Leadership, Education, Personality: An Interdisciplinary Journal ISSN: 2524-6178
www.sibe.rpress.co.in, Vol. 18, Issue 10 October 2023, UGC CARE 1, I Factor:7.621

Implementation of the National Education Policy 2020 in Higher Education Institutions of Haryana: Curriculum Structure, Scheme Framework and Implementation Challenges

Vivek Kumar Saini
Associate Professor, Department of Zoology, Government College, Hisar
*Corresponding Author: Vivek Kumar Saini
Email: viveksaini25@rediffmai.com

Abstract

The National Education Policy 2020 (NEP-2020) represents a transformative reform in the Indian higher education system aimed at promoting multidisciplinary learning, academic flexibility, skill development, and research orientation. One of the most significant reforms introduced under the policy is the Curriculum and Credit Framework for Undergraduate Programmes (CCFUGP), which allows students to pursue a four-year undergraduate programme with multiple entry and exit options. The framework integrates various course categories such as Discipline Specific Courses (DSC), Minor Courses (MIC), Multidisciplinary Courses (MDC), Skill Enhancement Courses (SEC), and Value Added Courses (VAC) to promote holistic education and interdisciplinary learning. Universities and colleges in Haryana have started implementing NEP reforms through different scheme-based academic structures including Scheme A, Scheme B, and Scheme C. These schemes provide flexibility for students to pursue multidisciplinary learning, major–minor combinations, and single-major specialization. The present study reviews the implementation of NEP-2020 in higher education institutions of Haryana with particular emphasis on curriculum structure, course categories, and scheme frameworks. The study also examines challenges faced during implementation, including curriculum variations across universities, rigid credit structures, infrastructure limitations, and lack of student awareness regarding course selection. The paper concludes by suggesting policy measures such as curriculum standardization, greater flexibility in credit allocation, faculty training programmes, and effective academic counselling systems to ensure successful implementation of NEP-2020 reforms in the state.

Introduction

It is a well-known fact that higher education plays a significant role in the national development process, which leads to the development of human capital, knowledge, as well as socio-economic development. Higher education which is of high quality does not only produce skilled workforce but also creates innovation and research which are foundational in the growth of the economy

and social welfare (Carneiro R, Draxler A. 2008:Khatak et al., 2022). The higher education system in India is one of the largest in the world, as the number of students enrolled in 2021-22 was more than 43 million (Kalyani P, 2020) so, such a huge system of universities and colleges needs to keep evolving and keeping in pace with rapid technological, economic, and social shifts. In order to overcome these challenges, the Government of India has declared the National Education Policy (NEP) 2020 - the initial education policy during the 21 st century. NEP-2020 suggests radical changes in the structure, curricula, and pedagogy of education so that learning would be more flexible, multidisciplinary, and based on skills (Jamble MN, 2022) As an example, the policy officially marks that education is the key to full development of the human potential, building of an equitable and fair society, and national development: students should be able to integrate arts and sciences with professional training to become more creative, think critically, and train to solve problems. The policy also emphasizes on flexible academic routes - specifically, a four-year undergraduate degree with various entry and exit points (certificate after one year, diploma after two, bachelor's degree after three and honours/research degree after four (Sahoo PR, 2021). These numerous exits along with the Academic Bank of Credits (ABC) system is meant to provide students with the freedom to take a break and resume with their studies thereby enhancing accessibility and lowering the number of dropouts. NEP-2020 also recommends assimilation of skill-based and vocational programs at undergraduate stage, nurturing Indian knowledge, and augmenting research prospects among the undergraduates (Saxena A, 2021). In its policy documents it clearly imagines a multidisciplinary, flexible and equitable education system and emphasizes the necessity of skill-based education, vocational education and apprenticeship/internship and promotes critical thinking, creativity and problem-solving skills. Its focus is to provide a balanced education that incorporates arts, sports, ethics and others in addition to science and technology besides increasing the gross enrollment ratio (GER) in higher education to 50 per cent by 2035. Responding to NEP-2020, Indian universities and colleges have started reforming the undergraduate programs. To implement the new policy, the University Grants Commission (UGC) published a Curriculum and Credit Framework of Undergraduate Programmes (CCFUP) which offers the guidelines to follow (Singhal, 2020). It is a flexible credit framework and intentionally a multidisciplinary/ student-centered system. As an example, the CCFUP students are allowed to take any courses (arts, science, vocational, etc.) each semester, and change their major or type of learning (online, offline, hybrid). The NEP-aligned frameworks have also been embraced in major universities of the state of Haryana. As

