A Review of NEP 2020 and Autonomy in Higher Education in India

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Abstract

NEP aims to develop critical thinking and creative learning in students. In the past, the assessment was only theoretical. Through the new system, there will be daily evaluation and assessment of students, A review of NEP 2020 and Autonomy in the Indian higher education system discusses the advantages and challenges of autonomy in higher education after the implementation of the New Education Policy, 2020 *the paper aims to provide the global trends related to the concept of autonomy and outline university autonomy. The study also seeks to provide a long-term vision for the higher education sector related to university autonomy. The study focused on descriptive research design and comparative approach. The study also concludes how autonomy affects institutional governance and management. And how it is heightened awareness among university leaders and policymakers that university autonomy is the keystone for an effective and efficient higher education sector. It also summarizes how NEP's graded autonomy concept aims to encourage healthy competition between Universities and Colleges.*

Keywords- *Autonomy, Evaluation, Assessment, Administrative Structure, etc*

Introduction and Background

A review of NEP 2020 and Autonomy in the higher education system in India discusses the advantages and challenges of autonomy in higher education after the implementation of the New Education Policy, 2020.which is in line with the 2030 Agenda for SDG and aims to improve both school and college education more through adoptable and multidisciplinary to an adanved India into a flourishing knowledge society and a worldwide knowledge superpower, suited to 21st-century needs. This article used a descriptive method for data analysis and also provided suggestions for the improvement of autonomy in the HES.

Swami Vivekananda stated, "Educate and raise the masses and thus alone a nation is possible" emphasizing the needfulness of education as a crucial task to obtaining full humane potential and making a just and equitable society. It becomes very difficult to ensure high-quality educational opportunities for students, especially in pandemic situations like COVID-19. Education is the

foundation that a civilized society is built on, with the quality of education directly linked to a country's growth.[i]

As per UNESCO, "Institutional autonomy is a degree of self-governance, necessary for effective decision making by institutes of higher education regarding their academic work standards, management, and related activities". At present, education has become the most important factor out of various factors of social infrastructure. In practice, autonomy considers a self-governance of finances free from any restriction of system or body. It implies governing internally without any interference from outsiders. In the context of higher education or universities, it can be considered a teacher-oriented system.

The NEP, 2020 was approved by cabinet ministers with its specific vision and mission, and it lays the foundation for laying a variety of progressive goals that are necessary to spur academic and research advancement in higher education institutions. Such progressive goals must be balanced with the requirement for the development of knowledgeable science and engineering professionals while addressing gender equality, slacking economic inequality, including the differently abled, incorporating practical training to encourage subsistence skills, and embedding multifaceted social skills and communication. The NEP execution plan at HEI's institution should address how to find and fill the gap in the HES which is fragmented in the ecosystem, how to enhance the teachers and institutional autonomy, etc. In short, NEP aims to develop critical thinking and creative learning in students.

The NEP has opened up to the eventuality of a wider range of structural changes to the nation's institutions of higher education. The goal of the NEP, as outlined in papers, is to make progressive people for the 21st century who are intelligent, creative, and competent flourish in liberty, justice, fraternity, and equality. The nation is expected to be led by the highly skilled manpower that graduates from the institutes in the sphere of cutting-edge science and technology in one limit while fostering translation to the other through entrepreneurial ventures. Through startups and the germination of unicorns, this workforce might also provide energetic youth with significant employment opportunities. To achieve these Progressive goals, which include,

(i) To set-up state- of-art vantages for research and teaching
(ii) To ensure the quality of human resources at different levels for teaching, non-teaching staff, and students
(iii) To embolden freedom of expression and intellect
(iv) To unearth advent science and translation
(v) To promote self-sustainability in economic areas

Higher education plays a role in three aspects-education, knowledge generation, and innovation. but the first two aspects' execution is very well in relative, the third aspect is still down.India today has over 1,000 higher educational institutions (HEIs), including over 150 of national importance.[ii] In recent years, HEIs have become a center of scientific research.

The execution of the NEP Plan drafts a few focuses on progressive objectives and innovative reforms synchronized with the direction of NEP. The new National Education Policy aims to create a just and thriving knowledge society in India It speculates an education system that is centred on India and directly helps to make India a world superpower.

