system of 'curriculum', which is rigid and indisposed to change with the changing times due to the unwieldy bureaucratic system to modify it. Nonetheless, NEP-2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century generation.

Sawant and Sankpal (2021) in their research discuss that success of NEP-2020 and the pace of its implementation depend to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it. They conclude that National Education Policy (NEP-2020) brings in ambitious changes that would transform the education system. However, the key to transformation is good implementation and execution. Choudhari (2022) observes that NEP-2020 leads all

the stakeholders to meet demands at industry, national and global level, thereby ensuring for a higher standard of living and overall economic growth. Any change in the present scenario will have both positive and negative impacts; hence the concentration should be more on the positive impact and adopt it effectively, and work efficiently for the welfare of the country. Jha, P. et al. (2020) discuss drawbacks of the New Education Policy, 2020. According to them, this new policy has a number of pertinent considerations regarding how to provide quality education of a global standard, besides increasing participation of private players in the field of education.

Suryavanshi (2020) has stressed upon development of teachers in Indian universities on the Chinese University Model. It is emphasized that autonomy should be provided to college and university teachers to decide their teaching methodology and all possible support should be provided to them for research and innovation. Indeed, the proposal of operational and financial autonomy to HEIs is a futuristic step ahead. According to Kumar, K., et al. (2020) National Education Policy 2020 will prove to be a milestone for Indian Education. NEP-2020 provides a comprehensive framework for primary education to include teaching business and technical education. It also has the provision for internet-based e-learning, which is a paradigm shift from the conventional system. The essence of NEP-2020 is access, equity, affordability, responsibility, and quality in accordance with the United Nations' sustainable goals. Although NEP is not free from loopholes, it has taken a deep insight into the global scenario. So it should be implemented with great caution to address issues and challenges in fostering quality education for all.

Deb (2020) deliberates on the Indian ethos and cultural values in teaching that got their due place in the National Education Policy (NEP), 2020. Venkateshwarlu (2020) infers that the HE system will transform itself as student-centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Besides, the faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework.

Alok (2021) observes that overall NEP-2020 is largely a very progressive document with a firm grasp on the current socio-economic landscape and on the prospect to meet future challenges. This proposal seems to be well thought-out and genuine attempt to remodel Indian Educational system. This policy highlights the integration of professional education in HEI for skill development/enhancement as well as employment generation. According to Alok, it won't be wrong to conclude that NEP-2020 has laid a concrete roadmap for India 2.0 and, if properly implemented, it has got everything to make India a global hub of education by 2030. The higher education practice in Asia has gone for massive reform and internationalization. This has created opportunities for developing cosmopolitan learning such as one finds in Singapore's higher education system. Cosmopolitan learning is associated with Internationalization of education and plays a crucial role in shaping the international students' identities, aspirations and worldviews. Singapore has got international students from countries of Asia and Europe (Soong, 2020). Internationalization of higher education (IoHE) will forge strong linkage between nations, its establishments, and strengthen people to people contact with in the regions. But it has been criticized as it is not in line with nation centered interest and has got conflict with its cultural values. This is reflected in the case of education system of East Asian countries including Singapore and Japan (Justin, 2018).

## V. HIGHLIGHTS OF NEP-2020 FOR HIGHER EDUCATION SYSTEM

The NEP-2020 has been introduced with a view to formalizing changes in the education system right away from school level to college and university levels. Keeping in mind the developing scenario, education content henceforth will focus on key-concepts, ideas, applications and problem-solving angles. The new National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The new Education Policy seeks to completely and positively upgrade the present education system. It is packed with some very innovative proposals. The policy envisages a model of all-inclusive learning that is holistic, immersive, consistent and appealing. It aims at replacing the current teacher-centric approach with the student-centric approach, in which the students will have the choice to select the subjects they want to learn. Establishing an Academic Bank of Credit (ABC) is definitely a robust idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. In this system, a student can earn scores by completing a course and these will be credited to the ABC account. The students can transfer these credits if they decide to switch colleges. If a student ever drops out for some reasons, these credits will remain intact which means they can come back years later and pick up from where they had left. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative of the government. This will help the students experience the global quality of education in their own country. The highlights of NEP-2020 for higher education are as hereunder:

