PARLIAMENT OF INDIA
RAJYA SABHA

DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE

ON EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS

THREE HUNDRED AND FIFTY SIXTH REPORT
ON

Implementation of the National Education Policy, 2020 in Higher Education

(Presented to the Rajya Sabha on 21st September, 2023)
(Laid on the Table of Lok Sabha on 21st September, 2023)

Rajya Sabha Secretariat, New Delhi
September, 2023/Bhadra, 1945 (Saka)

PARLIAMENT OF INDIA
RAJYA SABHA

DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE

ON EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS

THREE HUNDRED AND FIFTY SIXTH REPORT
ON

Implementation of the National Education Policy, 2020 in

Higher Education

(Presented to the Rajya Sabha on 21st September, 2023)
(Laid on the Table of Lok Sabha on 21st September, 2023)

सत्यमेव जयते

Rajya Sabha Secretariat, New Delhi
September, 2023 / Bhadra, 1945 (Saka)

CONTENTS

*
To be annexed later

COMPOSITION OF THE COMMITTEE
(Constituted *w.e.f.* 13th September, 2023)

1.   Shri Vivek Thakur   —   *Chairman*

RAJYA SABHA
2.   Dr. Faiyaz Ahmad
3.   Shri Bikash Ranjan Bhattacharyya
4.   ****
5.   Dr. K. Keshava Rao
6.   Shri Akhilesh Prasad Singh
7.   Dr. Kanimozhi NVN Somu
8.   Dr. M. Thambidurai
9.   Shri Ghanshyam Tiwari
10.   Shrimati Sangeeta Yadav

LOK SABHA
11.   Shri Rajendra Agrawal
12.   Dr. T.R.Paarivendhar
13.   Dr. Dhal Singh Bisen
14.   Shri Gangasandra Siddappa Basavaraj
15.   Shri Sangamlal Kadedin Gupta
16.   Shri Sri Krishna Devarayalu Lavu
17.   Shri Ghanshyam Singh Lodhi
18.   Shri Sadashiv Kisan Lokhande
19.   Dr. Jaisiddeshwar Shivacharya Mahaswamiji
20.   Shri Asit Kumar Mal
21.   Shri Anubhav Mohanty
22.   Shri BalakNath
23.   Shri Chandeshwar Prasad
24.   Shri T. N. Prathapan
25.   Shri Ratansinh Magansinh Rathod
26.   Shri Jagannath Sarkar
27.   Dr. Arvind Kumar Sharma
28.   Shri Vishnu Datt Sharma
29.   Shri Dharambir Singh
30.   Shrimati Pratibha Singh
31.   Shri S. Venkatesan

**** Vacant

SECRETARIAT
Shri Vimal Kumar, Joint Secretary
Shri A. K. Mallick, Director
Shri Har Prateek Arya, Deputy Secretary
Ms. Aditi Chaudhary, OSD to Hon'ble Chairman, Rajya Sabha
Shri Vijay Kumar Rai, Under Secretary
Shri Agam Mittal, Assistant Committee Officer

PREFACE

I, the Chairman of the Department-Related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, having been authorised by the Committee to present the Report on its behalf, do hereby present this Three Hundred and Fifty Sixth Report of the Committee on "Implementation of the National Education Policy, 2020 in Higher Education".

2. The Department related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, has been examining the implementation National Education Policy (NEP) 2020 and the current Report is on aspects of the NEP and the vision it lays out *vis-a- vis* its rollout during the years since its launch in the Higher Education Sector. The Committee wishes to place on record its gratitude to the representatives of the Department of Higher Education, Ministry of Education for furnishing necessary information/documents and rendering valuable assistance to the Committee in its deliberations. The Committee also expresses its gratitude to two of the country's esteemed Institutions-Tata Institute of Social Sciences, Mumbai (TISS) and Institute of Rural Management, Anand (IRMA) for presenting their views to the Committee in its deliberations.

3. The Committee would also like to appreciate the cooperation and inputs given by representatives of Department of Financial services, Ministry of Finance; various Public Sector Banks; State Governments/ UTs during its study visits.

4. For the facility of reference and convenience, the recommendations of the Committee have been presented in bold letters in the body of the Report.

5. The Committee considered the draft Report and adopted the same in its meeting held on the 20th September, 2023.

Shri Vivek Thakur
Chairman
NEW DELHI   *Department-related Parliamentary*
20th September, 2023   *Standing Committee on Education,*
Bhadra, 29, 1945 (Saka)   *Women, Children, Youth and Sports*

ACRONMYS

ABC	Academic Bank of Credit
AI	Artificial Intelligence
AICTE	All India Council for Technical Education
AIIMS	All India Institute of Medical Sciences
AISHE	All India Survey on Higher Education.
ASEAN	Association of Southeast Asian Nations
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy
CBCS	Choice Based Credit System
CFTIs	Centrally Funded Technical Institutes
CGPA	Cumulative Grade Point Average
CIT	Center for Information Technology
CU	Central Universities
CUET	Common University Entrance Test
GCE	Global Citizenship Education
GDC	Government Degree College
GER	Gross Enrolment Ratio
GIAN	Global Initiative for Academic Networks
GoI	Government of India
GPI	Gender Parity Index
HECI	Higher Education Commission of India
HEFA	Higher Education Financing Agency
HEGC	Higher Education Grants Council
HEIs	Higher Educational Institutions
ICT	Information and Communication Technology
IDEA	Idea Development, Evaluation & Application
IICs	Institution's Innovation Councils

IIM	Indian Institute of Management
IISc	Indian Institute of Science
IIT	Indian Institute of Technology
IoT	Internet of Things
IRMA	Institute of Rural Management
IQAC	Internal Quality Assurance Cell
JEE	Joint Entrance Examination
JKHEC	J&K Higher Education Council
MERU	Multidisciplinary Education and Research Universities
MEME	Multi Entry and Multiple Exit
MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MOOCs	Massive Open Online Courses
MoU	Memorandum of Understanding
NAAC	National Assessment and Accreditation Council
NAC	National Accreditation Council
NCTE	National Council for Teacher Education
NCERT	National Council of Educational Research and Training
NCrF	National Credit Framework
NEP	National Education Policy
NEET	National Eligibility cum Entrance Test
NHERC	National Higher Education Regulatory Council
NHEQF	National Higher Education Qualification Framework
NIELIT	National Institute of Electronics and Information Technology
NIT	National Institute of Technology
NKN	National Knowledge Network
NMEICT	National Mission on Education through Information and Communication Technology

NPST	National Professional Standards for Teachers
NRF	National Research Foundation
NRIs	Non-resident Indians
NTA	National Testing Agency
NSQF	National Skill Qualification Framework
ODL	Open and Distance Learning
PARAKH	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PG	Post-Graduation
PIOs	Persons of Indian Origin
PMU	Project Monitoring Unit
PTR	Pupil Teacher Ratio
RAF	Revised Accreditation Framework
R&D	Research and Development
RDC	Research and Development Cell
RISE	Revitalizing Infrastructure and Systems in Education
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SEDGs	Socially and Economically Disadvantaged Groups
SPARC	Scheme for Promotion of Academic and Research Collaborations
ST	Scheduled Tribes
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
TISS	Tata Institute of Social Sciences
UG	Under Graduate
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and

	Cultural Organization
UT	Union Territory

REPORT

1. National Education Policy 2020

1.1   The National Education Policy (NEP) 2020 states that this " *education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions."*

Further while elucidating the principles of the Policy, it has been highlighted as under:

"Principles of this Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

• recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;

• according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;

• flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;

• no hard separations between arts and sciences, between curricular and extra-curricular

activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;

• multi-disciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;

• emphasis on conceptual understanding rather than rote learning and learning-for-exams;

• creativity and critical thinking to encourage logical decision-making and innovation;

• ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;

• promoting multilingualism and the power of language in teaching and learning;

• life skills such as communication, cooperation, teamwork, and resilience;

• focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';

• extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;

• respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;

• full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;

• synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;

• teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;

• a 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;

• outstanding research as a co requisite for outstanding education and development;

• continuous review of progress based on sustained research and regular assessment by educational experts;

• a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;

• education is a public service; access to quality education must be considered a basic right of

every child;

• substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

1.2   NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 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, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. The policy has been formulated after a very detailed consultative process, unprecedented in depth and scale. Consultation involved over 2 lakh suggestions from 2.5 lakhs Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts. The MHRD had initiated a collaborative, inclusive, and highly participatory consultation process from January 2015. In May 2016, '*Committee for Evolution of the New Education Policy*' under the Chairmanship of Late Shri T.S.R. Subramanian, Former Cabinet Secretary, submitted its report. Based on this, the Ministry prepared '*Some Inputs for the Draft National Education Policy, 2016*'. In June 2017 a *'Committee for the Draft National Education Policy'* was constituted under the Chairmanship of eminent scientist Padma Vibhushan, Dr. K. Kasturirangan, which submitted the Draft National Education Policy, 2019 to the Hon'ble Human Resource Development Minister on 31st May, 2019. The Draft National Education Policy 2019 was uploaded on MHRD's website and at 'My Gov Innovate' portal eliciting views/suggestions/comments of stakeholders, including public.

1.3   National Education Policy 2020 was announced on 29.07.2020. The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020 which inter-alia include following:-

(i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;

(ii) Ensuring quality early childhood care and education for all children between 3-6 years;

(iii) Introducing New Curricular and Pedagogical Structure (5+3+3+4);

(iv) Ensuring no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;

(v) Establishing National Mission on Foundational Literacy and Numeracy;

(vi) Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.

(vii) Assessment reforms –Introducing Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;

(viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);

(ix) Equitable and inclusive education –Ensuring special emphasis to be given on Socially and Economically Disadvantaged Groups (SEDGs);

(x) Establishing a separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;

(xi) Robust and transparent processes for recruitment of teachers and merit based performance;

(xii) Ensuring availability of all resources through school complexes and clusters;

(xiii) Setting up of State School Standards Authority (SSSA);

(xiv) Providing Exposure of vocational education in school and higher education system;

(xv) Increasing GER in higher education to 50%;

(xvi) Introducing Holistic Multidisciplinary Education with multiple entry/exit options;

(xvii) Introducing Common Entrance Exam for Admission to HEIs to be offered by NTA;

(xviii) Establishment of Academic Bank of Credit;

(xix) Setting up of Multidisciplinary Education and Research Universities (MERUs);

(xx) Setting up of National Research Foundation (NRF);

(xxi) Framing 'Light but Tight' regulation;

(xxii) Setting up of single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);

(xxiii) Expansion of open and distance learning to increase GER.

(xxiv) Internationalization of Education.

(xxv) Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

(xxvi) Teacher Education –Introduction of 4-year integrated stage-specific, subject- specific Bachelor of Education.

(xxvii) Establishing a National Mission for Mentoring.

(xxviii)Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

(xxix) Achieving 100% youth and adult literacy.

(xxx) Introducing multiple mechanisms with checks and balances to combat and stop the commercialization of higher education.

(xxxi) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.

(xxxii) The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

(xxxiii) In order to bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MoE).

1.4   NEP, 2020 stipulates that the implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies, in a synchronised and systemic manner. The implementation will be led by various bodies including Ministry of Education, Union and State Governments, education-related Ministries, State Departments of Education, Boards, National Testing Agency, the regulatory bodies of school and higher education, National Council of Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), schools, and HEIs, along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. Since education is a concurrent subject, it will also need careful planning, joint monitoring, and collaborative implementation between the Centre and States.