Key indicators Indicator

| Indicator	Total	Male	Female
Total population (in crores)[1]	121.1	62.3	58.7
Litracy rate[1]	0.74	0.82	0.66
Population in the 18-23 age group (in crore) Share in the total population (%) [1]	0	0	0
Gross Enrolment Ratio[2]	27.1	26.9	27.3

Source; Table 1. Census 2011; 2. All India Survey of Higher Education, Ministry of Education (MoE) 2019-20

A college is a kind of educational institution that provides higher education along with degrees. India has one of the greatest HE systems in the world, as is well known. Indeed it is the third biggest higher educational institution. Colleges are usually a part of universities or are affiliated with a university. It may be either government or privately owned. It provides lots of courses in various disciplines like arts, science, medicine, engineering, etc. colleges have three types-Recognized center, Constituent/university, and Affiliated
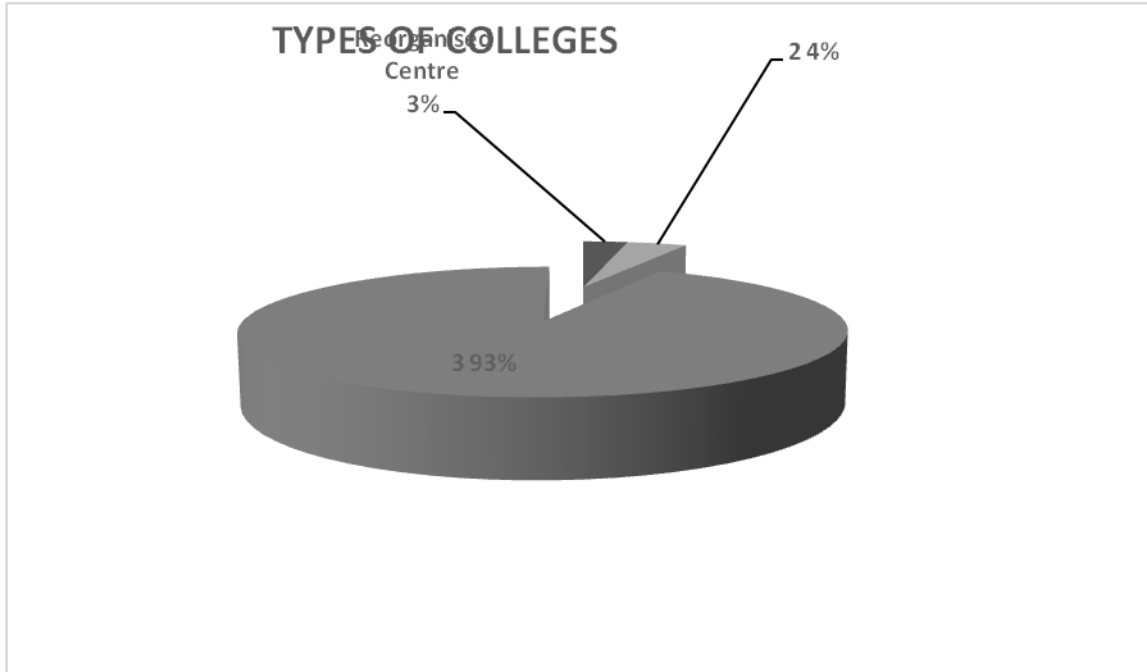
Source -Annual Status of Higher Education (ASHE), 2021 | in states and union territories of India

Interventions in HE take a long time to develop. A culture of knowledge-seeking, unique thinking, and research production is the result of decades of patient hard work. Consider a typical business school that awards MBAs. More than six different organizations are involved in controlling the program for them. which are
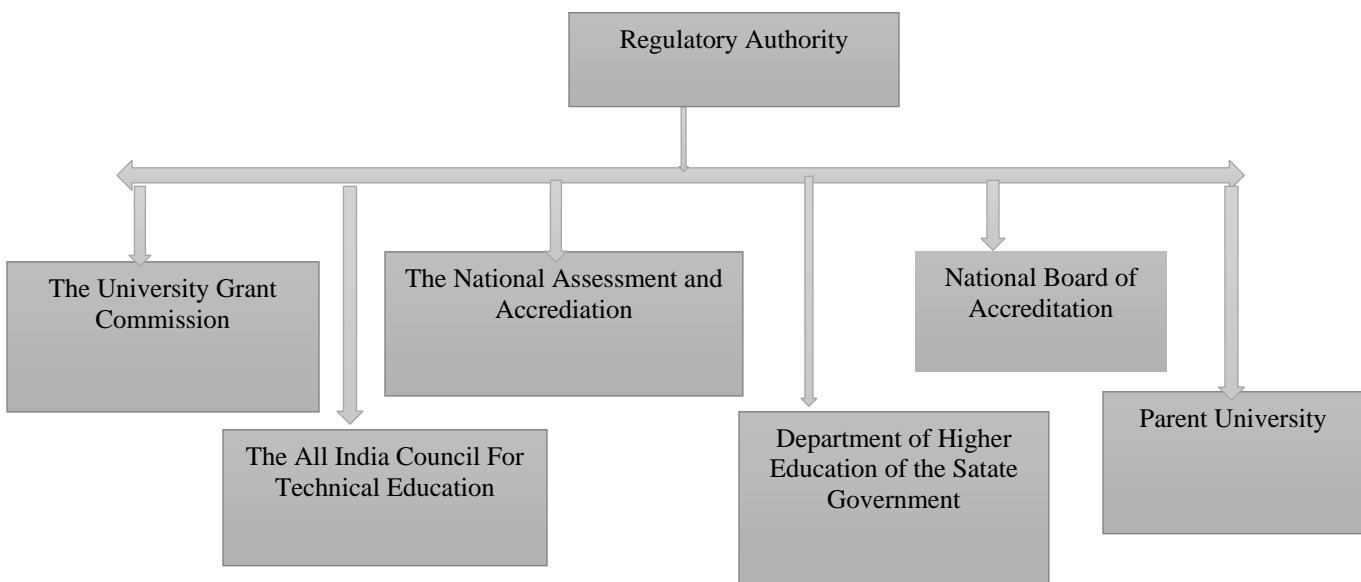
For those older than 18, higher education and training are the responsibility of the Department of Higher Education. Graduate, postgraduate, doctoral, and postdoctoral degrees are all part of higher education. The Ministry will receive Rs 93,224 crore in 2021–2022; this is the 8th largest allocation among all ministries. The amount allotted represents 2.67% of the federal government's anticipated expenses for 2021–2022.[iii]India holds a prominent role in the world's education system. One of the most substantial networks in the world of HEI is found in India. But there is still a tonne of room for improvement in the educational system.