an example, Kurukshetra University and Maharshi Dayanand University (Rohtak) have prepared new credit-based curriculum designs (called in many cases Scheme A, B, C system) to put NEP principles into practice on the university and college level (Mishra et al., 2020). These are clearly provided with multidisciplinary selection of courses during the first year (Scheme A), and further options to become a specialist or change to major/minor mix (Schemes B and C). The frameworks involve various exits and entry points, as well as incorporation of skill and research elements, which are in accordance with NEP-2020. These reforms will be introduced under the Haryana plan in the affiliated colleges of Kurukshetra University (starting with the next academic year) and then at other state universities . The current paper is a review of the introduction of NEP-2020 in institutions of higher learning in Haryana. It dwells on the new undergraduate curriculum framework, the various scheme-based programme structures, and classification of courses (core, minor, multidisciplinary, skill, value-added, etc.) in the new policy. Another aspect of the study is the early implementation issues and the best-practice measures and policy recommendations to help roll-out the NEP reforms in the universities and colleges in Haryana successfully.

Curriculum and Credit Framework for Undergraduate Programmes

The CCFUGP was created by the UGC in order to begin implementing the NEP-2020 in undergraduate studies for the first time. The UGC guidelines state that the CCFUGP is designed to replace the CBCS system under a 'flexible choice-based credit system' that incorporates the encouragement of multidisciplinary studies as well as the addition of multiple entry/exit opportunities. This program's goal is to shift the focus from inflexible, discipline-centric programs to an outcome, and skill-based curriculum. With the CCFUGP, students will be able to earn credits in various course categories (core, minor, interdisciplinary, skill, value, etc.) toward the degree. Given this model of credit accumulation and the agility it presents students, it offers the possibility of students being able to stop/ start their studies (i.e. exit after an initial one or two years to receive a certificate/ diploma), and the encouragement of credit transfers between institutions. The credit model and multiple exit opportunities of the CCFUGP are designed to create a more student-centric and flexible approach to undergraduate education.

Some of the CCFUGP major highlights are as follows:

I. **Multidisciplinary course structure:** Students can study across a range of disciplines from one semester to the next, rather than being limited to a single discipline. For instance, under this

system students are permitted to pursue a major core (DSC) and also a core minor from a different discipline, and additionally cross *interdisciplinary* (MDC) courses drawn from unrelated fields. This encourages breadth of learning and cross-pollination of ideas across arts, sciences, humanities, and technology.

II. **Integration of vocational and skill-based learning**: The framework specifically mentions Skill Enhancement Courses (SEC) and vocational credits. In this context, students are required to complete some modules on digital literacy, an internship, or some vocational training to receive credit. The UGC has observed the CCFUGP to "emphasize skill development" and learning in a holistic manner. This is in conjunction with the NEP, which highlights practical skills and employability of students. Students are expected to learn industry pertinent skills (e.g. lab, communication, or professional practice) in addition to their academic subjects.

III. **Research and practical learning**. The framework incorporates opportunities for undergraduate research and project work. In one example, value-added courses can include mini-research assignments, and in the final year, there is a dissertation. The policy encourages "multidisciplinary, interdisciplinary, and transdisciplinary research" at the UG level. For the beginning of one's higher education journey, CCFUGP intends to cultivate advanced levels of thinking and skills of innovation by embedding research-based assignments and critical inquiry throughout the curriculum.

IV. **Continuous and outcome-based assessments**: CCFUGP has moved on from only end-term exams to continuous, outcome-based assessments. Each course's syllabus has specific learning outcomes. Outcomes, expected at the end of the course, in addition to homework, projects, fieldwork, etc. determine assessments (i.e., assessments are continuous). This is aligned with NEP's aim to make courses competency-based. For instance, the CCFUGP 20- credit science course may include lectures, practical lab sessions, and a project, and the grades will reflect the mastery of the content and practical skills.