- HE monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, etc. will be merged with the Higher Education Commission of India (HECI) as a single regulatory body for HEIs except for legal and medical education.
- The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council (NAC).
- Establishment of a National Research Foundation (NRF) to fund research in universities and colleges. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.
- The various nomenclatures used currently such as deemed-to-be university, affiliating university, central university, affiliating technical university, unitary university, etc will be replaced by 'University' after fulfilling the required criteria as per norms.
- The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple



entry/exit points. Research will be included in UG and PG levels and have a holistic and multidisciplinary education approach.

- Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.
- Examination system will change from high-stake examinations (End Semester Examination system) towards a more Continuous and Comprehensive Evaluation Examination system.
- Multidisciplinary Education and Research Universities (MERUs) will be set up and will aim to attain the highest standards for multidisciplinary education across India. Multidisciplinary Universities will be of two types as (1) Research-Intensive Universities, and (2) Teaching-Intensive Universities.
- The Gross Enrolment Ratio in higher education including vocational education will increase from 26.3% (2018) to 50% by 2035.
- An Academic Bank of Credit (ABC) will be established which would digitally store the academic credits of all registered candidates earned from various recognized HEIs that can be taken into account while awarding degrees by the college or university.
- A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students.
- Encouragement for Online Distance Learning (ODL) courses as a part of degree programmes to include the credit system. Online distance learning will be expanded, thereby playing a significant role in increasing the Gross Enrolment Ratio to 50%.
- Financial support will incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. National Scholarship Portal will be strengthened and expanded to help the financial needs of merit-based students. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.
- Internationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked Universities to open campuses in our country. HE quality will be improved to global quality level to attract more international students.
- Student-centred teaching & learning process instead of Teacher-centred teaching model.
- Choice Based Credit System is revised by an innovative and flexible Competency Based Credit System.
- HEIs which deliver the highest quality will get more incentives from the Government. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership.
- Four years Bachelor degree with multiple exit options, one to two years Master's degree based on the number of years spent in Bachelor degree as four or three respectively, and option to do Ph.D. for four years Bachelor degree with research are possible.
- A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty—including those with the ability to teach in Indian languages.
- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages.
- An Indian Institute of Translation and Interpretation (IITI) will be established. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened.

## VI. SWOT ANALYSIS OF NEP ON HIGHER EDUCATION

The recently released National Education Policy 2020 lays out an encouragingly hopeful vision for the future if successive governments can stay true to it. After long deliberation and two committees since 2014, the New Education Policy was released by the Ministry of Human Resource & Development (MHRD) on 29 July 2020. Although the policy has emphasized a lot of positives, the biggest challenge ahead of the government is the nationwide implementation and achieving the learning outcomes. As the key challenges in the education sector are Accessibility, Affordability, and Quality, in this paper we attempt to do a SWOT analysis of National Education Policy 2020. The SWOT analysis considers both internal and external factors, current and prospects.

### STRENGTHS

- The policy has strengthened the foundation of education by re-envisioning the school curriculum from the 10+2 model to 5+3+3+4 for the holistic development of a child; 80% of the cognitive development occurs during this stage.
- Multiple entries and exit from any course is a flexible move which will enable students to get a 'basic certificate' if they complete a year; 'diploma certificates' will be awarded if they complete two years; and a 'degree' will be awarded upon completion of a course; hence there will be no loss of years.
- NEP allows a greater diversity in the choice of subjects. It will enable students to learn and advance at their rate. The introduction of greater flexibility in the choice of subjects and removing the barriers between arts and sciences, curricular, co-curricular and extra-curricular, and sports and vocational crafts would enable students to study and progress at their own pace.
- The allocation of funds to the education sector from 4.43% to 6% of GDP is a welcome step. The policy targets Gross Enrolment Ratio in higher education to be increased to 50% (currently 26.3%) by 2035.