According to the most recent All India Survey of Higher Education (AISHE) 2019–20, there are 407 private universities in India, up from 276 in 2015–16. In addition to these 131 private universities, more are about to open. This increase of 47 percent significantly surpassed the growth of all universities (private and public), which increased by 30.5 percent from 799 to 1,043 as of the present.[iv] In 2019, on the recommendation of NITI Ayog, the Ministry of Education and UGC initiated some important reforms in the higher education system. According to this reform, colleges that receive 3.51 or higher on a scale of 0 to 4 from the NAAC or NAB in three or more programs with scores of 750 or higher in each program are directly adequate for autonomy.

Following the official declaration of 59 institutions as independent, additional universities are starting to understand that autonomy provides more resources, not fewer.[v]The reform also provides an opportunity for those universities to get the autonomy who have lesser performance.

Methodology and discussion

In the past, the assessment was only theoretical. Through the new system, there will be daily evaluation and assessment of students, A review of NEP 2020 and Autonomy in the Indian higher education system discusses the advantages and challenges of autonomy HES after the implementation of the NEP, 2020. The primary goal of higher education in India is to change the current educational paradigm into one that is value-based.

The simplest strategy to accomplish goals is to create an entirely novel structure that emphasizes every aspect that can result in higher academic standards. Universities in India are currently divided into eight main divisions. We have 45,000 institutions offering degrees, but only 8,000 of them are independent. Some are officially funded, and others are supported by state or private organizations. We will gradually enhance their grades based on their performance, and as they advance, we will give them progressively more autonomy - Ramesh Pokharial, which has a

dependency on degrees granted to educational institutional colleges. The government has planning to alleviate these 8 types of organization into major three types of institutions-

a) Research Universities

b) Teaching Universities

c) Degree- Awarding Autonomous College

"It's a conceptual shift to reduce the complexity of the system, as well as to ensure there is dedicated planning and funding for institutions who say they want to be research universities,"Singai, who is currently the deputy director of Bengaluru's Ramaiah Public Policy Research Centre, a think tank, stated. As the leading organization for fostering a strong research culture and enhancing research capability throughout HE, the National Research Foundation, or NRF, will be established.[vi]

Reason for More Autonomous Higher Education Institutions in India

HEI'S function can be widely categorized into three groups -

(i) Service Function

It is basic and it is to fulfill the requirements of students, teaching-learning methods, and research. Mainly it is related to the welfare aspects of all like – students and teachers.

(ii) Protective Function

Its focus is on the rights duties and privileges of all community members of the institution. From admission to recruitment, all work like service matters, health delivery system, obligatory functions, etc. comes under it.

(iii) Primitive function

It refers to the self-realization of all faculty facilitating the enjoyment of academic freedom of all faculty members.

College and institution indicators

Indicator	Universities	Colleges	Standalone
Total number of institutions	1,043	42,343	11,779
Average enrolment per institution	7,803	641	216
Total estimated enrolment (in lakhs)	81.38	271.54	20.74

Source: All India Survey of Higher Education, MoE 2019-20

Prior educational policies have placed more of an emphasis on concerns of access and equity than they have on educational quality. This policy mainly addresses the unfinished business of the National Policy on Education, 1986, revised in 1992 (NPE 1986/92). The Right of Children to Free and Compulsory Education Act of 2009, which established these rights, was a significant advancement

since the previous Policy of 1986/92 the legal underpinnings for achieving universal elementary education.[vii]