CCFUGP provides students with the opportunity to demonstrate their academic flexibility with the different categories of credits they can earn within their degree. A learner can take the option to graduate with a certificate after year 1 with the required 40 credits (including 4 credits of work-based learning) or a diploma after year 2 with 80 credits, or continue for a full bachelor's degree which is 120 credits [8]. Other students with a little more ambition may opt for an honours degree with research which is 160–180 credits over four years. All of these multiple exit points and structured credit thresholds have been outlined in the framework. One of the main aims of

the CCFUGP is to eliminate traditional disciplinary silos. It aims to position a student to consider subjects which are beyond the boundaries of their major and to foster integration. As reflected in the NEP-2020, the integration of arts and humanities with STEM disciplines produces enhanced cognitive outcomes. “increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities… mastery of curricula across fields”. This fusion is also articulated by Altbach and Salmi (2020) alongside many scholars on the global economy. This is evident in the CCFUGP’s emphasis on the importance of cross disciplinary and adaptable learning, where students learn to cross over different domains

Course Categories under the NEP Curriculum

The NEP-based undergraduate curriculum as mandated by University Grants Commission (UGC) are designed in such a fashion that they support holistic education, flexibility, and interdisciplinary learning. The framework presented following the enactment of National Education Policy 2020 is expected to shift the focus towards the rigid boundaries of subjects and give students the chance to pursue various academic interests in developing a practical skills base and ethical values. The curriculum is thus classified into a number of groups of courses each having its purpose concerning academic and developmental needs. Discipline Specific Courses (DSC) The fundamental aspect of an undergraduate programme is Discipline Specific Courses (DSC). These courses avail both basic and advanced skills in the field of major to the students. In order to graduate successfully in a certain subject, a student has to take a certain amount of credits in DSC. DSCs are aimed at developing a good conceptual knowledge, analytical skill and expertise in the subject. As an illustration, in a B.Sc. Life Sciences programme, DSCs can consist of such core subjects as Botany, Zoology and Chemistry. These courses help students acquire the theoretical knowledge, techniques of conducting research, and applications that are involved in the field. This kind of profound knowledge of the subject matter equips students to greater education, research and work in the field of their major. Minor Courses (MIC) give students an opportunity to study a smaller academic subject to their major subject. This system promotes cross-disciplinary education and allows students to acquire knowledge across different complementary areas. An example of this is the student who has Life Sciences as a major with minor in the course of Biotechnology, Genetics or Microbiology. With the help of these supplementary subjects, students come up with a wider perception about the related areas of science. Minor courses enhance flexibility in career as well. Students with interdisciplinary studies have a chance to pursue a wide variety of career options, including biotechnology

research, healthcare industries, environmental management, or science communication. Multidisciplinary Courses (MDC) refer to those that are meant to expose the students to disciplines other than their main discipline. These classes are intended to foster intellectual interest, imagination and increased academic exposure. Within this framework, the students are promoted to experiment with other fields, which do not necessarily fall under their stream. As an example, a student who majors in science can take courses associated with artificial intelligence, environmental studies, sustainable development, Indian knowledge systems, music, or fine arts. Such a way is representative of the main idea of NEP-2020, as it aims to eliminate the strict division between arts, science, and commerce streams. Learners who pursue multidisciplinary studies acquire abilities in critical thinking, flexibility, and broad perspective on the world. Skill Enhancement Course (SEC) is aimed at the development of practical skills and employability competencies that are necessary on the modern labor market. Such courses focus on practical education, technical preparation, and career growth. Some examples of SECs are digital literacy training, training in entrepreneurship, data analysis, communication skills and project management. This kind of course will assist students to bridge the gap between what they learn at school and what is applicable in practice. The skills courses on organic farming, mushroom farming, sustainable agriculture, and agri-entrepreneurship might prove particularly helpful in the farming states like Haryana. These courses enhance the rural growth, agricultural innovation and youth self employment. The Value Added Courses (VAC) are aimed at teaching the ethical awareness, social responsibility, and self-development to the students. These classes pay much attention to moulding the students into not just a professional but a responsible citizen of the society. Human values, environmental awareness, yoga and wellness, constitutional values, and community engagement are the common VAC subjects. The NEP framework promotes empathy, civic responsibility and sustainable thinking in students by introducing such themes in the curriculum. On the whole, the integration of VACs is a guarantee that the educational process will lead to the comprehensive formation of personality, character and the social perception.