1.5   The National Education Policy (NEP) 2020 is a groundbreaking educational reform policy in India, loaded with the goal of revolutionizing the country's education system. It is not only progressive and visionary, but is also in keeping with the emerging needs and requirements of 21st century India. NEP 2020 aims to transform the Indian education system by focusing on promoting equal educational opportunities, inclusivity, fostering skills and innovation. It places particular

emphasis on reforming school education and introduces significant changes that have the potential to reshape the entire educational landscape of the country. The NEP 2020 advocates for promoting multi-lingualism in educational institutions, aiming to enhance language diversity and equip students with proficiency in multiple languages. This approach facilitates effective communication in an interconnected world, fosters cultural appreciation, and encourages a broader perspective. Another significant reform proposed by the NEP 2020 involves the integration of technology into education. The policy seeks to leverage technology's power to enhance the accessibility and quality of education, especially in remote and rural areas. This enables educators to deliver interactive and stimulating lessons, while students gain access to a vast array of educational resources, enriching their learning experiences. The NEP 2020 also introduces substantial transformations in teacher education and professional development initiatives to enhance the competence and effectiveness of educators in delivering high-quality education. It recommends the introduction of National Professional Standards for Teachers (NPST) and the establishment of the National Council for Teacher Education (NCTE) as a governing body responsible for implementing these reforms and ensuring adherence to them. These measures aim to elevate the standards of teacher education, promote continuous professional growth, and ultimately improve the overall quality of education provided by teachers. The NEP 2020 emphasizes multi-disciplinary and all-inclusive higher education, a flexible curriculum with multiple exit options, research, and innovation, academic autonomy, technology integration, quality assurance, internationalization, promotion of the Indian knowledge system, language, culture, and values, as well as inclusive education, teacher education, and professional development. Collectively, these measures aim to transform the higher education landscape in India, promoting excellence, innovation, and inclusivity, along with a substantial focus on skill building in a rapidly evolving global context.

1.6   The National Education Policy (NEP) 2020, therefore, intends to bring an ambitious and comprehensive framework for the reforms in the Indian education system. It envisions a future where education is inclusive, student-centric, and geared towards holistic development. The policy places importance on multidisciplinary learning, flexibility, research, technology integration, and quality assurance. It aims to create a vibrant ecosystem that promotes innovation, internationalization, and inclusive education. By empowering teachers, providing academic autonomy and ensuring adequate funding, the NEP 2020 establishes the foundation for a transformed education landscape by equipping students for the modern-day needs and challenges. The successful implementation of the NEP 2020 holds the potential to shape a generation of learners equipped with the skills, knowledge, and values necessary to contribute to the progress and prosperity of India.

2.   The Department related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports has selected "Review of preparedness for implementation of the National Education Policy, 2020" as one of the subjects for examination and in this pursuit the Committee has been examining various aspects of the NEP and the vision it lays out *vis-a- vis* its rollout during the years since its launch. The present Report of the Committee looks at the salient features concerning the Higher Education sector and the progress made so far concerning it as per salient features of NEP.

2.1   Higher Education Ecosystem: The Department of Higher Education, Ministry of Education has informed that there are total 1043 Universities in the country at present. Out of which 70% are governed under the State Acts, 18% are governed by the Central Government. It has further been informed that 94% students are enrolled in State/private Institutions while 6% are enrolled in Central Institutions. The details of break-up of Universities are given as under:-

(AISHE 2019-20)
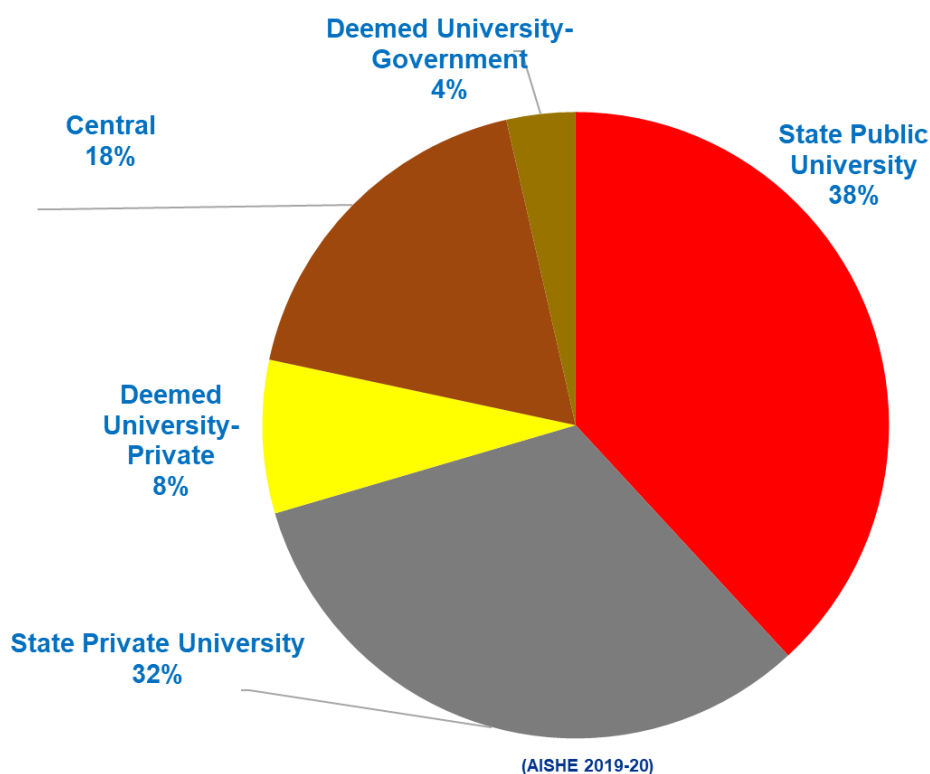
- 1043 Universities
- 70% under State Act
- 94% students in State / Private Institutions
- 6% students in Central Institutions

2.1   Salient Features of National Education Policy 2020 in the Higher Education Sector

2.1.1 Quality Universities and colleges: A new and forward looking vision for India's Higher Education system

- Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

- A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

- Address some of the major problems currently faced by the higher education system in India like a severely fragmented higher educational ecosystem; less emphasis on the development of cognitive skills and learning outcomes; a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study; limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages with limited teacher and institutional autonomy; inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders; lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines; suboptimal governance and leadership of HEIs; an ineffective regulatory system; and large affiliating universities resulting in low standards of undergraduate education.

- envisions key changes to the current system like moving towards multidisciplinary universities and colleges, with more HEIs across India that offer medium of instruction in local/Indian languages; moving towards a more multidisciplinary undergraduate education; moving towards faculty and institutional autonomy; revamping curriculum, pedagogy, assessment, and student support reaffirming the integrity of faculty and institutional leadership positions establishment of a National Research Foundation governance of HEIs by independent boards having academic and administrative autonomy; "light but tight" regulation by a single regulator for higher education; increased access, equity, and inclusion.

2.1.2   Institutional Restructuring and consolidation

- By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.

- Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities. Those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Autonomous degree-granting College (AC) will refer to a large multidisciplinary that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that.

- A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. These three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum.

- HEIs will support other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.

- Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so. Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters. The system of 'affiliated colleges' will be gradually phased out over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode.

- The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

2.1.3 Towards a more holistic and multidisciplinary education

- A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points.

- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs. Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.

- The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option.

- An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

- Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up

- and will aim to attain the highest global standards in quality education. HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry academic linkages, and interdisciplinary research including humanities and social sciences research.

2.1.4   Optimal learning environments and support for students

- Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation. Institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP) High-quality support centres and professional academic and career counseling will be made available to all students.

- Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for

- all HEIs will be developed. All programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

2.1.5   Internationalization

- Larger numbers of international students studying in India, and greater mobility to students in India visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. India will be promoted as a global study destination providing premium education at affordable costs .n International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.

- Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated High performing Indian universities will be encouraged to set up campuses in other countries. Similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.

- A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

2.1.6 Student activity and participation

- Plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counseling systems for handling stress and emotional adjustments. Increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

2.1.7 Financial support for students

- Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

2.1.8 Motivated, energized, and capable faculty

- All HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.

- Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved frame work. HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment.

2.1.9 Equity and inclusion in Higher Education

- Actions that are specific to higher education shall be adopted by all Governments and HEIs. Steps to be taken by Governments like Earmark suitable Government funds for the education of SEDGs, Set clear targets for higher GER for SEDGs, Enhance gender balance in admissions to HEIs, Enhance access by establishing more high-quality HEIs in as pirational districts and Special Education Zones, Develop and support high-quality HEIs that teach in local/Indian languages or bilingually, Provide more

financial assistance and scholarships to SEDGs in both public and private HEIs, conduct outreach programs on higher education opportunities and scholarships among SEDGs, Develop and support technology tools for better participation and learning outcomes.

- □ □ Steps to be taken by all HEIslike mitigate opportunity costs and fees for pursuing higher education, provide more financial assistance and scholarships, conduct outreach on higher education opportunities and scholarships, make admissions processes more inclusive , make curriculum more inclusive, Increase employability potential of higher education programmes, develop more degree courses taught in Indian languages and bilingually, ensure all buildings and facilities are wheelchair-accessible and disabled friendly, (i) Develop bridge courses for students that come from disadvantaged educational backgrounds, Provide socio-emotional and academic support and mentoring , Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula , Strictly enforce all no-discrimination and anti-harassment rules , Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs.

2.1.10 Reimagining Vocational Education

- Vocational education will be integrated into all school and higher education institutions in aphased manner over the next decade. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. Higher education institutions will offer vocational education either on their own or in

- Partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. 'LokVidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.

- Incubation centres will be set up in higher education institutions in partnership with industries. Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

2.1.11 Catalyzing quality academic research in all fields through a new National Research Foundation

- Establishment of a National Research Foundation (NRF).□ □ The overarching goal of the NRF will be

to enable a culture of research to permeate through our universities. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields. The primary activities of the NRF will be to fund competitive, peer-reviewed grant proposals of all types and across all disciplines; seed, grow, and facilitate research at academic institutions; act as a liaison between researchers and relevant branches of government as well as industry; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and recognise outstanding research and progress

2.1.12 Transforming the regulatory system of Higher Education

- Regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies.

- These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education. The second vertical of HECI will, be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria. The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC.

- The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work.

- The professional councils, such as the Indian Council for Agricultural Research (ICAR),Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act as Professional Standard Setting Bodies (PSSBs).The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme.

2.1.13 Curbing commercialization of Education

- All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. Surpluses, if any, will be reinvested in the educational sector. There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public.

- The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.

- All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.

2.1.14 Effective Governance and Leadership for Higher Education Institutions

- Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established. Equity considerations will also be taken care of while selecting the members.

- The BoG of an institution will be empowered to govern the institution free of any external interference. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.The BoG shall be responsible and accountable to the stakeholders through transparent self disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

2.1.15 Professional Education

- Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.

- Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices.

- Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination

and promote sustainable methodologies. Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. Healthcare education needs to be re-envisioned so that the duration, structure, and design of

- The educational programmes need to match the role requirements that graduates will play.

- Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa.

- There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education. Technical education will also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines.

- India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing employability of the youth.

2.1.16 Promotion of Indian Languages, Arts and Culture

- The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.

- Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality

- learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages.

- A number of initiatives to foster languages, arts, and culture in school children: greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language

wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, crafts persons, and other experts as master instructors; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports etc.

- Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects. Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.

- More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually. High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Arte fact Conservation, Graphic Design, and Web Design within the higher education system will also be created.

- Touring by HEI students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India.

- Indian Institute of Translation and Interpretation (IITI) will be established. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts.

- Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus. For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of some of the greatest scholars and native speakers. These Academies for Eighth Schedule languages will be

established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States. All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established.

3.   **IMPLEMENTATION OF NEP 2020**

The Department of Higher Education, Ministry of Education informed the Committee that a number of initiatives have been taken by the Department for effective implementation of NEP 2020 across the country, which have been grouped in five different categories as under:-

A. Learner-Centric Education

1.   Guidelines for Transforming Higher Education Institutions in to Multidisciplinary Institutions" has been issued on 02.09.2022 - It will transform single-stream institutions into large multidisciplinary universities and strengthen theinstitutionalinfrastructurenecessaryformultidisciplinaryeducationandresearch.