Indian scenario, the autonomy concept in higher education was first proposed by the National Education Policy, 1992, After that UGC appointed a committee known as the Gnanam Committee for it. As we know every coin has two aspects pros and cons, and scholars differ in their opinion when it comes to autonomy. Many scholars have opinions - " Autonomy is a boon" because they consider autonomy is generally associated with positive, progressive, and empowering connotations- with meanings ranging from right to freedom of self-managed or self-governed. There are 441 autonomous colleges in the country. Only India, Pakistan, and Bangladesh are stuck with large affiliating universities while most other countries have smaller universities.[viii] there are some specific reasons why universities become autonomous, these are the following-

1)   Freedom in academic areas

The prerequisite of being autonomous in the academic area is something that can become an institution independent of a decision-making process. Autonomous institutions have the freedom to think, design, evaluate, and frame curricula & syllabi that conform to their vision or mission statement. They don't have a requirement to do anything alternative to teach their student the latest technology and crucial employment-centric skills.

There is also no requirement for interdependency on any higher institutions or educational organizations. Granting autonomy is not a one-way process or simply a set of policies to achieve successful HE management.[ix] It has to do with both the freedom that the government is ready to grant and the freedom that higher education institutions can obtain from it.

The New Education Policy, 2020 gives a transformational roadmap to the higher educational institution. Using policy,the long-term goal is to abolish the current college-to-university affiliation arrangement. Each college might then either be turned into a university or fully incorporated into a self-governed institution which is a form of autonomy. According to the policy, promiscuous prevailing teeny colleges would be lurking with the larger higher education institutions that would come to have a minimum of 3,000 strength pupils. These colleges are pedagogically infeasible and financially unaffordable.

This merged institution will have the full right to opt for the mix between research and teaching according to their strengths, with the sector consisting of institutions with a strong concentration of

research at one extreme and institutions with a high concentration of teaching at the other. This structure is similar to UK and US structures.

2) The Effective Education Model would be possible

A higher educational institution with autonomy not only gets the power to make their curriculum, but they also get enabled to make their choice to implement any kind of educational model and that model will ensure educational effectiveness, rather than choosing the traditional mode of teaching-learning. After the NEP 2020 implementation higher education institutions can adopt a choice-based credit system or outcome-based education. Both models are more effective in evaluating student- performance.

The NEP 2020 provides the measure for the available challenges in the sphere of HE and a desire to revitalize it. There are many multidisciplinary institutions needed since the educational system in India is the first and biggest problem. Since there is so much specialization, a multidisciplinary approach is necessary. So the core of the NEP is the transmutation of higher education in its structural and functional recognition into large multidisciplinary institutions, that will ensure every district has at least one, with a variety offering instruction in regional tongues.

According to Prime Minister Narendra Modi -we are working to break down the barriers that separate academic, technical, and vocational higher education from other forms of education. Additionally, efforts are being undertaken to reduce the number of administrative layers and promote better communication between them. The NEP also places a strong emphasis on core knowledge and languages. Through the concept of graded autonomy, an effort is made to promote healthy competition among all colleges and universities. Significant changes have been achieved in access and assessment, as well as in learning outcomes and teacher preparation, and it has been demonstrated how to empower every student.

What should be the Eligibility Criteria for College Autonomy?

The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) has established rules and regulations that colleges must abide by to be eligible for autonomy in higher education

- If a higher education institution complies with section 2(f) of the University Grants Commission Act, any discipline, whether aided, unaided, or self-financed, may demand autonomous status.
- The colleges must be at least ten years old.
- NAAC accreditation for the institution is required.

- The colleges are required to have three programs with a minimum score of 675 and to have received the National Board of Accreditation (NBA).

- Irreducible HEIs must manage these eligibility rules and circumstances for a maximum of five years if they intend to extend their autonomy status.

- Following the on-site peer visit committee's judgment, those HEIs with a score of 3.0 or higher from the NAAC/NBA/Corresponding Accreditation Agency will also be considered for autonomy status.

- HEIs qualified without requiring an expert on-site inspection if it has received NAAC/NBA/Corresponding Accreditation with a score of 3.26 or higher, up to 3.5 for one cycle, and accredited in the second cycle.

- Without requiring an expert site inspection, HEIs with a pointer of 3.51 in NAAC/NBA/Corresponding Accreditation and a score of 750 will also be qualified.

- The HEIs are required to adhere to the UGC Regulations in letter and spirit, including (a) No occurrences of ragging in colleges (Regulations 2012); (b) Enhancing of Equity in HEIs (Regulations 2012); and (c) Appropriate Grievance Redressal (Regulations 2012).

The Criteria For Granting Autonomous Status To Colleges

When awarding colleges autonomy, the following criterion is taken into account.

- Educational Quality of the HEIs

- The strength and performance of the academic institution in activities like co-curricular

- Faculty achievement will be decided by their research work

- The level of teaching-learning quality process and merit of the student should be standard

- The infrastructure provided by the college, including things like the library, e-resources, transportation, etc

- Innovation and research ought to continue.