Scheme-Based Undergraduate Programme Structure in Haryana

To implement the NEP-based curriculum, universities in Haryana have adopted scheme-based programme structures that provide flexibility to students in selecting their academic pathways. The most commonly implemented structures include Scheme A, Scheme B, and Scheme C.

Scheme A: Multidisciplinary Programme

The scheme A based on the framework of National Education Policy 2020 under the undergraduate curriculum is aimed at the students who prefer to receive a multidisciplinary approach in the initial years of their higher education. This plan enables students to pursue a three-related course of study under a wider field of discipline in the first year of the programme. Students are not required to make one specialist choice as soon as they enter the university but get a chance to study various topics and then they choose their major study. In the first stage of the programme, the students learn basic courses of three subjects that fall under the same academic cluster. Such a system assists them in learning fundamental conceptual information, experience of alternate approaches to academics and an idea of interrelatedness of these disciplines. Students are allowed to choose one subject as a major specialization after the completion of the first year depending on his or her academic performance, interest and future career aspirations. As an example, conventional undergraduate courses like the B.Sc. Medical, and the B.Sc. Non-Medical, have been reshaped to fit in this new system. The new structure has seen B.Sc. Medical being remodelled to B.Sc. Life Science and B.Sc. Non-Medical changed to B.Sc. Physical Science. Students of B.Sc. Life Science usually take subjects like Botany, Zoology and Chemistry in first few stages. In B.Sc. Physical Science, students are able to study Physics, Chemistry and Mathematics in the first year. Through learning these subjects jointly, students would be able to acquire a holistic view of the discipline at large before settling on their specialization. As an illustration, a student pursuing B.Sc. Life Science can finally major in Botany or Zoology based on his or her interest and strength in the academic field. This kind of arrangement also diminishes stress of academic choices made at a young age and provides students with the option of exploring what they really want by undertaking real courses. Consequently, students will have more knowledge about their major discipline and future career. On balance, Scheme A was developed in accordance with multidisciplinary philosophy advocated by NEP-2020. It promotes it to be flexible, explore and mobile in academia where students can study a variety of subjects before they commit themselves to a particular specialization. This not only enhances conceptual learning, but also encourages multi-disciplinary thinking, flexibility and expanded view of education, which is deemed to be the key of contemporary higher education..

Scheme B: Major with Minor

Another significant academic model in the undergraduate model, which has been proposed following the introduction of the National Education Policy 2020, is known as Scheme B. The scheme is offered to students who would like to enhance their knowledge of a single major subject It provides balance between specialization and interdisciplinary learning which is one of the main goals of the policy. In scheme B, a student selects a major subject upon which he or she will be the main focus of study in the rest of the programme. The majority of the Discipline Specific Courses (DSC) are connected with this major topic, which means that the student will be able to acquire the higher level of knowledge, the clear understanding of the concept, and research-oriented knowledge in the given subject. The significant topic is basically the academic identity of the degree programme. Students learn a minor subject of a related discipline or a different one on top of the major subject. The minor subject will have fewer credits than the major one, although it will give significant exposure to a second study area. This design fosters intellectual adaptability and interdisciplinary learning so that students can make the links between the knowledge in several fields. A major aspect of this scheme is that it is flexible in academic advancement. The students who have enrolled on Scheme A whereby they take three subjects in the first year can transfer to Scheme B after they have completed the second semester. This shift normally comes with the students having a better understanding of their academic interests and may desire a more specialized approach. As an illustration, a student pursuing B.Sc. Physical Science can undertake Scheme A where he or she may study Physics, Chemistry, and Mathematics in the first year. Once the second semester is over, the student can opt to choose Physics as major subject depending on his/her interest or performance. In this scenario, the learner will maintain the programme to run under Scheme B where the major discipline being studied will be Physics and a secondary subject will be studied as a sub-subject. This structure is advantageous to students in a number of ways. To start with, it offers good subject specialization, which is fundamental to research, higher education, and the professional careers. Second, a small subject contributes to students forming interdisciplinary approaches, which are becoming more and more useful both in academic and professional circles nowadays. On the whole, Scheme B facilitates the wider educational vision of flexibility, academic choice, and multidisciplinary learning, which is advocated by the University Grants Commission (UGC) according to NEP-2020.