- Assessment will shift to a formative style that encourages higher-order thinking skills, critical thinking, and conceptual clarity, which is a great step moving away from rote learning practiced.
- Gender sensitivity is also an integral part of the curriculum, which will sensitize students towards gender equality.
- Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED) are other components of consequence.
- Inclusion of the 'Classical Language' as an option will strengthen language proficiency.

### WEAKNESSES

- The successive reports of ASER (Annual Survey of Education Report) picture a sorry state of affairs in the education system. The poor learning outcomes, gaps between textbook teaching and real-life vocations, huge imbalance in rural-urban and private-public education sectors.
- The current global pandemic has shown enormous challenges for the education system in various ways. However, the NEP-2020 does not talk about it or shows concern in terms of upcoming pandemic related challenges.
- The salubrious domain of learning, along with the ongoing Happiness Curriculum, which is currently implemented in schools of Delhi Government, should have been included for engaging students and effectively connecting them with the technique of mindfulness.
- The cost of training the in-service teachers will also require time, energy, and resources for which the government has to allocate proper resources and infrastructure.
- According to the India Internet 2019 Report, 99% of users in the country access the internet through mobiles, not laptops or computers. Laptops and desktops usage is only 2% and 1% respectively in rural areas and 6% and 4% respectively in urban areas of the country. Further, internet penetration is still very poor and stands at a mere 27% in rural India. Under the Bharat Net programme, more than 40% of the villages are yet to be connected to the internet grid that creates a disadvantageous situation for rural students.
- If MPhil is removed as per NEP-2020, how will RCI continue the MPhil programme? Will RCI function beyond NEP-2020? If so, then what is the role of NEP-2020? If such anomaly is possible, every system should be allowed to do so— Why only RCI?

### OPPORTUNITIES

- NEP-2020 envisages a holistic report card, where the performance of a student will be measured by keeping in mind all the three domains of learning: cognitive, psychomotor and affective, which will help them in understanding the world from all the aspects of life.
- It is, indeed, a welcoming step for the students as well as authorities to pave the way for foreign universities to set up campuses in the country, which will not only provide more research-based options for students, and increase competency, but can also stop brain drain in the longer run.
- The academic credit stored in a digital locker will be like a bank credit through which a student will be able to resume education after a break, as specified by the higher education commission later.
- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, both for schools and higher education institutions.
- The best idea in the policy is 'Pairing Schools' or say 'twinning' of one government school with one private school which enables the students to see the different aspects of learning by doing, the infrastructure, teaching methodology and the whole set up of education from different perspectives.
- Keeping in view the interest, versatility, and uniqueness of an educator is one such move that has brought hope for educators by giving them more autonomy in choosing aspects of pedagogy in classroom teaching, in lieu of chalk & talk, lecture, or audio-visual aids. Teachers should be encouraged to research their own practices for reflection, review, and self-assessment.
- This policy has been released at the opportune moment when it has a huge demographic dividend. If this policy has been implemented in letter and spirit, it's going to bring a transformational impact for the future of the youth.

### THREATS

- The three-language formula is not appreciated by many states including West Bengal, Andhra Pradesh, and Tamil Nadu, as making Hindi or Sanskrit a compulsory language. Languages should not be a compulsion, let the student decide what language they want to learn.
- The NEP-2020 itself is an exercise of imposing uniformity and standardization along a single axis of control and power, which is paradoxical to India's size, population, diversity, and constitutional federalism. It might be resisted by many States as education is in the concurrent list.
- There is a mismatch in the skills imparted in educational institutions and jobs available.
- The majority of experts feel that though policy speaks of encouraging reason and critical thinking, campus activities, the real actions on the ground differ, as can be seen from attacks on the campus and critical thinkers in the last few years.
- The COVID-19 pandemic has shown that there is a need to build a huge digital infrastructure for providing digital education.
- With unemployment and job losses, remuneration can be kept low, and employers can fire the educators in the knowledge sector that there are plenty more mediocre teachers and unskilled teachers to take their place.

