Recent Trends of Higher Education in India and Future Prospects

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Abstract

This study explores recent trends in higher education in India and examines future prospects within the framework of the National Education Policy 2020 (NEP-2020). Adopting a conceptual and policy analysis approach, the study synthesizes data from policy documents, government reports, and relevant literature to analyze key transformations in the sector. Higher education plays a critical role in shaping a knowledge-based society and driving national development; however, the Indian education system continues to face challenges related to access, equity, and quality. The paper adopts a conceptual and policy-based analysis to highlight key transformations, including the shift toward multidisciplinary learning, skill-based education, flexible curricula, and student-centered approaches. Emphasis is placed on the integration of Information and Communication Technology (ICT) as a crucial enabler for expanding access, enhancing teaching–learning processes, and improving institutional efficiency.

The findings indicate that NEP-2020 provides a comprehensive roadmap to reform higher education by promoting research, innovation, and global competitiveness. Initiatives such as digital learning platforms, open and distance education, and the establishment of regulatory bodies aim to strengthen governance and quality assurance. However, the effective implementation of these reforms remains contingent upon addressing critical barriers, including digital literacy gaps, teacher competency, infrastructure disparities, and socio-economic inequalities.

Furthermore, the study highlights the importance of continuous professional development for educators and the need for institutional readiness in adopting technological and pedagogical innovations. The future of higher education in India depends on the successful alignment of policy, practice, and stakeholder engagement. It is concluded that while NEP-2020 presents significant opportunities, its impact will largely depend on strategic implementation, adaptability, and sustained investment in the education sector to achieve inclusive and sustainable growth.

Keywords: Higher Education, NEP-2020, ICT Integration, Educational Reform

Introduction

Education is a fundamental driver of national development, particularly in a diverse and complex society such as India. India is characterized by significant socio-economic diversity and complexity. These conditions create multiple challenges that influence national development. The higher education system plays a crucial role in shaping human capital, fostering innovation, and supporting societal transformation. The concepts and future vision of Indian Universities according to NEP-200 as "Recent Trends in Education for Future Prospects" all the possible but highly critical factors were discussed. The inter and intra competition among the Global and Bharat Universities with respect to Research, Training and Extension activities representation create healthy environment for their position and some critical issues, which have to be raised in a national policy for the development of educational policies and its implementations for the Higher people of India reflect through National Education Policy-2020 now implementing stage. The National Education Policy 2020 (NEP-2020) emphasizes quality, skill-based, and student-centered education across all levels. Digital literacy and practices according to the need and acceptability is the basic problem in cross-country education system.

The policy lays the groundwork for a corrective course of action that offers all citizens, right from their impressionable young years, the resources to learn, think and grow critically and creatively. It conceives for India, an education system that is on global par, and regardless of social and economic backgrounds, access to high-quality education to all. While this is an ambitious goal, one that requires restructuring of the entire education environment and its governance, the following provisions have made headway in terms of the direction of thinking. The New Education Policy was released under the Government of India's Ministry of Human Resource Development (MHRD) on 30 July 2020. With the motto of Educate Encourage Enlighten, this is the first education policy to be released in the last 34 years in India. The aim of the policy is to prepare the children of India with 21st century skills. The policy is founded on the three pillars of Research,

Innovation, and Quality, with the objective of developing India into a knowledge super power.

Educational problems and its present scenario in India are highlighted through its policy from elementary level to higher education apart from this the basic problem of education related with downtrodden are also exported through critical argument. According to geographical condition of India and densely populated Higher people and their educational status, living conditions, constitutional amendments, special provisions and exemplarily form of first-hand research data are explored in this book. Research related to Higher education in India and their findings, which will be help for making policy for the specific community of India, are also given in one of chapter of this book. The book is comprehended with thirteen chapters so called as chapters associated and integrated with thirteen chapters so called as parts of the books based on future of Indian Universities and National education Policy- 2020 remarkable features. Though, Madhya Pradesh is at Central India and it is the first state who has implemented NEP-2020 compare to other state of India. Therefore, the geographical conditions, populations and demographics variations are considered for establishment of New Universities according to NEP-2020. Digital literacy, competent teachers and implementations can change, reshape our University Education with International Universities collaboration targeted fifty percent of higher education literacy up to 2050 as National Agenda in order to success NEP-2020.