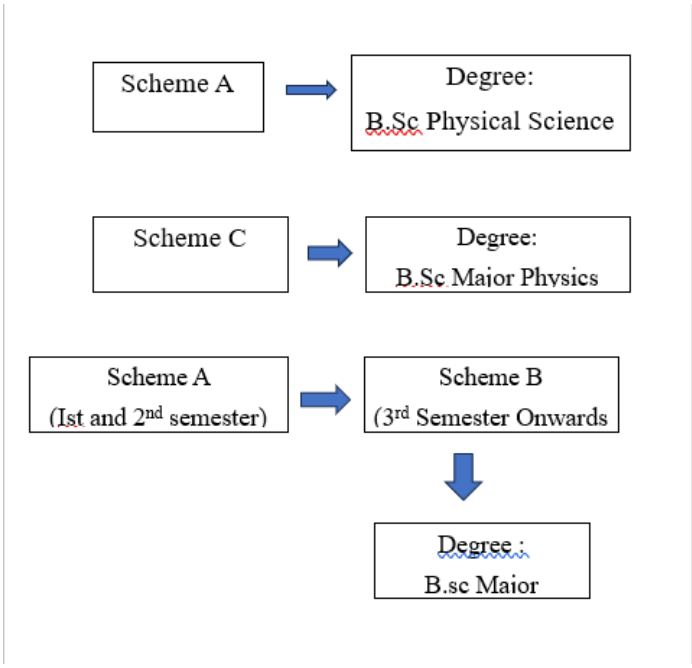

Fig 1 : An example of Shift from Scheme A to Scheme C via Scheme B

The final degree awarded in such cases is B.Sc. Major in Physics, regardless of whether the student entered directly through Scheme B or shifted from Scheme A.

Scheme C: Single Major Specialization

Scheme C includes students who want to have intensive academic focus in one field during their undergraduate course. This plan fits the goals of the National Education Policy 2020, which aims to offer flexibility in higher education and at the same time create opportunities to students who wish to gain advanced subject knowledge and research skills. In Scheme C, students give emphasis on higher and specialized courses which are more concerning their major subject. This structure enables students to focus more on one area of study unlike in the case of multidisciplinary schemes in which students learn more than one discipline at the same time. Consequently, there is a significant percentage of the credits in the programme that goes to Discipline Specific Courses (DSC). The courses also encompass both theory and practice to enable the students get a solid academic background and more analysis of the field. In spite of the specialization focus, students have to attend some other courses that are necessary to develop holistically. More specifically, the number of Value Added Courses (VAC) that students receiving Scheme C have to complete is greater than that of other schemes. The courses are developed to improve ethical awareness, social responsibility and personal growth in the students. Topics that

could be offered in VAC are human values, environmental awareness, yoga and wellness, communication skills and constitutional values. This makes sure that even the highly-specialised students are able to acquire a balanced outlook on academic and personal sense. A fourth-year honours or research track is another major characteristic of Scheme C. Students who decide to stay longer than the normal three years can take extra higher courses and in most cases, they can do a research project or a dissertation in their fourth year. This element of the research offers the students an opportunity to have hands-on experience in academic research, data analysis, as well as scientific writing, which are important aspects of research-based careers. The programme is also based on the multiple exit and entry system that is of recommendation by the University Grants Commission. Based on this setup, those students who have studied three years can leave the programme with a Bachelor Degree. But those students proceeding to the fourth year can graduate with a Bachelor's Degree with Honours or Bachelor's Degree with Research, based on the programme they follow and whether they do the research element. The fourth year is especially helpful in the cases when the student is planning to continue their studies on the postgraduate level or conduct a doctoral research or start an academic career. Their extra training in research methodology and more advanced knowledge of subjects is useful in preparing them to graduate school and research and development positions. Altogether, Scheme C offers an opportunity to the academically-driven students who would like to acquire the comprehensive knowledge and experience in research of one field. It will be a scheme that will complement the wider objective of NEP-2020 to develop flexible, student-focused, and research-driven higher education in India by combining enhanced subject study, value-based learning, and optional research training.