- As per the 2016 All India Survey on Higher Education, nearly 22 million students (65%) are enrolled in private institutions in various courses. The evidence of the movement of the education system in India—in the direction of becoming more privatized and costlier—is clear and unambiguous.
- The regulatory mechanism to address the unchecked proliferation of self-financing colleges is another biggest concern.
- Accreditation is the primary mechanism to regulate the quality and monitor the functions of HEIs through a meta-accrediting body called the National Accreditation Council (NAC). The accreditation process checks the quality, self-governance, and autonomy against a standard benchmark and awards graded accreditation status to use enhanced autonomy and findings to grow further. Since accreditation status is an important requirement for, HE organizations, influence, lobbies related corruptions will be possible.

## VII. SUGGESTIONS FOR IMPROVEMENT IN NEP 2020 ON HIGHER EDUCATION

- Like Integrated B.Ed. is a compulsory qualification to Foundation, Preparatory, Middle, and Secondary School level teaching, Ph.D. research should be a compulsory degree for College and University teaching. This is due to the reason that research is going to be an integral part of Bachelor's and Master's degrees as per conditions of the NEP-2020.
- In order to maintain sustainable quality and to avoid faculty obsolescence in Colleges and Universities, the IPR generation should be made compulsory. In this regard, the college faculties should publish at least two Open Access scholarly research papers with Copyright certificates from Government of India or at least two proofs of patent submissions annually, failing which the annual increment should be suspended.
- Due to the requirement of huge Ph.D. degree holders in autonomous colleges due to changes in policies of NEP-2020, the demand for research guides is also increasing. The optimum solution for solving this shortage is the utilization of services of retired professors with good research experience. It is suggested that the universities should use the services of retired professors as research guides. Thus, retired professors should be used as Research Professors irrespective of their age to guide the research scholars for their Ph.D. Such an idea will eliminate the scarcity of research guides.
- A multidisciplinary institution should have a minimum of five disciplines (not five courses) belonging to different faculty areas. The real essence of the objective of studying in a multidisciplinary campus to provide multidisciplinary choice and experience of campus comes only if the number of subject disciplines in operation is at least five in number. For example: (1) Languages, (2) Basic Sciences, (3) Social Sciences, (4) Engineering, (5) Education, (6) Medical Sciences, (7) Dental Sciences, (8) Paramedical sciences, (9) Business Management & Commerce, (10) Computer Science, (11) Agriculture & Veterinary Science, (12) Law & Legal Studies, (13) Indian Medicines, (14) Indology, etc.
- The heads and members of all committees of HE Departments and controlling agencies should be selected on the basis of their active research contribution during the last five years. Obsolete or deadwood professors/bureaucrats should be kept outside from decision making positions strictly. There should not be any political or bureaucratic interference in appointments to these committees.
- The HEIs should maximize the use of technology and minimize the brick-and-mortar model of the campus-based teaching-learning process. To give exposure of online education to tech-generation students the HEIs should adopt technology-based training methods which include: (a) Weekly three days classroom-based classes, (b) Weekly 2 days online classes, and (c) Weekly one day industry/vocational/skill based online/classroom-based classes, (d) Two subjects per semester through MOOC like SWAYAM/NPTEL, ODL, etc.
- Currently, the projects funded by UGC, DST, CSIR, etc. are not evaluated in terms of research output and IPR. These outputs should be available publicly as open reports. But it is strongly urged the National Research Foundation (NRF) to watch the output of the research projects it funded and create a National Research Credit Bank (NRCB) of all members of NRF who received funding for their research in the form of an open public document.
- Through awareness programmes of the Indian Government, researchers are made familiar to patent filing procedures, patent filing and evaluation fees, where the time of evaluation should be 3 to 6 months instead of existing period of 3 to 6 years. This will encourage innovators to file for patents for their inventions.
- Based on strict policies and accountability measures, all non-performers and outdated human resources working in the Higher Education system—in colleges, universities, or HE regulatory systems, should be removed from time to time. For example, people who fail to produce at least 10 IPRs in their name during a period of 5 years should be retired compulsorily from their respective positions and excluded from any membership or leadership positions of HE regulatory committees.
- National Digital Library should be strengthened to add every book published in the country through strict instructions to the national ISBN granting agency, besides providing a digital copy of all journals which have ISSN. Library grants to all other libraries of any sectors should be stopped and their libraries should be converted into Digital libraries through the membership of the Integrated National Digital Library. All HEIs should be compulsory members of the INDL to have access to books, periodicals, journals, patents, and every other database from a single place. With this model, multiple subscriptions to library resources can be eliminated. This will decrease Government expenditure on library resources and eliminate huge amounts of money from foreign exchange.
- At HEI level, the objective of academic research is publication or patent. One of the reasons for reduced research interest in India is the frustration of researchers in the process of scholarly publication or to own a patent is time and expenditure or loss of copyright to so-called international publishers without any financial benefits forever.