2. Guidelines for pursuing two Academic Programme simultaneously have been issued on 13.04.2022 - It will facilitate multiple pathways to learning involving both formalandnon-formaleducation modes.

3. Regulation on Academic Bank of Credit has been issued on 29.07.2021 and further amended on 28.12.2021 - ABC shall be a digital or virtual or online store-house entity of academic credit data base of Higher Education Institution with student sasitsstakeholder. ABC will ensure the opening, closure and validation of Academic Bank Accounts, credit verification, accumulation, and transfer or redemption. As of now 674 Universities are on boarded and around 46 lakh students have been registered.

4. Guidelines for Multiple Entry and Exit in Academic Programmes offered in the HEIs" has been issued on 29.07.2021 – It will pave the way for seamless student mobility, between or within degree-granting HEIs and facilitate students to choose their learning trajectory. This initiative shall stem the dropout rate, improve GER by offering flexibility in

curricula and novel course options to students in addition to discipline-specific specializations, and by facilitating the encashment of credits earned when the learner resumes his/her programmes of study. 27 Central Universities have adopted it.

5. Guidelines for Accessibility and Standards for Higher Education Institutions and Universities notified on 12th July, 2022 – It ensures buildings and infrastructure facilities are accessible and disabled-friendly for all.

6. Curriculum and credit Frame work for Undergraduate Programs has been issued on 12.12.2022-It in corporate a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options. This will facilitate flexibility to move from one discipline of study to another, one institution to another, switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning), multiple entry and exit options with UG (certificate/diploma/degree) and to choose the courses of their interest in all disciplines.

7. Minimum standards and procedures for award of Ph. D. degree regulations, 2022 has been issued on 07.11.2022 - These regulations will encourage research scholars to become well-trained researchers and inquisitive explorers. Women candidates and persons with disability will be given extra time to finish their research. Candidates, who have scored above a CGPA of 7.5, can now apply for a PhD after completing a four-year Bachelor's degree. HEIs may decide their own selection procedure for Ph.D. admission of international students. It also provides for discontinuance of M. Phil programme.

B. Digital Learning and Leveraging Technology

1. Open & Distance Learning Programmes and Online Programmes) Regulation,2020 has been issued on 4.09.2020 and the same was subsequently amended notified on 01.07.2022/18.07.2022 - This initiative will augment the accessibility of higher education thereby contributing to the increase in the GER and also facilitate HEIs to offer multi-disciplinary courses and also enable life-long learning. At present 95 HEIs (71recognised and 24 Category-IHEIs) are recognized/entitled to offer 1149 ODL programmes. Similarly, 66 Higher Educational Institutions are recognized/entitled to offer 371online programmes**.**

2. UGC (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulation 2021 has been issued on 26.03.2021 -Under this regulation percentage of courses of MOOCs from the SWAYAM platform towards credit transfer is enhanced from 20 % to 40%.It provides flexibility and opportunity for lifelong learning. It also enables Institutions HEIS to offer multi-disciplinarity in their course. At present 288 Universities (Central- 33, Deemed- 59,Private- 106 and State-90) have adopted SWAYAM Courses for Credit Transfer. Also around 52 lakhs learners across the country are registered in the January 2022 and July2022Semester..

3. Technology enabled Enterprise Resource Planning (ERP) based Solutions for Governance of HEIs starting from Admission to Grant of Degree–Smarter Automation Engine for Universities (SAMARTH) is an ICT initiative sponsored by the Ministry of Education to revolutionize the current education management system by implementing an automation engine for various universities and other Higher Education Institutes. It will facilitate HEIs in administration of HEIs and management of students from admission to grant of degree. Atpresent1249Univ. & HEIs are onboarded from 27 States and 4 UTs. 7 State Higher Education departments are also on boarded.

C. Industry-Institute Collaboration

1. Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme issued on 07.08.2020 – It aims to focus on outcome-based learning in degree program and will enable students to demonstrate workforce professional abilities for potential employment. It will enable bridging gap between industries and academics by exposing students to various opportunities available on campus. It will also enable Link age of higher education with the requirements of the industry. 94 Institutions are offering Apprenticeship/Internship-embedded degree programmes.

2. Guidelines for engaging Professors of Practice in Universities and Colleges has been issued on 30.09.2022–It aims bringing industry and other professional expertise in the academic institutions through a new category of positions called "Professor of Practice". It will enable developing courses and curriculum to meet the industry and societal needs and

enable the HEIs to work with industry experts on joint research projects. It will also bring in distinguished experts from various fields.

3. Guidelines for the establishment of RDC in universities and colleges has been issued on 14.03.2022 - The establishment of Research and Development Cell (RDC) in HEIs will enable attainment of targets of Atma-Nirbhar Bharat and is expected to play a pivotal role in catalyzing multidisciplinary/ trans disciplinary and translational research culture**.** It will enable liaison between researchers & relevant research funding agencies, extend guidance in preparation & submission of project proposals and post-sanctioning of the grants to oversee adherence to timelines. It will also develop an Institutional Research Information System for sharing the status of ongoing/ completed research projects/Programmes, expertise & resources, etc., making effective use of Information & Communication Technology (ICT) for preparing the database of in-house experts to provide industrial consultancy and services. 542 HEIs (244 universities + 298colleges) have established R&D Cells at their campuses.

4. Single Unified internship portal launched - 10,399 HEIs and 69,713 industries registered. AICTE has come up with new internship policy that mandates internship as a part of curriculum for technical institutions across India. AICTE Internship Portal (http://www.internship.aicte-india.org/) has been developed to provide internship opportunities. A large number of internships/apprenticeships are available at this portal. All AICTE approved institutions have been asked to sign MoU with 5 Industries. More than 6000 institutes have signed. So far approx. 23000 MoUs with industries have been signed for coordinating Internship, Placements etc. Around 26 lakh have been offered internships.

D. Academic Research and Internationalisation

1. Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes Regulations on 02.05.2022 - It inter-alia promotes enhanced academic collaboration with foreign higher educational institutions leading towards academic and research excellence in the Indian higher education institutions. It aims to provide global exposure to students, internationalization at home, and multi-disciplinary education with an internationally relevant curriculum and enhance employability. It will also attract foreign students and improve the standing of Indian universities as Internationalisation is an important parameter in rankings. 49 HEIs are offering

programme out of 230 eligible Indian Universities.

2. Educational Framework for Global Citizenship In Higher Education has been issued on 07.12.2021-Global Citizenship Education(GCED), is a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. It provides deep knowledge of global issues and universal values such as justice, equality, dignity and respect**,** social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives.

3. Guidelines for admission and supernumerary seats of international students in undergraduate and postgraduate programmes in higher educational institutions in India has been issued on 30.9.2022 – It enable harnessing of opportunities to attract international students, academics and funding and to increase their international outreach. It will facilitate smooth and simple admission of international students, create a favourable environment for attracting international students to in Indian HEIs, thereby making India a preferred destination for international students.

4. Accreditation - Revised Accreditation Framework (RAF) with 70% quantitative &30% qualitative assessment. Number of metrics in the college manual from has been reduced from 96 to 55. 418 Univ. (100 in 2022) and 8921 HEIs (1153 in 2022) are accredited.

5. Institution's Innovation Councils – In line with the recommendations of NEP, 2020 one of the recommendations is establishment of Institution's Innovation Councils (IICs) to systematically foster the culture of innovation and start-up ecosystem. Applied research, innovation and entrepreneurship are integral to IICs. At present 6503 IICs have been setup in 28 States and 8UTs.

6. IDEA (Idea Development, Evaluation & Application) Labs - AICTE-IDEA (Idea Development, Evaluation & Application) Labs have been set up in the technical institutions promoting multidisciplinary education & research, strong societal and industry linkage, support the new age learning and encouraging STEM experiential learning among faculty

members and students. AICTE co-funded round the clock operational IDEA Labs. A network among all AICTE IDEA labs has been created for knowledge sharing among faculty members and researchers. 49 IDEA labs have been setup in HEIs.

E. Indian Knowledge System

(i) AICTE has permitted 41 Engineering Courses across 10 States in 8 regional languages

(ii) MBBS Course has been started in Hindi.

(iii) Common University Entrance Test conducted in 13 Languages and participated by 90 Universities.

(iv) JEE(Mains) and NEET(UG) conducted in 13 languages involving about more than 30 lakhs students

(v) Provision of awarding minor degree to students who completes 18 to 20 credits in IKS has been made.

(vi) Funded 36 high end interdisciplinary research projects (Calls for up to 70 research projects in 9 thematic areas are out now and results will be declared on 30th November, 2022).

(vii) 25 IKS Centres have been established

(viii) 64 high end interdisciplinary research projects are undergoing

(ix) Around 2000 internship on IKS have been offered.

(x) More than 8000 HEIs have started adopting IKS into their curriculum and digitization of 1.5 Lakhs book.

For the first time in Higher Education, National Credit Framework/ National Higher Education Qualification Framework (NHEQF) is ready for release after finalization of National Credit Framework (NCrF).This will enable unfettered movement between Institutions & different Streams; earning credits from different institutions and learning courses through different delivery modes; and facilitate comparability and equivalence of degrees (including with foreign degree) thereby enabling mobility.

4. During the course of review of NEP 2020, the Committee held several meetings with the

representatives of Department of Higher Education and various other organizations/Institutions concerned on the subject, summery points which emerged from the depositions are as under:

4.1 Secretary, Department of Higher Education apprised the Committee on the "Review of preparedness for implementation of the National Education Policy (NEP), 2020" especially relating to Higher Education Sector and overview of the action that has been initiated by the Department in respect of the various features of NEP and their implementation status, during its meeting held on 3rd November, 2022. Hit was stated that the thrust areas of Higher Education sector are access, equity, quality, employability, research and innovation and internationalization of education. He touched upon target of achieving Gross Enrolment Ration in higher Education to 50% imparting holistic and multi-disciplinary education with flexibility of subject and multiple entry/exit points; setting up of a Model Multi-disciplinary Education and Research University (MERU) in every district, establishment of Academic Bank of Credit; establishing a National Mission for Mentoring; National Research Foundation to be set up for financing research in Higher Educational Institutions; graded autonomy in academic, administrative and financial aspects; independent Board of Governors and setting up of a Single Regulator for Higher Education (excluding legal and medical education) with reference to National Education Policy, 2020.

4.2 During another meeting of the Committee held on 18th November, 2022, the Committee heard the representatives from two of the country's esteemed Institutions: Tata Institute of Social Sciences, Mumbai (TISS) and Institute of Rural Management, Anand (IRMA) on preparedness towards implementation of NEP 2020.The representatives of Tata Institute of Social Sciences, Mumbai (TISS) informed the Committee of the patterns captured from data pertinent to the theme and also shared some of the insights that TISS had gathered from the research. The Committee was also informed that TISS is currently working with Government agencies and industries and is offering Bachelor of Vocational Education to 6,300 students with 3000+ industry partners across 95 locations in India in 37 B.Voc. programmes across 18 skill sectors in Life Sciences, Creative Industry, Social Research, Community Development and variety of other sectors, while the Government of India has a variety of channels and nearly 28 different skill verticals to engage with skilling.

4.3 During interaction with representatives of Institute of Rural Management, Anand (IRMA) the Committee was apprised of the Vocational Education and Skill Development in NEP 2020 aiming for exposure to vocational education to at least 50% of learners through the school and higher education system by 2025; however it needs to be further expanded to meet the needs of girls between age group

of 18-21 years. It was also informed that equal focus should be given to job-based skills and entrepreneurial skills in the vocational education, educational institutions should be encouraged to open incubation centres which would become the foci of vocational education and would offer core and elective courses in the mainstream academic programs. It was suggested that companies can collaborate with academic institutions and offer long-term trainings on their premises and academic institutions can certify the program and can offer the credits.