Implementation of NEP-2020 in Universities and Colleges of Haryana

In Haryana, a number of universities have implemented the curriculum framework based on NEP and changed the undergraduate programmes. Some of the major universities that have introduced these reforms are Kurukshetra University, Maharshi Dayanand University, Guru Jambheshwar University of Science and Technology, Chaudhary Devi Lal University and Bhagat Phool Singh Mahila Vishwavidyalaya. The new structure of curriculum that embraces multidisciplinary courses, credit-based programs, internships, and project-based learning have also been adopted in colleges associated with the said universities. Undergraduate programmes are applied to using centralized online portals that are run by the Department of Higher Education, Haryana. Those

reforms are supposed to make higher education in the state more flexible, more skilful and more in line with the national and international standards.

Challenges in Implementation

Although there are some advantages of NEP-2020, a couple of issues have arisen in the implementation process of the same in institutions of higher learning. The diversity in the curriculum structure among different universities in the same state is one of the biggest challenges. Preferably, the NEP framework promotes standardization to promote student mobility and credit transfer via the Academic Bank of Credits. But in reality, there are still a lot of universities that stick to different syllabi and credit systems of the same subjects. The other obstacle is associated with resources and infrastructure. To successfully execute multidisciplinary courses and skills-based programmes, many colleges need better laboratories, digitalized infrastructure, and instructional material. The interdisciplinary teaching methods cannot be implemented successfully without faculty training. Educators should be trained to deal with interdisciplinary education programs and outcome-based instruction. Moreover, students tend to be vulnerable in making the right choice of courses among a variety of categories, including DSC, MIC, MDC, SEC, and VAC. This requires proper academic guidance and counselling systems to assist the students to make wise decisions when it comes to course selection.

Suggestions for Effective Implementation

Several measures can strengthen the implementation of NEP-2020 in higher education institutions of Haryana.

1. Standardization of Curriculum Across Universities

The difference in curriculum structures in various universities within the same state is one of the most significant issues that are realized during the implementation of NEP-2020. Ideally, the policy promotes the creation of a flexible but overall consistent curriculum scheme that allows academic mobility and credit transfer (UGC, 2022). Nevertheless, in reality, several universities still have syllabi and courses structures of the same subjects. The increased standardization of curricula in the universities of the state of Haryana would allow solving this problem. There would be a unified framework of core classes, especially Discipline Specific Courses (DSC), to achieve uniformity of scholarly material and learning objectives. This standardization would also

enable easy movement of students across institutions and help the successful operations of the Academic Bank of Credits (ABC) system, whereby students can earn academic credits in one institution and transfer the credits in another (Government of India, 2020). The compatibility of course structures would also enhance the purposes of flexibility and academic mobility as envisaged under NEP-2020.**Flexibility in Credit Allocation for Practical-Based Subjects**

Flexibility in Credit Allocation and the Need for Greater Emphasis on Practical Learning

Another important issue in the implementation of the new undergraduate curriculum framework relates to the rigidity in credit allocation adopted by some universities. According to the guidelines of the National Education Policy 2020 and the Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) issued by the University Grants Commission (UGC), institutions are required to follow minimum credit requirements rather than fixed or rigid credit structures. This means that universities are given the flexibility to modify and distribute credits according to the academic and practical needs of different disciplines.

The rationale behind this flexibility is that academic programmes may be developed in such a manner that the effective learning, disciplinary requirements and skill development can be best addressed. Pedagogical requirements of different subjects vary and hence not every programme may be appropriate to have the same credit system. The universities are urged to change course structure, hours of contact and spread of credits such that the students get the combination of both theoretical knowledge and exposure to practical activities in addition to training related to skills. Such flexibility is especially crucial when it comes to the field of sciences, where the laboratory sessions and the practical training become an essential part of the learning process. The subjects like Physics, Chemistry, Biology, and Environmental Science demand a lot of experimental practice, laboratory experiments, fieldwork and data analysis. Practical activities will enable students to gain a better idea of the theoretical concept and give students an opportunity to apply the scientific principles, to the real world. The development of scientific skills including observation, measurement, experimentation, critical analysis and problem solving needs to be trained practically. Laboratory work helps students to become familiar with the work with scientific apparatus, creation of experiments, the accurate recording of data, and interpretation of experimental results. The competencies are essential to the students who want to undertake research, tertiary education, or employment in the sciences and technology sectors. Nevertheless, in a number of universities the amount of credit assigned to practical elements is