- The college's financial capacity should be adequate.

- Institutional management should be done properly.

How can get the autonomy of the higher educational institution after the implementation of NEP 2020?

Because of recent expansion and development, the HE system is becoming increasingly complex. The governance of higher education institutions has been a subject of ongoing discussion. After the adoption of NEP 2020, current worldwide discourse demonstrates a pervasive institutional

trend to switch from a centralised to a decentralised system in the higher education sector., It's getting tougher to get autonomy status. The following ideas should be taken into consideration to get autonomy-

(i) **Focusing on Innovation & New Ideas**
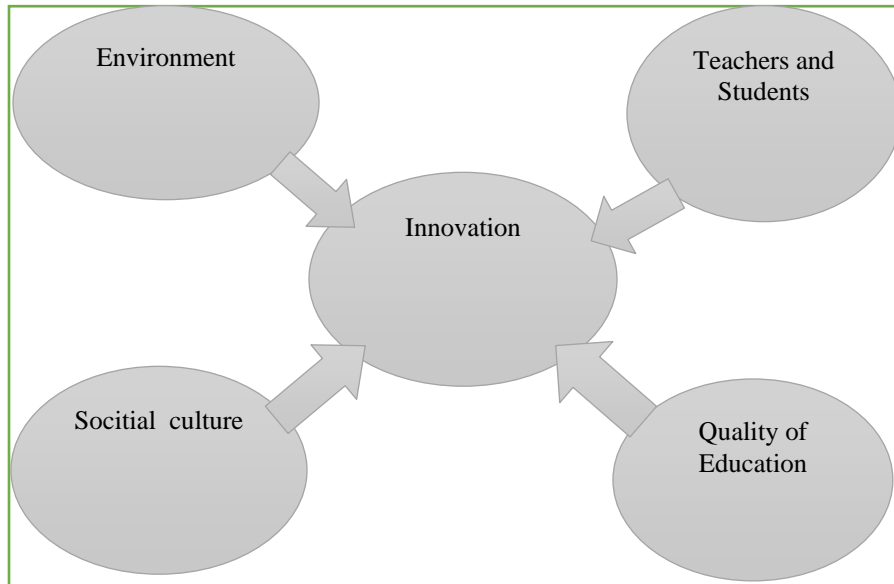
"Necessity is the mother of invention (Plato)".Education, being a social institution serving the needs of society, is indispensable for society to survive and thrive.[x] The framework of the educational system should continuously evolve to meet the constraints of the fast-paced evolving and unpredictable global world and also should be comprehensive, sustainable, and superb. Therefore, teaching faculties of all levels, researchers, and policy framers are expected to innovate teaching and learning methods with changing scenarios. Innovation can breathe new life into slowing stagnant markets, and act as a mechanism to enhance an organization's ability to adapt to changing environments.[xi]

(ii) **Profound Education with a Choice-Based Credit System (CBCS)**

HEI can introduce a choice-based credit system rather than a traditional educational model. It makes the student get a multi-disciplinary education and promotes learning the subject whatever they like. It reduces the compulsion to learn only course-specific subjects.

(iii) ERP Higher Education for Administrative Role

The College Enterprise Resource Planning (ERP) system delivers a straightforward user interface for the upkeep of different students, departments, faculties, libraries, and other information.[xii]

Implementing college ERP software with accreditation data management software may be much more advantageous, even if it is great for the school to obtain NAAC/NBA accreditation to be comferriable with getting autonomy. It is capable of gathering, gathering, managing, and storing institutional data, including all documents and records required to obtain comprehensive compliance reports.

Issues and Challenges

The organisation in charge of overseeing education enjoys freedom in how it conducts business and has the chance to improve the caliber of its offerings further and therefore achieve worldwide transcendence. owing to the increased difficulty of online institutions' courses, after the COVID incidents as well as NEP 2020 implementation, many existing universities redefining their services in terms of autonomy to their service strategy either survival or sustainability, differentiation or monopoly, or growth & prosperity incumbent on their existing status.

Higher education institutions with operational autonomy have the chance to significantly elevate the standard of their offerings and thereby achieve excellence on a worldwide scale. Numerous existing campus-based universities are redefining their services as a result of the increased challenges posed by online education, depending on their current situation and plans. These strategies include survival, sustainability, differentiation, monopoly, growth, and prosperity. Universities and other HEIs have more autonomy from the government in many developed nations. Universities have more latitude to innovate and improve society when there is less governmental and administrative control over higher education institutions.

If given enough latitude, higher education institutions can think for themselves, act responsibly, and demonstrate accountability.

1. Language is viewed adversely in the NEP 2020 due to India's troublesome teacher-to-student ratio and the challenge of introducing mother tongues for every course in academic institutions. Sometimes

it can be challenging to find qualified teachers, and the NEP 2020's inclusion of study materials in mother tongues creates a new challenge.