4.4 **Academic Bank of Credits:** The Department of Higher Education has informed the Committee that Academic Bank of Credit (ABC), as envisaged in the National Educational Policy (NEP) 2020 is a National-level facility to promote flexibility of curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the Higher Education Institutions in the country with appropriate "Credit Transfer" 39 mechanism. ABC platform would digitally store the academic credits earned by students from various recognized HEIs and facilitates transfer of credit between HEIs on student's request. This will gradually cover all/most of the HEIs and become available for all students of India. The scheme is implemented under the overall supervision of the Department of Higher Education, Ministry of Education. The technical implementation/support is given by NeGD (National e-Governance Division) of Ministry of Electronics and Information Technology (MeitY) as per UGC regulation for the same in line with NEP-2020. Credits obtained by undertaking Courses in Registered HEIs during or after the academic year 2021-2022 alone are eligible for credit transfer, credit accrual and credit redemption through Academic Bank of Credits. Institute of Rural Management, Anand (IRMA) in its detailed study report on NEP 2020, has given some of their findings which are as under:

Enrolment in Higher Education

Figure 1(below) indicates the number of enrolments in higher educational institutions in the country. The enrolment has increased from 35.7 crore in 2016-17 to 41.4 crore in 2020-21 with an increase of about 16 percent compared to what it was in 2016-17.

Figure 1: Growth of student enrolment (in crore) India, 2016-2021
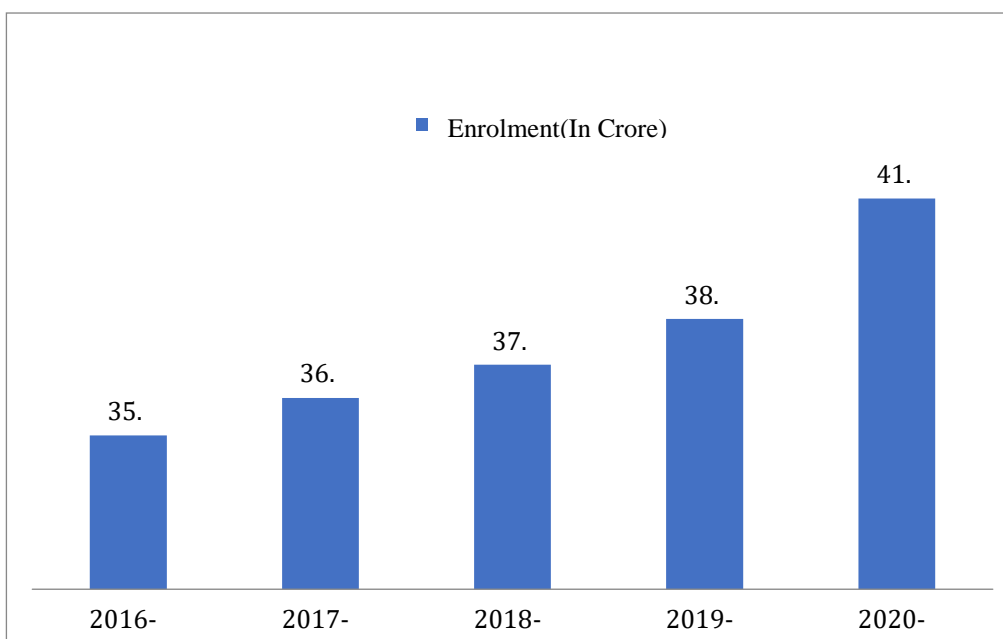
Enrolment(In Crore)

41.
38.
37.
36.
35.

2016-   2017-   2018-   2019-   2020-

The table 1 and 2(below) showcase varying enrolment trends across different academic levels and across different social groups. While Ph.D., Post Graduate, PG Diploma, and Diploma programs have witnessed positive growth, there has been sizeable growth in integrated programs. NEP 2020 puts substantive emphasis on integrated programs with multiple entries and exit. Similarly, there has been growth in enrolment among SCs and STs, indicating orientation of youth from these social groups towards higher education. These trends provide insights into students' changing preferences and demands different academic levels. The data shows encouraging signs for implementing the policy.

Table 1: Level-wise Enrolment and its Compound Annual Growth Rate

Year	Student Enrolment								
	Ph.D.	M.Phil.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Grand Total
2016-17	141037	43267	4007570	28348197	213051	2612209	166617	173957	35705905
2017-18	161412	34109	4114310	29016350	235263	2707934	177223	195777	36642378
2018-19	169170	30692	4042522	29829075	224711	2699395	162697	241126	37399388

2019-20	202550	23934	4312535	30647287	217249	2672562	159869	300373	38536359
2020-21	211852	16744	4716649	32657509	257187	2979320	155911	385541	41380713
CAGR	10.7	-21.1	4.2	3.6	4.8	3.3	-1.6	22.0	3.8

Source: Department of Higher Education, GOI, AISHE report 2020-21 page no: 44

Table 2: Social group-wise enrolment

Year	All	ST	SC
2016-17	24.1	20.3	14.8
2017-18	24.6	21.0	15.3
`2018-19	24.9	22.0	16.4
2019-20	25.6	22.3	17.0
2020-21	27.3	23.1	18.9

Source: Department of Higher Education, GOI, AISHE report 2020-21 page no: 53

These ratios indicate the proportion of students enrolled in educational institutions relative to the total population within each respective category (all students, ST, and SC) during that academic year.

(i) **Overall Increase in GER:** Over the years, there has been a gradual increase in the Gross Enrolment Ratio (GER) for all students. It has risen from 24.1% in 2016-17 to 27.3% in 2020-21. This indicates a positive trend in terms of enrolment rates across all categories.

(ii) **Consistent Improvement for ST and SC Students:** The GER for ST and SC students has also shown an upward trend. From 2016-17 to 2020-21, the GER for ST students increased from 20.3% to 23.1%, while the GER for SC students increased from 14.8% to 18.9%. These improvements suggest efforts to enhance access to education for marginalized communities.

(iii) **Gradual Convergence:** While the GER for ST and SC students has increased, there is still a slight gap compared to the GER for all students. However, the gap has been narrowing over the years. This indicates progress in reducing disparities in educational enrolment among different social group.

Pupil Teacher Ratio (PTR)

The data suggests that the PTR in universities and colleges has remained relatively consistent over the specified years; however, it is lower than the prescribed PTR in higher education. The regulatory bodies (UGC and AICTE) advise to maintain 1:15 faculty-student ratio, which is far lower than the average PTR indicated in Table 8. Institutions need to recruit faculty to maintain the minimum prescribed ratio. This requirement is necessary condition for the implementation of NEP 2020.

Table 8: Pupil-Teacher Ratio in higher education

Year	University and colleges
2016-17	25
2017-18	30
2018-19	29
2019-20	28
2020-21	24

Source: Department of Higher Education, GOI, AISHE report 2020-21 page no. 55

Multidisciplinary Curriculum and Learning Material

The current Indian higher education system caters to curriculum that are developed and taught in silos. NEP envisions of a multidisciplinary and integrated curriculum that cuts across multiple disciplines, making the education truly interdisciplinary. However, the prevalent idea of multidisciplinary and interdisciplinary in the Indian higher education system is to borrow certain aspects from other discipline and integrate it with the host discipline. However, NEP's idea of multidisciplinary education is to understand a problem in such a way that its solution is achieved by using the knowledge of various disciplines. NEP stresses upon various pedagogical avenues such as critical thinking, role play, simulation, problem solving approach, and experiential learning. This approach takes away the superiority of alpha discipline. The contemporary practice of curriculum building is devoid of such thinking. In case higher education institutions are able to devise such curriculum, evaluation system emerges as another problem area. NEP necessitates continuous and formative evaluation system. Secondly, learning material, particularly textbooks, must be modified/rewritten accordingly. It is a big task, and institutions are not equipped to augment such skills. The current capacities of faculty do not gel well with the requirements stated above.

Multi Entry and Multiple Exit (MEME) Options

NEP proposes multi-entry and multi-exit options for the students. While it looks like a flexible system, which is being operated by Western education institutions quite effectively, Indian institutions are likely to face several issues in implementing this system. Due to high population, the estimated intake of students in higher education every year is quite high. If institutions allow MEME, it would be very difficult for the institutions to predict how many students would exit and how many would join midway. Since institutions would not know the in- and out-traffic, it will certainly disturb the PTR. Uneven geographical distribution of higher education institutions would create hurdles in managing MEME in several areas, mostly countryside. The institutions have not thought very clearly about this problem and how they will resolve it when it is at their doorstep.

4.5   Higher Education Financing Agency (HEFA)

4.5.1   While undertaking its review of NEP 2020, the Committee had also heard Secretary, Department of Higher Education, Ministry of Education on loan offering processes by Higher Education Financing Agency (HEFA) to educational institutions for infrastructure development and initiatives taken to include more Public Sector Banks under HEFA which is a joint venture company of Canara Bank and Ministry of Education, Government of India during its meeting held on 19th January, 2023.

4.5.2   It was also noted that in 2018-19 Budget, major initiative, 'Revitalizing Infrastructure and Systems in Education' (RISE), was initiated with an investment of Rs.1,00,000 crores for the next four years. The Committee also informed about the vision, mission and objectives of the Higher Education Financial Agency (HEFA) and about five different windows for payment of educational loan. It was further informed the Committee about the loan approving process and apprised the Committee that the paid-up capital of HEFA, as on date, is Rs.10,000 crores out of which the paid up capital that has been contributed by the Ministry of Education and Canara Bank is Rs.5,294 crores.

4.5.3   The Committee was also apprised about the four types of ESCROW accounts maintained and monitored under HEFA for repayment of principal amount and interest amount. It was further informed about the loans disbursed to various institutions like IITs/NITs/AIIMS/Central Institutions etc. as well as issues and challenges faced by Department during disbursement of loans. The Committee was informed that 22 out of 23 IITs, seven IIMs, seventeen NITs, 27 Central Universities and 12 AIIMS and other institutions of the Ministry of Health and Family Welfare that fall under Windows-4 and 5, have been sanctioned loans. The Department also apprised that there is a proposal for expansion of scope and including State-funded institutions as majority of the students study in State institutions but the present scheme does not allow them to avail this facility. It was proposed

that HEFA should also be able to accept philanthropic contribution by some alumni of these institutions.

4.5.4 The Secretary had further informed the Committee that it has been requested through the HEFA Board to Canara Bank also to have programme management unit inside the HEFA Board to ensure that there is a lot of handholding that they can do through that PMU to those institutions because these calculations, these IRG returns and preparing those project reports require a little bit of expertise than the usual ones.

4.6   Internationalization of Higher Education

4.6.1   NEP 2020 aims to make our young generation of learners aware and understand global issues and make them truly global citizens committed to human rights, sustainable development and global well-being. The approaches to promote the internationalization of higher education in NEP 2020 involves "facilitating student and faculty mobility, establishing international partnerships for research and cross-border delivery of higher education programmes, easing the processes through which institutions can enroll students from around the world, as well as the feasibility of carrying credits across institutions in multiple countries, and other such measures".

12.7   NEP 2020 provides, "The various initiatives mentioned in the NEP, 2020 will help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home."

12.8   NEP 2020 also provides"India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate

in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree."

4.6.2   In order to review internationalization of higher education under NEP 2020, the Committee had heard the Secretary, Department of Higher Education on "Internationalization of Higher Education" during its meeting held on 20th April, 2023as the NEP 2020 extensively focuses on attaining the highest global standards in the quality of higher education. Emphasis was placed upon the need to attract a greater number of international students and achieve the goal of "Internationalization at Home" as this policy appreciates the critical need to promote India as a "global study destination providing premium education at affordable costs thereby helping to restore its role as Vishwa Guru".