To avoid such loss to the researchers and to the country, it is suggested all universities should start their own digital publication units in a systematic way to publish high quality research and sharing with global indexing agencies. Such a university publication model stops predatory journals which follow the illegal or unethical procedure of publication.

- Students should be encouraged to develop skills through vocational training and building their confidence to earning while learning programmes. The vocational training based earn while learn can be strengthened at the HE level through offering additional credits to Academic Bank of Credits (ABC).
- According to NEP-2020, both public and Private HEIs are quality focussed and merit based. The appointment of faculty and all leaders must conform to merit-based performance and whole-hearted dedication to the profession. To maintain sustainability and growth in quality, a compulsory assessment based on a tangible scale is essential. Through the Annual Performance Indicator (API) score, academic performance can be monitored and awareness on academic achievements can be created.

## CONCLUSION

NEP-2020 is an advanced and forward-looking system that will facilitate value-based education and scientific learning. It is aimed at replacing the older system of 'curriculum' which is rigid and not acquiescent to change with the changing times. NEP-2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of the 21st-century generation. The drafting committee of NEP-2020 has made a painstaking attempt to design the policy that considers diverse viewpoints, field experiences and global best practices in education, besides stakeholders' feedback. In higher education, an impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. This policy will transform higher education system from teacher-centric to student-centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members will also get autonomy to choose/decide curriculum, methodology, and evaluation models within the given policy framework. The policy will usher in revolutionary and innovative changes. Higher Educational Institutions (HEI) will come under the ambit of one regulator from the present regime of multiple regulators. It aims at a liberal environment of autonomy to promote freedom of academic delivery, scope of research and emphasis on innovation. It ensures opportunities for foreign universities to start their campuses in India and there won't be any bottleneck to Indian universities for setting up their campuses abroad.

Overall, NEP 2020 is largely a progressive document with a firm grasp on the current socio-economic backdrop as well as the prospect to meet potential challenges. Although the objective is very noble, the successful implementation depends upon how implementers would comprehend the challenges and try to overcome it. It requires a great deal of acceptance, commitment, optimism, change in attitude, and mind-set. If the policy is successfully implemented, it will move the Indian higher education system from teacher-centric to student-centric, information-centric to knowledge-centric, marks-centric to skills-centric, examination-centric to experiment-centric, learning-centric to research-centric, and choice-centric to competency-centric system. All the same, the success of NEP-2020 depends on the pace of its implementation and to a large extent on how successfully the government, universities/colleges and schools can tide over the practical challenges facing it.

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