2. The NEP 2020 states that students who are willing to graduate must study for four years, although anyone can simply complete a diploma in two years. They might be persuaded to leave the class before it is through.

3. The NEP 2020 states that children in private schools will begin learning English much sooner than what public schools the students learn. Students in government schools will be instructed in their native regional tongues for the academic curriculum. One of the main problems with the new educational policies is that they will cause more students to find it difficult to communicate in English, which will exacerbate the social divide.

Higher education ecosystem
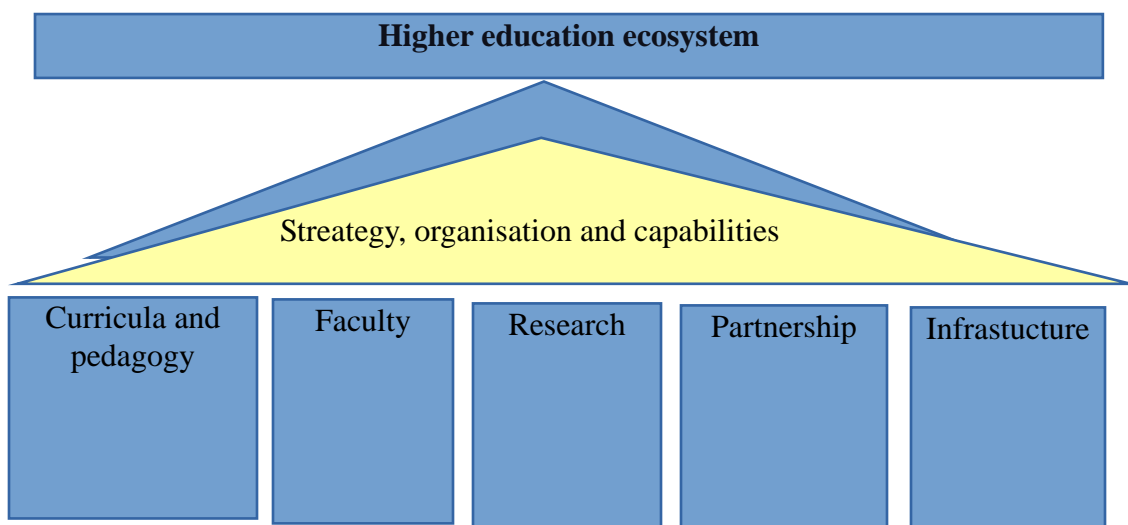
According to a report by IVC and PGA Labs titled "The Great Un-Lockdown: Indian EdTech," the Indian education market is predicted to increase by 2X to $225 billion by FY25 at a 14% CAGR during FY20-25. The Ministry of Human Resource Development predicted that by 2030, India's spending on education technology would total $10 trillion. The educational ecosystem of India is one of the largest democratic educational ecosystems in the world, despite its significant risk! Even though the government is funding the accreditation of multiple HEIs, there is a significant disparity between the number of seats available at reputable HEIs and the number of applicants.So where are the

problems? Is the fact that the majority of pupils in India's primary schools do not succeed the reason for this?

At the time of the independence of India, there were only 20 universities and 500 colleges in the country with 2.1 lakh students in higher education[xiii]. According to the UGC annual report 2019–20, student enrollment in the higher education system has increased by more than 182.26 times compared to the figures at the time of independence, with increases of 54 times for degree-granting universities and 88.75 times for colleges. In India, 8,997 institutions have received AICTE approval as of February 2022. There were 3,627 undergraduates, 4,790 postgraduates, and 3,994 diploma institutions out of these 8,997 establishments.[xiv]

Well, many of them look at other public and state universities as well as independent institutions where they can search for affordable education combined with qualified teachers but may have to sacrifice the infrastructure vantage and subpar learning methods that are available to them. Students are no longer limited to choosing broad degrees like MBBS, engineering, or sciences as a result of the change in college possibilities.

Non-traditional degrees like physiotherapy, optometry, hotel management, graphic design, digital marketing, VFX, and animation are now becoming popular as viable alternatives to established career paths. And that's not the only change; nowadays, regardless of their primary field of study, students have access to a wide range of electives from which they can choose.

Second, youth Internet access has increased promiscuity, which has led to high mobile penetration in the nation today. With just one click, teaching and learning are now available, frequently in an audio-visual or interactive format. In addition to being fully engaged in their regular course curriculum, students are keen to enroll in additional online courses that are available to them at any time and from any location to advance their knowledge in a particular field of interest.

Thirdly, by signing MoUs with businesses and other top educational institutions domestically and abroad to foster relationships and network alliances, both government and private institutions (colleges and universities) are relentlessly changing their structure and procedure image. Students are encouraged to sign up for exchange programs to make them more globally aware and employable.