4.6.3   The Secretary had informed that internationalization of higher education has been taken as one of the major priorities in NEP 2020 to promote India as a global study destination with quality education at affordable prices. It was also informed that strategy to promote internationalization had broadly been divided into five categories. First is initiatives and schemes to directly attract students to India; second is to enhance international collaboration between institutions in India and abroad; third is to facilitate the set-up of foreign institutions in India; fourth is to encourage and facilitate institutions to go abroad; and fifth is how to increase overall quality and ranking of Indian institutions in the international arena. The Committee was further apprised that students from all over the world comes to India, but there are about 45 focus countries, where potential of students that may come is high for which rebate on fees varying from 25 per cent to 100 per cent is being provided according to student's merit under the scheme - Champion Services Sector Scheme of Ministry of Commerce. Also, budgetary allocation to support 'Study in India' through scholarships under the above mentioned scheme is being provided for 5 years which would end this year.

4.6.4   Further information about the programme "Direct Admission of Students Abroad" under which seats are reserved for admission in technical institutions like NITs and CFTIs excluding IITs for PIOs and NRIs through JEE Main exam conducted by NTA foreign countries was apprised. It was also informed that short courses on Indian Knowledge Systems such as Yoga, Indian Languages etc. are also being designed to attract students. The Committee was further informed of the fact that UGC guidelines states that upto 25 per cent supernumerary seats should be reserved in universities for

foreign students and International Affairs Offices must be set up in campuses of such Universities to deal with their visa issues and cultural adjustments. It was then informed that till now, 167 universities have opened International Affairs Offices in the country.

4.6.5   The Committee was also apprised about the Scheme for Promotion of Academic and Research Collaborations (SPARC), under which collaboration with28 countries has been done, so far with IIT Kharagpur being the implementing agency with five other lead institutions namely IIT Kanpur, ISI Kolkata, IIT Delhi, BHU and IIT Madras. The Committee was also informed about the Global Initiative for Academic Networks (GIAN) scheme, under which faculty from global institutions is invited to conduct courses in India. It was noted till date, about 1,763 courses have been conducted under GIAN scheme.

4.6.7   Thereafter, the Committee had noted the regulations for setting up of campuses of foreign higher educational institutions in India, for which the guidelines are issued by UGC. It was also informed that draft guidelines are under finalization for stakeholder consultation. It was noted that various international Hackathons are being organized with countries like Singapore, ASEAN countries and UNESCO Hackathon with Africa in which students from 25 African countries participated. The Committee was also apprised of the fact that because of the above mentioned efforts, ranking of Indian higher educational institutions had seen an improvementi.e.in the year 2015, 14 institutions of India were in world ranking while now 41 institutions and also9 institutions are in top 400 institutions of the world.

4.7   **Study Visits to assess NEP 2020**

4.7.1   The Committee also undertook study visits, to make an on spot assessment, and to hear the perspective of State Governments and Higher Educational Institutions to the State of West Bengal and Union Territory of Andaman and Nicobar Islands from 4th to 7th January, 2023; to State of Tamil Nadu from 5th to 8th July, 2023; and to Union Territory of Jammu and Kashmir from 1st to 2nd September, 2023, in which NEP implementation in higher educational institutions was one of the chosen subjects. During these study visits, the Committee held meetings with the representatives of the State Governments, Administration/Governments of Union Territory concerned along with other organizations/Institutions concerned on status of implementation of NEP 2020, the details of which are given as under.

4.7.2   During its visit to State of West Bengal, the Committee was informed by the representatives of Department of Higher Education, Government of West Bengal that for internationalization activities, 21 Universities and 52 colleges offered information and assistance to International Students. Also,

more than 46 MoUs have been signed with institutions from 46 countries. For E-Governance initiates for information at doorstep, a portal named, Banglar Uchcha Siksha portal and online admission portal at HEI level has been introduced for the students. For curriculum for Multidisciplinary and Holistic Education, involving industry media, art and other professionals, all State aided and Private Universities (48) and Autonomous Colleges (18) are eligible to design their own curriculum framed by the affiliated university. Choice Based Credit System (CBCS) have been implemented in the HEIs in the State. For framing of Institutional Development Plan, 31 Universities and 380 Colleges have prepared their future development plan and the rest are encouraged to prepare Institutional Development Plan. For introduction of programmes in Indian knowledge system, all eligible Institutions (1570), having more than one language programme, offer courses related to Indian Knowledge System. Sanskrit College and University imparts education in traditional modes of learning. A research centre dedicated to Sanskrit and Indian knowledge is coming up at Nabadwip, Nadia. Institute of Language Studies and Research has been set up to promote teaching and learning of English and regional languages, and translational studies. Arrangement for digital achieving of ancient manuscripts and other texts is being made for the students to get access to the ancient books and manuscripts for their study and research purpose. For re-imaging the Vocational Education, Industry specific Course with Live Project and Internship (On Job Training) is offered as elective subject with additional level – 5 Skill Certificate. Advance Laboratories in areas such as EV, Solar Energy, AI, Machine Learning, Big Data, Cloud computing, IoT etc. for trainees have been set up. For Internship-embedded degree programmes, 27 Universities and 267 colleges offer internship embedded degree programme. All HEIs are encouraged, subject to availability of infrastructure and human resources in this aspect. Further, 23 Universities and 672 Colleges have R & D Cell. 21 HEIs have established incubation centres as per AICTE norms. Other HEIs are also encouraged to set up R&D Cells with Industry Academia partnership/Research Institution. 16 Universities and 325 Colleges in the State are accredited by NAAC. Remaining HEIs are encouraged through workshop/ seminars to go for NAAC accreditation. The remaining HEIs are encouraged through workshop, seminars to go for NAAC accreditation. Universities/Colleges with a good score in NAAC mentor other institutions within catchment area. For Scholarships, Fellowships, Interest Subsidy/Credit Guarantees, more than 75,000 students have become beneficiaries under Kanyashree-3 Scholarship. Likewise, 39,470 loans have been sanctioned under the Student Credit Card Scheme, 42.30 beneficiaries are benefitted under the Minority Scholarship, 56.03 lakh beneficiaries have been awarded SC Scholarship and 7.52 lakh with ST Scholarship. OBC Scholarship (Post Matric) has also been granted to 22.08 lakh beneficiaries. For new infrastructures, the Government has taken initiative

to set up 2 State-aided Universities for Women and 4 Government Colleges for Women set up. 3 Universities set up in Jungal Mahal area and 1 in Darjeeling Hills is also upcoming. Government/Government aided colleges set up in Jungal Mahal area (12), Darjeeling Hills (02) and Sundarban areas (01) is also likely to be established. Due to the impact of initiatives on Higher Education, 16Universities and 325 colleges are NAAC accredited. 3 Universities and 7 colleges featured in the Top 100 institutions in the NIRF ranking, 2002. Stanford University published a study listing the Top 2% of world-renowned scientists, in which West Bengal had the haggiest proportion of Scientists from India.

4.7.3 The Committee had heard the representatives of Madurai Kamaraj University (MKU) who presented some of the significant activities of the University contributing for the growth of higher education at regional, national and global levels. Mentioning that this University is responsible for the growth and development of the southern Tamil Nadu through its phenomenal contribution in teaching, innovative research and extension activities, it was informed that MKU has a composite of 116 affiliated colleges, 5 evening Colleges, and 16 recognized institutions across Madurai and the University is holding the accreditation with "A++" status (CGPA Score of 3.54) by NAAC in the 4th cycle during March 2021 and holding the Category – I status amongst the University of India with added tag of 'University with Potential for Excellence'. It was submitted that considering the present need of higher education, MKU primarily targets on outcome based education (OBE), value-based education, skill India programme, media, tourism and gender equity. The empower the youth and also to make them societal responsible, several other programmes introduced at national level are being implemented effectively and these courses associated with Ayushman Bharat, Swatchh Bharat, Atmanirbhar Bharat, Digital India initiatives and Empower the youth as National Builder are the significant and viable programs of MKU. To expose the student community globally, foreign language courses such as English and French are offered. To empower the student community in the field of Science and Technology, courses such as Genomics, Biochemistry, Microbiology, Microbial Gene Technology and Biotechnology are being offered. It was informed that national funding for enhancing the infrastructure at MKU is one of the significant contributions for quality education and research. A huge amount of financial support is being extended to MKU by various funding agencies such as UGC-SSAP, UGC-NRCBS, DST-PURSE, DST-FIST, RUSA and UGC-Sports Science Center. A total of 115 crores was received for various development activities from 2014 to 2021. Currently, RUSA is actively involving n implementing various need-based research and extension projects in addition to entrepreneurship activities and develop Human Resource in various field of

Arts and science. MKU has specific and more targeted future perspectives. This includes global education, entrepreneurship development, interdisciplinary research etc. MKU is moving towards to eminence through rendering quality education to future generation with greater sustainability.

4.8 Status of Implementation of NEP 2020 in Union Territory of Jammu and Kashmir

4.8.1 During its visit to Union Territory of Jammu and Kashmir, the Committee was informed by the Principal Secretary, Department of Higher and School Education, UT of J&K that J&K is one of the first in the country to implement NEP 2020 from the academic session 2022 in all the Higher Education Institutions and it was possible only because of complete synergy between different stakeholders *viz:* HED, Universities, Colleges and other allied agencies. The Committee was informed of the courses & curriculum initiated in line with NEP 2020, which are as under:

● Restructuring of academic programmes from 3 to Four Year UG Programme – FYUG (Honsand Research Degrees)

● Revamping of curriculum: A prodigious exercise was taken up by all the academic bodies to frame the syllabus as per NEP 2020. 1st to 4th Semester syllabus has been finalized by the concerned Board of Studies, and the syllabus preparation for other semesters is in progress.

● Integration of NSQF/Non-NSQF based skill courses.

● Skill courses are run in an embedded mode and form a part of the main degree under NEP 2020.

● NSQF course contains 12 credits (Theory & Internal Practical) + 18 credits(Industry Training) with registered training partner of the concerned skill sector council.

● Expanding the range of academic, vocational and professional programmese.g Agriculture Technology, Horticulture Technology, Veterinary Technology, AI & Machine Learning, Hospitality & Catering, Fine Arts, Music and Languages, Pharmacy, Paramedical etc. ● Flexible multiple exit/entry options to facilitate Lifelong learning opportunities: In this regard, policy restructuring is under process to update eligibility criteria viz-a-viz Certificate, Diploma,, Hon's Degree and Degree with Research.

4.8.2 With regard to Financial & Human Resource Management, the Committee was informed of the course details given as under:

● HED provided huge financial support to build the requisite infrastructure in the Colleges and Universities under Capex(Total allocation 410.66 crores for FY 2023-24)

- RUSA (RUSA 1.0 & RUSA 2.0) Approved: 553.01 CroresReleased : 410.00 Crores Utilized :373.31 Crores

- PMDP (45 crores for 6 girl's hostels at Govt. College for Women Pulwama, GCW Kupwara, GDC Bemina, GDC Paloura, GDC Rajouri, GDC Bhaderwah)

- Languishing projects (79.61 crores)

- Rationalization of posts and faculty: Allocation of Major/Minor subjects under NEP 2020 based on infrastructure, human resource, access to different Govt. Degree Colleges. Accordingly, posts were rationalized and required staff was deployed.

- HED has also taken up exercise of transfers and posting under Annual Transfer Drive portal to fill and rationalize faculty positions.

- MOUs with IIT Jammu, IIM Jammu, KU, JU, SMVDU, IUST, SKIMS, SKUAST, NIT for handholding and trainings of GDCs.