With regards to Higher Education, NEP 2020 mandates that GER be 50% by 2035, with an additional 35 million (3.5 crore) seats added. The policy envisions broad-based, multi-disciplinary, holistic education with flexible curricula, creative combination of subjects, integration of vocational education, utilization of technology, and development of multiple entries and exit points. In fact, universities such as the IITs and IIMs will be utilized as benchmark models. A complete restructuring of undergraduate and postgraduate programs will ensure that certifications be awarded each year, and credits are transferable. Yes, flexibility is embedded into the very ethos of the new policy. To set the tone, the Higher Education Commission of India (HECI) will act as an umbrella organization for higher education, whilst National Research Foundation (NSF) will take on the role of an apex body to foster a research-oriented mind-set and build research capacities across

the landscape. It is important to note that private and public institutions will be governed by the same set of principles for academic standards, accreditation and regulation. Ultimately, the policy envisages that every college develops into an autonomous degree-granting college or constituent college of a university. Some noteworthy provisions to pay heed to include – financial aid to students, expansion of open and distant learning, faculty training and motivation, and promotion of Indian languages.

NEP-2020 stresses the need to set up a Gender Inclusion Fund, so as to build the nation's capacity of providing equitable quality education to all students, be it a girl or transgender student. Add to this, Special Education Zones for socio-economically disadvantaged groups, and you've got concerted efforts by the government to change the landscape of rural, remote areas. Given the need of the hour, an autonomous body hailed as the National Educational Technology Forum (NETF) will be set up for the free exchange of ideas on the investment and use of technology. The aim is to enhance and alleviate learning, assessment, planning and administration. In summation, the centre and state cabinets will work together to increase public investment in the education sector, thus reach 6% of Gross Domestic Product at the earliest. Having gone through the highlights of NEP 2020, what do you foresee for the future? Is this policy a boon or a bane? Is it the right step forward? Will it come to fruition as planned? We believe that the measure of its success will much depend upon its implementation, acceptance and interpretation by institutions. That being said, the nation must fully commit itself to see the aforementioned reforms through.

During the last fifty years, several milestones have been crossed educational changes both theoretical and practical prospects. Beginning with a situation where four out of five persons were illiterate, and only two out of ten children went to school; it has not been an easy task to meet the constitutional commitment. The country began its journey towards the goal of universal elementary education for all by opening more and more primary schools across the country. The system has grown huge in size and coverage. The Indian Constitution, adopted in 1950, directed the State to ensure provision of basic education for all children up to the age of fourteen years within a period of ten years. The struggle to achieve this basic commitment began immediately. Today nearly four out of five children in the age group 6 14 years are in the school. Two

out of three persons are functionally literate. Progress achieved is by no means small. But it falls short of meeting the goal of Education for All (EFA).

In the pursuit of the goal of providing basic education for all, the National Policy on Education (NPE) and the follow up actions on the recommendations of the policy in 1986 has been a major landmark. The World Declaration on EFA adopted soon after in 1990 gave further boost to the various processes already set in motion in the country. As the analysis presented in the document demonstrates, the last decade of the century has witnessed tremendous progress in the area of basic education in the country. Yet, it is realized that the journey is not yet over. The main task is not to lose the momentum created by the progress made in the last decade. It is necessary to consolidate the gains and capitalize on the enlarged base created by the progress. It is realized that the methods here to adopt may not be appropriate for crossing the difficult hurdles in the last leg of the journey towards EFA. The strategy has to be such that the goal is achieved within the first few years of the next century. The future policies and programmes are to be guided by this perspective. The following paragraphs set forth the directions in which the EFA effort was focused in the years to come beyond 2000.