Artificial intelligence, along with other emerging technologies, is being used in educational institutions to help them transition to a more modern and practical method of student evaluation that includes more student-focused feedback, assessment, and grading tools, monitored online exams, etc.

Over the last two years,the world's educational system has been altered by COVID-19, which also uses more empirical teaching techniques. While most have learned and accepted the new education pattern, India, with its large geographical ratio is still envisaging uninterrupted education because of its unapproachable primary infrastructure.

The traditional teaching and learning patterns have abruptly been changed by technologies and the online class shift has not been easy or acceptable for the teachers either. It has made the teachers work harder. In addition to framing course materials, teachers must stay up with new digital tools and approaches and be compatible with them.

Education and its related provision

According to the Indian constitution,the state will provide education to all citizens and it's made lots of provisions that have a direct or indirect bearing on education at various stages. The various constitutional provisions regarding education. In India, education is part of the concurrent list, therefore centers and states can make the law concerning it.

The regulation of this sector in India is multi-layered. At the last chain of delivery- the classroom, three sets of regulations operate- university, college, and council (as per the course).[xv] HE in India includes universities, colleges, and other institutions. University provides their degree, and colleges offer the degrees through linked colleges. Nevertheless, our best efforts and our educational development remain low.

The New Education Policy is a kind of administrative and legislative reform to make effect those policies, plans, and recommendations that are done for the improvement of the education system. The Confederation of Indian Industry Education Council established a committee this year in July with the following members to discuss concerns connected to online education, notably in the context of NEP 2020. The committee is chaired by Dr. BVR Mohan Reddy, Chairman of IIT Hyderabad, and Executive Chairman, Cyient. The group discussed content distribution generally, online higher education specifically, and NEP 2020 in general. The committee also observed that starting in 2020,

online teaching and learning have become required due to the pandemic. This abrupt, forced, and significant increase in the adoption of online learning globally needs to be noted in the analysis.

The epidemic has widened the gap in digital access while simultaneously hastening the uptake of online learning. While some students may have made the switch to virtual learning with sufficient connectivity and personal devices, a sizable portion has had issues with internet availability and access. Similar difficulties have prevented several academic institutions from making a seamless transition, giving their students scant opportunities to study. It seems that digital and online learning methods are continually developing. For an initiative to be genuinely effective, many actions must be taken.

However, other ways of teaching and learning, including online learning, are required to supplement conventional techniques as we prepare for, the education sectorAfter the epidemic, of the world. Over the past 10 years, educational technology (EdTech), which frequently serves as the foundation for initiatives like online learning, has gained momentum and needs to take center stage. Historically, e-learning platforms and learner-tutor networks have received the majority of EdTech's attention.

The effectiveness of learning for students could be improved by several developing technologies, like analytics and artificial intelligence/machine learning. However, many cutting-edge technologies, like analytics and artificial intelligence/machine learning, are already being developed and have the potential to improve student's learning outcomes. Similar targets for EdTech include content curating, content micro-plucking, and learning needs prediction based on evaluations. Education technology (EdTech) is also striving to personalize and game-of learning, and educators are using it to make judgments about the curriculum, the speed of learning, and constructing learning paths using analytics. High-integrity virtual tests are another area where EdTech is concentrating its efforts.

In the context of NEP 2020, the CII (Confederation of Indian Industries) Education Council highlighted the problem of internationalizing Indian higher education. The Secretary-General of the Association of Indian Universities (AIU), Dr. (Mrs.) Pankaj Mittal actively contributed to the discussion and shaped this chapter of the report. The future lies in the internationalization of Indian higher education, which will benefit not only that industry but also millions of young people around the world by making India a desirable study destination.

India's historical involvement in international education demonstrates that India was the center for the expansion of knowledge and education. Beginning with the Nalanda, Takshashila,

Vikramashila, Valabhi, Somapura, Jagaddala, Odantapuri, and Pushpagiri Vishwavidyalayas, India has always believed in providing education for the rest of the globe. These educational institutions have drawn academics from all across the world. India has the chance to regain its illustrious position as Vishwaguru today.

The expanding global habit of studying abroad More than 5 million students traveled outside their country in 2017 to seek HE, according to UNESCO data (UIS 2018). More than 20% of all students are sent to the US, with the UK coming in second with 11%, Australia third with 9%, France fourth with 7%, Germany fifth with 6%, and Japan fifth with 4%. Despite coming late to the game, China too was able to quickly draw in a sizable number of international students. According to the Ministry of Education of China, five lakh foreign students studied there in 2018, as opposed to India, which only managed to draw in 50,000 foreign students, more than half of whom came from the neighboring countries of Nepal and Afghanistan. The OECD has projected that the total number of foreign students will reach 9 million by 2025.[xvi]

Internationalization of education NEP 2020 reforms NEP, which aims to enhance internationalization and establish India as a center for international students, has accorded internationalization of higher education the prominence it deserves. The following are some of the policy's significant initiatives:

(i) Choosing which universities from the top 100 abroad are invited to operate in India. Enacting/creating a regulatory framework to facilitate the entry of such universities on par with autonomous institutions in India is a crucial initiative.