- Huge impetus in student support services provided by the HED for the operationalization of the Academic Bank of Credits, Digi locker account in the form of internet bandwidth, browsing centres, e-content studios.

- On boarding of all the HEIs on the e-Samarth portal – An ERP solution, a single window solution to manage staff in GDCs.

The Committee was also informed of the Policy Intervention with regard to J&K, the details of which are given as under:

- Jammu & Kashmir Public Universities Bill, 2023: The bill has been sent to Government of India for placing it in Parliament to get its approval as legislation.

- Uniform Academic Calendar from academic session 2022.

- Reconstitution of J&K Higher Education Council (JKHEC) vide Govt. Order No: 219-JK(HE) of 2022 Dated: 30-09-2022.

- Constitution of executive committee under JKHEC with the mandate to render all the necessary assistance to Higher Education Department on formulation of policy for a comprehensive and holistic, transformation of Higher Education Sector in tune with NEP 2020.

4.8.3   The Committee was also informed of the initiatives undertaken by JKHEC which are as under:

- College on the wheels: 1,100 women students from J&K to go on educational tour across India and will work on their self-chosen projects during the train journey. The journey will commence from Jammu and will visit Delhi, Ahmadabad, Mumbai, Goa, Bengaluru, Wardha and back to Jammu. The tentative dates of journey are from 15[th]Nov. to 30[th]Nov. 2023

● Engineering Kitchen: Setting a paradigm shift in learning process by following "Engineering Kitchen" for applying classroom knowledge to create prototypes. This innovative concept gives freedom to work on various problems and projects under the guidance of mentors.

● Design your Degree: Launched by Jammu University under which students will be offered an opportunity to craft a personalized, interdisciplinary learning experience. From next academic session DYD will also be introduced in Kashmir University, IUST Awantipora, ICSC Srinagar, GCW Parade Jammu.

● Training Programs for Industry 4.0: IT domain with emphasis on skills driving industry 4.0 revolution in (i) Machine Learning, (ii) AI, (III) IOT, (iv) 5G, (v) VR, (vi) Design (vii) Block Chain (viii) ERP etc.

Initiatives for Faculty Development & Research:

● Faculty Development Programs (Refresher Courses, General Orientation Courses, FDPs) in collaboration with different training partners (UGC-HRDC, NIELIT, IIT Jammu, Jammu University, Kashmir University, Entrepreneurship Development Institute, Institute of Management & Public Administration)

● Promoting the faculty for research projects and collaborative research by providing ample autonomy to the Principal Investigators.

● HED established MOUs with IIT/IIM Jammu for capacity building of faculty.

● Faculty of Govt. Degree Colleges to act as co- supervisors in PhD programmes.

● Faculty in GDCs are supported & encouraged to participate in international/national conferences.

• Universities in J&K have been awarded many international research projects such as, Indo-US, Indo- Canadian, Indo-German, Indo-Australian, Indo-Polish, Indo-French, Project in collaboration with Cambridge University, Royal Society of London.

• SMVDU is the Nodal Centre in J&K, for jointly awarded ICMR Center for Advance Research

• BGSBU is running a Network Mission Project on 'Pediatrics Rare Disorders'.

Initiatives for Innovation, Incubation & Startup:

• In collaboration with MOEs Innovation Cell, JKHED established Institution's Innovation Councils (IICs) in all NAAC accredited GDCs.

• Invention, Innovation and Training (CIIITs) has been established in the following 14 GDCs of J&K GCET Jammu, GGM Science College Jammu, GDC R.S Pora, GDC Kathua, GDC Udhampur, GDC Bhaderwah, GDC Rajouri, A.S College Sgr, GDC Bemina, GCW Sopore, GDC(Boys) Baramulla, GDC(Boys) Anantnag, GDC(Boys) Kupwara, GDC Pampore.

•   Intership/Apprenticeship embedded in FYUG UG Program.

Initiatives for Quality Enhancement in HEIs:

●   NAAC/PAC accreditation to improve the institution on all the 7 NAAC criterions. •   Out of 142 colleges 65 are NAAC accredited with following breakup: Grade A+ = 2, Grade A = 6, Grade B++ = 2 Grade B+ = 14, Grade B = 23, Grade C = 18

●   Target to achieve NAAC/PAC accreditation of all 142 colleges •   By 2025, 10 colleges to be made Autonomous Degree granting institutes. 18 Institutional Restructuring and Consolidation

●   Three autonomous colleges (ICSC Srinagar, GCW Parade Jammu & GDC Baramulla) to be made Multidisciplinary Education and Research University (MERU) by 2025-26.

●   Rs. 100 crore project submitted to MOE for converting KU and JU as MERU Universities.

●   Preparation of Institutional Development Plans to enumerate short-term and long-term goals. Increasing Gross Enrolment Ratio to 50 percent by 2030

●   HEIs capacity will be increased to allow full access, equity, and inclusion. The Gross Enrolment Ratio in higher education (including vocational education) shall increase to 50% by 2030. Current GER in J&K is 30.9% which is more than national average of 27..3%

●   All types of institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are specifically accredited to do so, to enhance their offerings, improve access and GER. 20 Towards a More Holistic Education

●   HEIs will have the flexibility to offer different designs of Masters programmes, (a) there may be a two-year programme with the second year devoted entirely to research for those who have completed the three-year Bachelors programme; (b) for students completing a four year Bachelors programme with Research there could be a one-year Masters programme.

4.8.4   The representatives of University of Jammu while deliberating upon the subject of NEP 2020 apprised the Committee of the following key initiatives that are to be launched/have been launched in line with NEP 2020:

i.   The University of Jammu introduces the "Design Your Degree" program, a four-year undergraduate initiative designed to adapt to the evolving needs of society and higher education. Grounded in the principle that "*Knowledge without action is meaningless*," it is inspired by the Mimansa School of Philosophy. The motto of the program embodies its core values: *Teach to Transform, Educate to Empower, and Learn to Lead*. Aligned with the goals of NEP 2020, the program aims to create an environment of self-discovery, fostering exploration for learners to uncover their true calling and build a fulfilling career. It emphasizes

upon developing skills by employing interdisciplinary approach and societal integration, enabling graduates to not only understand their environment but tackle real-world challenges, excel in diverse settings, utilize emerging technologies, and explore entrepreneurial opportunities for self-reliance.

ii.   The Committee was also informed that the demand for this program arises from the fact that present-day graduates should encompass not just specialized knowledge but also a diverse skill set. The swift pace of technological progress mandates flexible professionals capable of transitioning between various fields. "Design Your Degree" meets this requirement by cultivating essential competencies including critical thinking, effective communication, mathematical ability, creativity, analytical prowess, teamwork, leadership qualities, effective problem-solving, and collaborative aptitude – all of which are indispensable in today's global landscape. The educational methodology employed by "Design Your Degree" diverges from conventional teaching learning approaches, as the educators assume the role of mentors, fostering learning rather than imposing it. The focal point lies in hands-on, experiential learning through projects, allowing students to translate abstract knowledge into practical, real-life situations. It was also informed that during the 1st two years of the program, the students shall be exposed to foundation courses across the disciplines in hands on mode to build an understanding of their surroundings and application of the theoretical concepts in various situations. Various courses that shall be experienced by the students include:

Semester 1: IT in Every Day Life, Mathematics without Phobia, Understanding the World through Data Lens, Expressing Creativity, Exploring the Surroundings, Life Skills

Semester 2: Coding through GPT4, Decoding the world through AI, World of Start Ups through Real Life Studies, Discovering the Self , Art & Aesthetics of Designing, Responsible Citizenship through Experimentation

Semester 3: Does the World revolve around Economics, Art and Science of Communication, Social Innovations, Understanding the Challenges of Climate Change, Technologies of the Future, Developing Equipoise of Mind and Body

Semester 4: Digital Humanities, Food as Medicine: Traditional and Modern Practices, Demystifying Human Behavior, Exploring Tourism in J&K: An Entrepreneurial perspective, Exploring the World of Cinema with smart-phones, Marvels of the World

4.8.5   It was also informed that in the final two years, the students will get an opportunity to understand and experience the domain knowledge with complete flexibility to choose Majors and

Minors from the disciplines of their choice. Moving away from the traditional approach of compartmentalized education, the students shall be allowed to design their degrees BA/B.Sc/B.Com/BBA/B.Tech in IT as per their passion in accordance with the UGC standards. The distinctive feature i.e. pedagogy for teaching learning process i.e. Experiential Project Based Learning shall remain same in these two years also. The program's expected outcomes encompass equipping students with experiential learning for effective problem-solving on both local and global scales, fostering their ability to collaborate within diverse interdisciplinary teams for sustainable solutions, promoting a culture of incubation, innovation, and startups, conducting valuable research, and enhancing analytical, creative, and critical thinking skills to offer a holistic education. Aiming to produce graduates who are not only well-prepared for the job market but also capable of contributing to the entrepreneurial landscape, thus shifting the focus from job-seeking to job-providing graduates the program has a potential to be a game changer in education sector contributing immensely towards making India a Knowledge Economy.

4.8.6   The representatives of Central University of Kashmir while deliberating upon the subject of NEP 2020 apprised the Committee of the following key initiatives that are to be launched/have been launched in line with NEP 2020:

• Learner Focused Education

• Holistic Multidisciplinary approach under CCFUP is adopted through various domains of General, Professional, Technical and Vocational Education streams are offered at the CUKashmir.

• Flexibility to chose the specified courses up to 40% from online / other institutions offering through CBCS / LOCF and establish equivalence, recognize and transfer the credits through ABC.

• Provision for 'Design Your Own Course' under Multiple Entry and Multiple Exit Model.

• Create an Environment for Effecting Learning

• Focus on infrastructure creation (Physical, Academic, ICT, Skill Development and Sports & Recreation)

• Formulating a Protocol for e-Content Material Development by incorporating the all five Learning Principles and making the Students as 'Partners of Knowledge Creation'.

• Proposes 'Earn while You Learn' with a 10 Hours Per Week Work Experiential Learning through 'Uchchatar Shiksha Abhiyan' (6 Hrs) and 'Swachh Bharat Abhiyan' (4 Hrs) internship model.

• Fostering the Holistic Education

• Award of Non-CGPA Credits for active participation in Co and Extra Curricular Activities. NEP-2020 Implementation – Research at CU Kashmir

• Existing R & D Cell will be strengthened by redefining its functions and roles in tune with the NEP-2020 by creating Research Ecosystem (Provisions, Persons and Processes), ensuring Research Quality (Publications, Projects, Patents, Partnerships and Practices) and promoting Research Culture (Thrust Areas, Clusters, Capacity, Integrity, Recognition, Incentives, Mentoring and Monitoring).

• Preparing the Faculty to Submit Research Proposals under Extra Mural Grants to various Funding Agencies.

• Planned to create Research Corpus Fund of 10 Crores to create fellowships and maintenance of instruments

• University intends to use effectively the SAMARTH Portal provided by the Ministry of Education, GoI under NME-ICT project for e-Governance through ERP solutions for HEIs.

• The automation engine has 9 core modules (University Base Configuration includes Academics, Administration, Accounts & Finance, Establishment (HR), Recruitment, Student Services and Core Communication) and 40+ sub modules to automate the functioning of university processes. However, CU Kashmir is using the e-Office solutions for file movement and approvals provided by the J&K UT Government for internal operations.

• Since March, 2022 the CU Kashmir effectively using following four modules of SAMARTH for Recruitment, Payroll, Student Admission (CUKAT, CUET UG, PG etc.) and Examination. It is yet to customize for total solutions. In view of the above CU Kashmir is creating Center for Information Technology (CIT) for effective use of all modules provided by the SAMARTH.