rather very small, although it takes a lot of time and effort to complete the laboratory work. Students can get less laboratory and less practical learning when practical courses are allocated fewer credits. Such a case may have a detrimental impact on the quality of scientific education and the acquisition of necessary experimentation skills. To solve this problem, the universities ought to think of granting more credits on the courses that are based on practicals wherever they deem fit. It would help to put laboratory work on higher credit by giving it the academic importance it deserves and to push institutions to make laboratory experiences more well-organized and meaningful. Proper credit provision would also enable teachers to spend enough time in experimental demonstrations, project-based approach, and field-based learning. Some of the beneficial effects of improving practical credits would be achieved. It would enhance laboratory competence of students, technical and analytical skills, and enhance greater conceptual understanding of scientific principles. Moreover, more practical training would be useful to educate students about research practice, industrial practice and the science and technology work. This practice aligns entirely with the more general vision of the National Education Policy 2020 that focuses on experiential learning, building of skills, and competency-based education. Universities can improve the quality and effectiveness of undergraduate education in India in a significant way by promoting the flexible nature of credit structures and the practicality of the science programmes.

3.2.1 Number of Credits by type of Course

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time). The proposed number of credits per course and the credit distribution is suggestive and the HEIs may decide on course credits and distribution over 6/8 semesters in a manner that will facilitate the students to meet the minimum credit requirements as given in Table 2 (Section 5).

a. ***Major and Minor Courses:***

All discipline-specific courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for tutorials or practicals.

b. ***Other Courses:***

All courses under the Multi-disciplinary, Ability Enhancement (language), and Skill Enhancement categories may be of 3-credits or as appropriate;

c. ***Common Value-Added Courses:***

Courses under Value Added, Summer Internship/ Apprenticeship/ Community outreach activities, etc., for all majors, may be of 2-credits or as appropriate;

(NEP Guideline)

2. Faculty Development and Training Programmes

The readiness and the ability of teachers are crucial to the successful implementation of the National Education Policy 2020. New curricula designs that are based on credit and introduction of multidisciplinary courses and novel teaching methods necessitate adjustment of faculty members to new pedagogical processes. As such, faculty development programmes (FDPs) must be held on a regular basis to acquaint teachers with multidisciplinary approach to teaching, outcome-based education and credit based academic solution. Such training programmes may involve workshops, orientation and refresher training based on curriculum design, interdisciplinary teaching, digital learning tools, and integration of research at undergraduate level. On-going professional development will facilitate the ability of the teachers to properly implement the updated curriculum and help learners find their way in the new academic framework as assumed under NEP-2020. Further, faculty members may also be encouraged by such programmes to work across disciplines and this is critical to the success of multidisciplinary education.

3. Academic Counselling and Student Guidance

Importance of Academic Counselling in the Implementation of NEP-Based Curriculum Another important need for the successful implementation of the undergraduate curriculum introduced by the NEP 2020 is for universities and colleges to have sound academic counselling mechanisms. The new curriculum structure would give students considerable flexibility and choice but guidance would be needed to make an informed choice. According to the system set forth by the

University Grants Commission (UGC), the student has to take courses from among the following areas; Discipline Specific Courses (DSC), Minor Courses (MIC), Multidisciplinary Courses (MDC), Skill Enhancement Courses (SEC), Value Added Courses (VAC) and Ability Enhancement Courses (AEC). The purpose of each of these courses in the new education system is to strengthen the programme for the student.

For a large section of students(many of whom will be entering higher education education for the first time), understanding these categories and picking appropriate course combinations may be difficult. If unsure which classes suit them best, students may picked courses they aren‘t particularly interested in or possess the skills for, that do not match their future careers, or those that will actually help them most.