(ii) Encouraging top-performing Indian colleges to open campuses abroad.

(iii) Transferring credits for degrees, joint degrees, and dual degrees are offered.

(iv) Additionally, specific initiatives would be made to enhance student and researcher exchanges between Indian institutions and international institutions. establishing offices for foreign students at HEIs to manage issues about international students.

Major initiatives by the government for the higher education sector

(i) Improving Student Enrolment:

a. With a focus on multidisciplinary approaches that will flexible the curriculum and provide numerous departure points, NEP 2020 aims to increase the By 2035, GER in HE will be around 50%, and scholarships to ST, SC, OBC, and SDGs according to each student's merit.

b. The admittance of reputable institutions to provide education in the distance mode is permitted under a new UGC regulation for open and distance learning.

c. SWAYAM portal to connect with people and give them access to high-quality education.

(ii) Addressing Funding requirements:

a. Rashtriya Uchchatar Shiksha Abhiyan (RUSA), 2013 aims at financing state institutions concerning their governance and performance.

b. MoE and Canara Bank's joint venture, the Higher Education Financing Agency (HEFA), which launched in 2018, intends to leverage resources. The market, contributions, and CSR funds are to be used to support infrastructure renovation in prestigious institutions.

(iii)Better regulation of HEIs:

a. It was suggested that the Higher Education Commission of India, rather than the UGC or AITCE, serve as the overall regulator of higher education.

(iv)Revitalising Research Ecosystem:

a. The Higher Education Financing Agency (HEFA), which has been reorganized, is funding the Revitalising Infrastructure and Systems in Education (RISE) program, which aims to raise investments in research and related infrastructure in elite educational institutions.

b. Impacting Research Innovation and Technology (IMPRINT) India, a collaborative initiative of the Prime Minister's Research Fellows Scheme.

c. The SPARC program, which promotes academic and research collaboration, aims to improve the research ecosystem of India's higher educational institutions by facilitating academic and research collaborations between Indian institutions and the best institutions in the world.

(v) Improving the quality of HEIs:

a. To encourage institutions of higher education to compete with one another and simultaneously work towards their growth, the MoE adopted the National Institutional Ranking Framework (NIRF) 2015 methodology.

b. NIRF is another factor used to evaluate private institutions for the Institutions. of Eminence (IoE) scheme that provides the regulatory architecture for setting up or upgrading 20 institutions (10 from the public sector and 10 from the private sector) as world-class teaching and research institutions.

(vi)Mandatory Assessments:

> The UGC has made NAAC assessments compulsory for all HEIs that apply for funding and the AICTE recently announced that at least half the programs run by an HEI must be accredited by the NBA.

Although the plans are ambitious, all stakeholders, including the government, apex bodies like the UGC, ICCR, AICTE, AIU, CII, and regulatory agencies to be established under NEP and HEIs, would need to work together concertedly and cooperatively to make them a success.

Conclusion and suggestion

Because of recent expansion and development, the higher education system is becoming increasingly complex. The governance of higher education institutions has been a subject of ongoing discussion. The NEP has outlined the process for modernizing governance in HEIs and offers great ideas to bring our institutions' governance in line with international best practices. It will be interesting to observe how the NEP's recommendations are put into action because some current norms and procedures (such as having the vice-chancellor serve as both the chief executive and the head of the board) may make it difficult. The elimination of some current structures (such as the council for IITs, NITs, IIITs, etc.) that violate the institution's autonomy may be necessary to implement the NEP suggestions

Overall, the NEP has given institutions a lot of autonomy in terms of governance. Although governments and bureaucracy have a history of being reluctant to cede their position of authority, one hopes that the NEP's recommendations will be honestly carried out and that our HEIs, at the very least the top ones, will receive the full governance autonomy that the NEP envisioned.

The NEP 2020 is anticipated to substantially modify the Indian educational system during the next 5-7 years. Undergraduate and graduate students will be compelled to think through a range of admission and leave options within set time constraints as a result of the introduction of the Academic Bank of Credit. In addition, MHRD will establish a distinct division to develop digital content and infrastructure to enable e-education. Numerous attempts will also be made to provide new online courses, and digital repositories, and acknowledge MOOCs based on credits to maintain the standard of knowledge transfer. Given the substantial changes anticipated in the upcoming years, we are unsure of how the brilliant notion of providing students with higher education will come out. India can undoubtedly compete with the USA, UK, Canada, and other developed nations in terms of educational quality and student employability if it can successfully execute the NEP policies without becoming entangled in the web of bureaucracy.

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