4.9 Involvement of Banking Sector to ensure successful implementation of the National Education Policy, 2020

4.9.1 During the study visit of the Committee to State of West Bengal and Union Territory of Andaman and Nicobar Islands from 4th to 7th January, 2023, the representatives of SBI informed the Committee in this regard that SBI has aided 74,063 students amounting to Rs. 10,600 Cr to pursue higher education loan during the current Financial Year. SBI has already disbursed education loans to the tune of Rs. 6297 Cr for FY 22- 23 (up to Nov'22) and aims to surpass disbursement target (Rs. 7710 Cr) assigned by DFS, GOI. The representatives of Canara Bank deposed before the Committee that the bank plays the major role viz., infrastructure finance for the Educational loan institutions, infrastructure funding through Higher Education Funding Agency (HEFA) for National importance institutions such as IIMs and IITs. Public sector bank also plays a vital role in Education Loan assistance to the needy meritorious students which ensure higher enrolment ratio. Our Bank offers

collateral free education loans to the students who pursue education in the premier institutions where the fees are on higher side. While relying to a query regarding on how are banks, besides providing funding to educational institutions, also help them in aligning their available resources with the goals envisaged under NEP 2020, identifying any sources of inefficiency, and strengthening their financial management systems to plan, budget, use of resources and efficient funding, representatives of Canara Bank replied that the Banks are having own project appraisal groups for assessing infrastructure projects and viability of project which ensures proper funding pattern for effective operations. Besides funding to projects, Banks are also sponsoring infrastructure and equipment to educational institutions under Corporate social responsibility. Recently, our bank has entered tie up with IISc and National Law School of India University and other university for preferred Bank to avail Educational loan for the students. While replying to the same query, representatives of State Bank of India apprised the Committee that the bank provides funding to educational institutions, to the students and has always been a partner as far as education system and education policy are concerned. Besides providing funds, the bank also helps the educational institutions in aligning their available resources with the goals envisaged under NEP 2020. While assessing the credit needs for an educational institution, the bank does a detailed analysis of sources of inefficiency, if any and helps them in strengthening their financial management system to plan, budget, use of resources and efficient funding. Apart from guiding, the bank strives to ensure that these guidance to the borrowing educational institutes are followed well by way of putting these as covenants or terms and conditions of the loan extended. Periodic visits, meetings with the management and overall review of the borrowing educational institutes are also done at certain periodicity. At the time of interactions with the management team, these aspects are invariably brought into the knowledge of the management and efficient use of internal sources and efficient funding is being taken care of at the maximum possible extent.

4.9.2   During the study visit of the Committee to Union Territory of Jammu and Kashmir from 1st to 2nd September, 2023, the representatives of J&K Bank informed the Committee regarding involvement of banking sector to ensure successful implementation of NEP 2020, that the bank accords top priority in providing hassle-free financial assistance to the students across the country in general and students of J&K & Ladakh in particular to pursue Higher Education in India & abroad. Further, as on 31stJuly, 2023, Bank has an exposure of Rs.250 crores to various Universities, Colleges (including professional Colleges) comprising of term loans/project loans granted for augmentation/ up gradation of their educational infrastructure. It was also informed that under the Education loan scheme of the Bank, Bank has a total exposure of around Rs.700 Crore spread over 11,000 students

who are pursuing higher education in India and abroad. During FY 2022-23, bank has provided the educational loan assistance to over 2,000 students involving an amount of Rs.162 Crore. Also, no margin and security is required for loans up to Rs.4 lac. Loans up to Rs.7.50 lakhs can be availed against CGFSL (Credit Guarantee Fund Scheme for Education Loans) cover. Competitive interest rates are charged on Education Loans extended by our bank. Servicing of interest during study period and the moratorium period till commencement of repayment has been made optional for students. It was also emphasized that interest concession of 1.00 % is provided for entire tenure of the loan, if interest is serviced by the borrower during the course period and subsequent moratorium period. Provision of extension in Moratorium period is being given taking into account spells of unemployment/ underemployment as per the scheme. The representatives of Bank of India informed the Committee that during the Financial Year 2022-23, the bank has sanctioned 24,520 accounts amounting to Rs.1,222.50 Crores (YOY increase of 179%) and disbursement of Rs.760.35 Crores (YOY increase of 174%) up to 31.03.2023. The Committee was also informed of the education loan schemes of Bank of India which are as under:

- Star Progressive Education Loan scheme: Education Loan to Parents/ court appointed Guardians as Loan applicants on behalf of student pursuing education from Pre-school to Senior Secondary school.

- Star Education Loan scheme- Studies in India: For Students who have secured admission in higher Education course in India through Entrance Test/Merit based selection process.

- Star Education Loan scheme – Studies Abroad: For Students who have secured admission in higher Education course abroad through Entrance Test/Merit based selection process.

- Star Vidya Loan scheme – For premier Institutions: Special Education Loan scheme to cater the Education Loan requirements of students studying in India's Premier Institutes e.g. IIT's, IIM's etc.

- Star Pradhan Mantri Kaushal RinYojana (Skill Loan) scheme: Loan facility to Individuals who intend to take up Skill Development courses e.g. ITI, Polytechnics

- Star Education Loan to Working Professionals scheme: Special Education Loan to working professionals for part time or Distance learning courses in India.

4.9.3 The representatives of Punjab National Bank informed the Committee that the bank has approved well-defined policy for imparting finance to Educational Institutes. Bank finances include construction of building, purchase of instruments required for educational institutions, finance for purchase of land along with construction of buildings thereon, etc. Besides above overdraft facility is also provided to Educational Institutions for meeting day to day working capital requirements/

renovation of buildings/ small capital expenditure. The Committee was also apprised of the challenges faced by Bank while financing to educational institutes such as statutory approvals of the proposed institutes are subsequent to the loan approval by bank, there is no mechanism at present to guarantee the loan amount in case accreditation of the institute is cancelled in-between for any of the reason and since college/university are operational, Bank can-not enforce SARFAESI Action in case of default by borrower as same may jeopardize the careers of students and since properties offered are generally agriculture land, in case of default by borrower, Bank cannot initiate SARFAESI Action.

4.10   Observations and Recommendations:

1.   The Committee observes that through various appreciable activities, the implementation of the National Education Policy (NEP) 2020 is progressing on course which would surely fructify its vision to transform the higher education system to be more inclusive, flexible, and aligned with global standards. The Committee notes that one of the primary keys to ensure successful implementation of NEP would be synergized collaboration between Government bodies, universities, industry partners, and civil society.

2.   The Committee appreciates the manner in which the implementation of NEP and the vision it espouses is being taken forward by the UT of Jammu and Kashmir. The Committee notes that the UT of J&K is one of the first in the country to implement NEP 2020 from the academic session 2022 in all the Higher Education Institutions. It also notes that it has been at the forefront in implementing NEP by bringing significant changes in the assessment system from rote learning to a competency based learning. Also, a paradigm shift in the methods of teaching in class room to learn from surroundings in order to give holistic and lifelong learning opportunities to students is being witnessed across J&K which will ensure sustained training of students as global citizens with 21st century skills and create a vibrant, innovative, practical and vocational skill set and research-oriented, learner-centric education system in our country.

3.   The Committee is pleased to note that the University of Jammu has recently been designated as the nodal University by the University Grants Commission (UGC) to spearhead the implementation of the National Education Policy (NEP) 2020 in the Union Territory of Jammu and Kashmir as this distinction brings great pride and honour to the institution. Noting that the University of Jammu has been entrusted with the pivotal responsibility of executing the mandates set forth in the NEP, along with various recommendations and regulations outlined

by the UGC, the Committee hopes that with this new role, the University of Jammu will be able play a central role in creating awareness, arranging programs, and offering guidance to higher education institutions within Jammu and Kashmir to effectively implement NEP, thereby providing a platform to exchange and adopt best practices.

4.   The Committee takes note and appreciates the introduction of "Design Your Degree" based on Choice Based Credit System(CBCS) launched by Jammu University under which students will be offered an opportunity to craft a personalized, interdisciplinary learning experience. The Committee further observes that "Design Your Degree" will also be introduced in Kashmir University, IUST Awantipora, ICSC Srinagar, GCW Parade Jammu, which is commendable. The Committee, therefore, recommends that the Department should take initiatives for introduction of "Design Your Degree" programme in various other HEIs in the country, as a model contemporary and futuristic in the interest of the student community and nation readiness. It will to enable the students to craft a personalized, interdisciplinary learning experience.

5.   The Committee is of the view that under the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Scheme, strategic funding to higher educational institutions based on critical appraisal of State's higher educational plans which describe each State's strategy to address issues of equity, access and excellence in higher education can go a long way in pushing NEP's aims. Key features of the Scheme like up-gradation of existing autonomous colleges to universities, conversion of colleges to cluster colleges with revamping the curriculum, skill development, examination reform, upgrading institutions to higher level and strategic funding should be the special focus of the UGC.

6.   The Committee hopes that the steps that the Department is taking as per NEP will be able to actively enhance engagement and find a connect with the industry and Higher Educational Institutions (HEIs), through which they can experiment, pitch ideas and deploy them bringing a close alignment in the practices of academia thereby synchronizing innovation research with the need of the time and industry to achieve objective of real change.

7.   The Committee appreciates the steady progress in the field of higher education. The committee recommends that the specific impetus is required to be assigned to factors which can help the country's ranking in patent filing though the overall patent filing has improved

significantly but more needs to be done by enhanced allocation for Anusandhan (Research).

8.   The Committee appreciates the manner in which the NEP 2020 places thrust on developing a student's 'Creative Potential' based on higher-order cognitive capacities and to cultivate innovation and creativity in learners through industry-institution linkages and collaborative programme. Noting that the NEP prioritizes research and innovation with financial commitment to academic research, the Committee observes that promoting thought-provoking research is a pre-requisite for outstanding education and will surely transform India into a vibrant knowledge society.

9.   The Committee appreciates that the freedom being given to Indian universities to set up campuses in other countries and initiate start-up incubation centers, technology development centers and centers in frontier areas of research helps foster knowledge creation and innovation which will contribute to the growing national economy. In this regard the Committee also takes note of G20 New Delhi declaration that supported promoting open, equitable, and secure scientific collaboration and encouraging mobility of students, scholars, researchers and scientists across research and higher education institutions. The Declaration also emphasized on expanding access to high-quality technical and vocational education and training. The Committee is of the view that the expected benefits through these initiatives call for commitment of all stakeholders, be it the Department, regulatory bodies or Universities, educationists, and industries, so that, these innovative strategies in the areas of skill development, upskilling and entrepreneurship bring the expected boost to create a knowledge society that contributes to global education, hence global good. The Committee further recommends that efforts, in unison, by both the Central and State Governments, would be necessary for successful implementation and sustenance of these policies and schemes.

10.   Noting that the National Education Policy (NEP) 2020initiates several significant reforms to transform higher education in the country by promoting quality, relevance, and innovation in higher education, the Committee appreciates the various steps to promote the use of digital technologies in education, including the development of digital libraries& SWAYAM PRABHA portal. It is of the view that the recommendation for the creation of a National Educational Technology Forum (NETF) to equip students with the skills and knowledge necessary to contribute to the nation's development and compete in the global job market can

go a long way in expansion of digital infrastructure to make the country a Global Knowledge Hub thereby enhancing domain area of digital infrastructure, content and capacity building.

11.   The Committee observes that there is going to be significant impact of Digital Libraries on Knowledge Ecosystem as part of the NEP's digitization agenda, digital libraries will play a crucial role in providing online access to an extensive range of digital resources, such as e-books, journals, articles, and multimedia content. These online platforms will enable students and educators to conveniently connect with educational materials at any time and from any location, while also offering a cost-effective means of providing the permit to top-notch educational content. The committee recommends that the department must ensure that the content on digital library should also be available in regional languages for better reach out and learning outcome.