In order to resolve this problem, college and university should set up systematic academic counselling to students to help them sort out their majors and select courses successfully. These systems could comprise faculty advisors, department mentors, or academic counselling committees, which offer regular academic guidance to students during their college career. They also can help explain the purpose of learning various categories of courses and the function of credit system.

Furthermore, the Academic counsellors can advise each student on the distinctions between the various programme frameworks, such as Scheme A, Scheme B and Scheme C. The counsellors should describe the aims of each scheme and support the student in selecting the most appropriate one based on their academic interests, strengths and future career plans. Scheme C may be suitable for a student interested in broadening disciplines, whereas Scheme B may be appropriate for a research-oriented learner.

Furthermore, the counselling systems can offer students a way to discuss a plan for their studies over several semesters. Advisors could guide the students to achieve the minimum obligatory credits in the specific fields and to prevent some common mistakes, for example, omission of obligatory subjects or arriving at incompatible choices. Continuous academic advice will allow changing the selection in case student‘s research interests or vocations are modified during the study.

However, if managed correctly, good academic counselling will help to minimize confusion, avoid unsuitable decisions being made and enable students to make a sound and informed choice.

As well as encouraging excellence through the development of well-rounded students, the NEP-based curriculum offers a great deal in the way of flexibility and interdisciplinary opportunities as well as staff and student development skills.

In conclusion, it is equally important to set up robust mechanisms for academic counselling which will be crucial to the implementation of the new undergraduate system. Constant academic guidance and counselling by college universities will enable the students to make optimal use of the course system that is student-centred and flexible in nature.

Conclusion

India's higher education system is to be multi-disciplinary with the National Education Policy 2020 (NEP 2020). Furthermore, the NEP 2020 will allow students to choose their path according to their needs. The Curriculum and Credit Framework for Undergraduate Programmes provides opportunities for innovative teaching-learning practices. Colleges and universities of Haryana have started implementing these reforms through scheme-based program structures (Scheme A, Scheme B, and Scheme C). These structures offer multiple academic pathways and provide options for students to pursue either multidisciplinary education or specialized study of their choice. Despite the potential, there are many issues inhibiting successful implementation of this approach. These include curriculum nuances across universities, inadequate infrastructure, rigid credit structure, and lack of academic help for the students. To implement NEP-2020 efficiently and raise the standards of higher education in Haryana, the higher education institutions in Haryana need to work on promoting the standardization of curriculum, increasing the flexibility of credit, strengthening the training of faculty and providing timely and efficient academic counselling.

References

1. Altbach, P. G., & Salmi, J. (2020). *The road to academic excellence: The making of world-class research universities*. World Bank Publications.
2. Carneiro R, Draxler A. Education for the 21st century: lessons and challenges. Eur. J Educ. 2008;43(2):149 160.
3. Government of India. (2020). *National Education Policy 2020*. Ministry of Education, Government of India.

4. Jamble MN. Need of Provoking Educational Cognitions. Perspective: Multidisciplinary Approach; c2022. p. 69.

5. Kalyani P. An empirical study on NEP 2020 [National Education Policy] with special reference to the future of Indian education system and its effects on the Stakeholders. J Manage Eng. Inf. Technol. 2020;7(5):1 17.

6. Khatak S, Wadhwa N, Kumar R. NEP, 2020-A Review cum Survey Based Analysis of Myths and Reality of Education in India. Int. J Adv. Manage Technol. Eng. Sci. 2022;12(1):12-22.

7. Mishra S, Upadhyay A, Mishra D. New National Educational Policy and Its Relevance in Modern ERA. Twenty-first Century Publications Patiala. 148.

8. Sahoo PR. Reimagining the Role of Science Education in Development of 21st Century Learning Skills with Reference to NEP 2020. Educ. Quest. 2021;12(2):161 168.

9. Saxena A. The glimpse of NEP 2020. Multidisciplinary Res. 2021;2:1.

10. Singhal M, Wadhwa M. Vision of Science Education in National Education Policy-2020. Voices of Teachers and Teacher Educators. 2020;9(1):59-68.

11. University Grants Commission (UGC). (2022). *Curriculum and Credit Framework for Undergraduate Programmes (CCFUGP)*. UGC, New Delhi.