12.   The Committee recommends that the Department and related stakeholders should prioritize the implementation of digital initiatives to ensure that every student, regardless of their background or location, has reach to quality education. In addition, policies that encourage the adoption of digital technologies in education should be framed, and both students and teachers should be provided adequate training for their use.

13.   The Committee also recommends that requisite efforts be made so that these knowledge ecosystems carry flexibility so that it can be tailored to fit the unique learning requirements of individual students, allowing them to learn at their own pace and in a style that suits them best, so that, Digital libraries offer a cost-effective means of accessing high-quality educational content, which can help to lower the overall cost of education and make it more accessible and affordable to a wider range of students.

14.   The Committee is of the view that proper involvement of the student community, incorporation of their feedback and suggestions towards the changes proposed in NEP will help institutions in orienting students faster and in a more effective way which will be helpful in creating institutional mechanisms to handle student's queries on issues such as Academic Bank of Credits (ABC), Multiple Entry and Exit system and generate beneficial results in terms of acceptance and smoother implementation. In the early stages the learning has to be a both way process for a substantive evolution and successful implementation.

15.   The Committee is of the view that technology can play a pivotal role in accelerating the

implementation of initiatives outlined in NEP 2020 in higher education institutions in India. The Committee recommends that by adopting and harnessing the power of modern cloud based technologies with amalgamation of data, higher education institutions can create a more efficient, transparent, and student-centric ecosystem. These technologies have the potential to revolutionize credentialing, personalize learning, improve student outcomes, streamline administrative processes, enhance research capabilities, and foster innovation. Integrating technology aligns with the vision of NEP 2020, promoting a future-ready education system that equips students with the skills and knowledge needed in the 21st century.

16.   The Committee notes and appreciates the emphasis that the National Education Policy 2020 (NEP) places on internationalisation stating that 'High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India'. Further the Committee appreciates that the UGC's draft regulations on 'Setting up and Operation of Foreign Higher Educational Institutions in India' have been issued which is a good step forward in the entire reform process.

18.   Taking note of some of the observations of IRMA, the Committee is of the view that the successful implementation of initiatives to enhance access to education for marginalized communities is not only a moral imperative but also essential for the inclusive and sustainable development so that education becomes a powerful tool for uplifting all segments of society, regardless of their socio-economic status or background. The Committee, therefore, recommends for implementation of certain specific initiatives aimed at enhancing access to education for marginalized communities in accordance with the National Education Policy (NEP) 2020 so that its thrust on inclusivity and equitability for all segments of society gets requisite boost: .

  i.   Comprehensive Awareness Campaigns: Launch comprehensive awareness campaigns targeting marginalized communities to inform them about the importance of education and the opportunities provided by the NEP 2020. These campaigns should be conducted in local languages and dialects, utilizing various media channels including television, radio, print, and social media. Collaboration with local community leaders and organizations to maximize outreach would also be helpful.

  ii.   Infrastructure Development: Invest in buildings and upgrading educational

infrastructure in underserved areas, with particular focus on remote villages and urban slums. Ensure that schools are accessible, safe, and well-equipped to provide quality education. Allocate sufficient funds to address the specific needs of schools catering to marginalized communities.

iii. **Teacher Training and Recruitment:** Develop specialized training programs for teachers who work in marginalized communities. These programs should emphasize inclusive and culturally sensitive teaching methods, as well as provide incentives to attract qualified educators to these areas. Implement a transparent and efficient teacher recruitment process that prioritizes diversity.

iv. **Scholarship and Financial Support:** Establish a robust scholarship and financial support system to mitigate economic barriers to education. Scholarships should be designed to address the unique needs of marginalized communities, including those from economically disadvantaged backgrounds, scheduled castes, scheduled tribes, and other vulnerable groups. Streamline the application process to make it user-friendly and accessible.

v. **Digital Inclusivity:** Recognize the importance of digital education in the current context and work towards providing marginalized communities with access to digital resources. Equip schools with computer labs and ensure affordable internet connectivity in these area

vi. **Develop and distribute educational content tailored to local needs and languages.**

vii. **Community Engagement:** Encourage active involvement of the local community in the education process. Establish Parent-Teacher Associations (PTAs) and involve them in institution decision-making. Promote community-driven initiatives to support education, such as adult literacy programs and community libraries.

viii. **Monitoring and Evaluation:** Implement a robust monitoring and evaluation system to track the progress and impact of initiatives aimed at enhancing access to education for marginalized communities. Regularly collect data on enrollment, attendance, and learning outcomes, disaggregated by demographic factors, and disseminate it to identify areas needing improvement.

ix. **Policy Adaptation:** Continuously review and adapt policies to address the evolving needs and challenges faced by marginalized communities. Establish a feedback mechanism that allows stakeholders from these communities to provide input and suggestions for policy improvements.

x.   **Collaboration and Partnerships:** Foster collaborations with Non-Governmental Organizations (NGOs), civil society organizations, and international agencies that have expertise in promoting education for marginalized communities. Leverage their resources and knowledge to enhance the effectiveness of education initiatives.

xi.   **Research and Innovation:** Encourage research and innovation in the field of education for marginalized communities. Support studies that identify best practices and innovative approaches to address the unique challenges faced by these communities in accessing quality education.

19.   The Committee notes that addressing the issue of technological readiness and digital infrastructure is necessary for complying with the National Education Policy (NEP) 2020's requirements related to credit transfer, multidisciplinary learning, and ensuring inclusive education, especially for differently-abled children. As NEP 2020 envisions a digitally empowered society through education, it is imperative that technology plays a pivotal role in facilitating these goals. In order to address the issue, the Committee recommends that the Department should set up a monitoring group, drawing experts from all stakeholders to conduct a comprehensive assessment of the current technological infrastructure in higher education institutions across the country, identify gaps in terms of hardware, software, internet connectivity, digital literacy among students and faculty and suggest solution to bridge any issue relating to Technological Gaps, Investment in Digital Infrastructure, , faculty Training and Development, Learning Resources, Tech Integration etc.

20.   The Committee observes that implementation of the Multi Entry and Multiple Exit (MEME) options within the framework of the National Education Policy (NEP) is a vital component of NEP 2020, offering students greater flexibility and choice in their educational pathways. In order to ensure its smooth operation, the Committee recommends that the Department should develop comprehensive guidelines and a well-defined framework for MEME options including specific eligibility criteria, credit transfer mechanisms providing clear roadmap for students pursuing different exit points. Also, implementation of a standardized Credit Accumulation and Transfer (CAT) system that allows students to earn and transfer credits seamlessly across institutions would facilitate smooth transitions between different levels of education, from certificate courses to doctoral programs. In this regard the Committee appreciates the introduction of Academic Bank of Credit(ABC) in the higher education system . It is commendable that already more than 50% of the Universities in the country are now on-

board. **The Committee recommends the Department to strive for bringing on-board the remaining Universities and other Higher Education Institutions of the country under Academic Bank of Credit.**

21.   **The Committee is of the view that efforts towards improving the effectiveness and impact of the Higher Education Financing Agency (HEFA) in playing a crucial role in funding and supporting higher education institutions would prove beneficial. Towards this aim, the Committee recommends that HEFA can consider diversifying its funding sources beyond Government allocations, explore partnerships with private sector organizations, philanthropic foundations, and international financial institutions to increase the available funds. Also, collaboration with higher education institutions to create long-term investment plans that align with their strategic goals and national educational priorities besides ensuring that investments are directed toward areas that enhance academic quality, research capabilities, and student outcomes can be promoted.**

22.   **The Committee also recommends reviewing and adjusting the interest rates on loans provided by HEFA to make them more competitive and affordable for institutions so that grace periods or lower interest rates can be offered for institutions facing financial challenges.The Committee further suggests for allocating a portion of HEFA funds specifically for research and innovation grants to incentivize institutions to undertake cutting-edge research and development projects and foster a culture of innovation within higher education.**

23.   **The Committee recommends the Department and UGC to expedite the process of engagement of "Professor of Practice" in HEIs as envisaged in the National Education Policy 2020 to ensure greater collaboration between academia and industry for promoting holistic and multidisciplinary education with focus on creativity, innovation and employability.**

24.**The Committee appreciates the following efforts taken by department to introduce Indian Knowledge System(IKS) in higher education as envisaged by NEP 2020.**

    (i)   **AICTE has permitted 41 Engineering Courses in 8 regional languages**
    (ii)   **MBBS Course has been started in Hindi**
    (iii)   **Common University Entrance Test conducted in 13 Languages and participated by 90 Universities.**

(iv) **JEE(Mains) and NEET(UG) conducted in 13 languages across the country.**

(v) **Provision of awarding minor degree to students who completes 18 to 20 credits in IKS has been made.**

(vi) **Funded 36 high end interdisciplinary research projects (Calls for up to 70 research projects in 9 thematic areas are out now and results will be declared on30[th] November, 2022).**

(vii) **More than 25 IKS Centers have been established**

(viii) **64 high end interdisciplinary research projects are undergoing**

(ix) **More than 8000 HEIs have started adopting IKS into their curriculum and digitization of 1.5Lakhsbooks.**

25. **The Committee observes that in order to attain the targets of Atma Nirbhar Bharat and to develop an Institutional Research Information System for sharing the status of ongoing/completed projects/programmes, expertise and resources etc. making effective use of Information and Communication Technology for preparing the database of in-house experts to provide industrial consultancy and services, 542 Higher Education Institutions including 244 Universities and 298 colleges have established R&D cells at their campuses. The Committee recommends the Department to take special efforts and provide budgetary and infrastructure support to set up R&D cells in all Universities of the country and other Higher Education Institutions(HEIs) in a time-bound manner to contribute in the making of Atma Nirbhar Bharat.**

26. **The Committee observes and appreciates that there has been a gradual increase in the Gross Enrollment Ratio (GER) for all students and it has risen from 24.1% in 2016-17 to 27.3% in 2020-21. The Committee further observes that GER for ST and SC students has also risen from 2016-17 to 2020-21.The GER for ST students also increased from 20.3% to 23.1%, while the GER for SC students increased from 14.8% to 18.9%. The committee also appreciates the efforts of the department like SWAYAM PRABHA &Massive Open Online Courses(MOOCs) in order to achieve a robust GER.**

27. **The Committee observes that 42 percent of universities, 36 percent of colleges and 22 percent of stand-alone institutions have connectivity with National Mission on Education through Information and Communication Technology (NMEICT) and their connectivity with**

National Knowledge Network (NKN) is 56, 89, and 24percent respectively. The Committee, therefore, recommends that efforts should be made to ensure connectivity with the NKM and NMEICT for all remaining Universities& Higher Education Institutes(HEIs) in the country.

28.   As per the NEP 2020, regulatory bodies i.e. UGC and AICTE, the Pupil Teacher Ratio (PTR) in higher education is required to be kept at healthy level. The Committee, therefore, recommends that the department should fulfill the vacancies in a time bound manner to maintain the prescribed PTR.

29.   The Committee takes note of the issues and difficulties in implementing the Multi Entry and Multiple Exit (MEME) Options. The Committee, therefore, recommends the Department to have wider consultation with various Universities/Institutions, their regulatory bodies and other stakeholders to devise out way in view of the difficulties being faced in implementing Multi Entry and Multiple Exit (MEME) Options and apprise the Committee of the same.

30.   The Committee takes note of the fact that banks can-not enforce SARFAESI Act in case of default by borrower as same may jeopardize the careers of students (As per the submission given by the banks). The Committee, recommends that banks must take note of the Credit Guarantee Fund Scheme for Education Loan (CGFSEL) launched by the Department of Higher Education, Govt. of India in 2015 which provides a guarantee of education loan up to INR 7.5 Lakhs. The Committee also recommends that the Ministry of Education in consultation with the Ministry of Finance should look into a proposal to increase the guarantee amount under this scheme.