Objectives of the Study

This article aims to:

- To analyze recent trends in higher education in India within the context of ongoing educational reforms.

- To examine the key features and policy directions of the National Education Policy 2020 (NEP-2020).

- To discuss the role of Information and Communication Technology (ICT) in enhancing access, quality, and efficiency in higher education.

- To identify major challenges and constraints in the implementation of higher education reforms in India.

- To highlight future prospects and strategic directions for the development of higher education under NEP-2020.

Significance of the Study

This article contributes to the understanding of higher education reform in India by providing a comprehensive analysis of recent trends within the framework of the National Education Policy 2020 (NEP-2020). It offers a conceptual synthesis of key policy directions, particularly in relation to multidisciplinary education, student-centered learning, and the integration of Information and Communication Technology (ICT).

From an academic perspective, the study enriches the existing literature by connecting policy discourse with emerging educational practices in a developing country context. It highlights how structural reforms and technological integration can influence access, quality, and institutional efficiency in higher education systems.

From a practical perspective, the article provides insights for policymakers, educators, and institutional leaders in designing and implementing effective educational strategies aligned with NEP-2020. It also identifies critical challenges—such as digital literacy gaps, infrastructure limitations, and teacher readiness—that must be addressed to ensure successful reform implementation.

Ultimately, this study supports future policy development and strategic planning by outlining both opportunities and constraints, thereby contributing to more inclusive and sustainable higher education development in India.

Provision of Elementary Education for All – Continuing the Unfinished Task

Approaches to achieve the goal of universal elementary education in the years to come have to measure up to the magnitude and complexity of the task, which has so far remained incomplete. Efforts to pursue this goal were guided by three broad concerns:

- The national resolve, as stipulated in the National Policy on Education, to provide free and compulsory education of satisfactory quality to all children up to the age of fourteen years.

- The political commitment to make the right to elementary education a Fundamental Right and enforcing it through necessary statutory measures.

Enactment of 73rd and 74th Constitutional amendments which have set, the stage for greater decentralization and a significantly enhanced role for local bodies, community organizations as well as voluntary agencies in the efforts towards UEE.

Further, recognizing the importance of the primary education sector, the Central Government has been working with the State Governments on a principle of shared responsibility for achieving the goals of UEE. This becomes even more important in the context of the commitment to make 'right to elementary education' a fundamental one. With the magnitude of the unfinished task, the Government of India will continue supporting the initiatives in primary education while promoting the capacities of the State Governments to meet the challenges effectively. Mobilizing additional resources to reach the critical mark of six per cent of the GDP for education is a goal towards which the country will continue to strive.

It is the responsibility of Government to provide quality education from elementary to higher level to their people by which development of Nation is possible. Education is the key by which social development is possible irrespective of any factors acts as barriers directly or indirectly for the development. In teaching learning process, the core principle according to the objective to see the maximum output in the part of learner. The principle of instructional technology and learning technology are associated with the learners' achievement. Intervention of technology in the teaching learning process as a result of Educational Technology is the product of instructional and learning process. Use of Information Communication Technology (ICT) is the burning issues now a day in our teaching learning process. For many of us, the lure of computers is a powerful one. However, many of us also refrain from using computers for fear of failure. We want to hone computer skills, but are scared to make the effort because we lack those very skills. Too many of us, especially in the field of learning, are caught in this modern tug of war. Better understanding in the part of learners, applications of pedagogical issues related to learning process with respect to their developmental stages are the remarkable area for educational problems.

The basic objective of Instructional Technology material is not so much to replace the teacher as to change the teacher's role entirely. As such, Instructional Technology must be extremely well designed and sophisticated enough to mimic the best teacher, by combining in its design the various elements of the cognitive processes and the best quality of the technology. With today's Instructional Technology courseware, once a programme has been designed and built in with the appropriate responses, it

should be flexible and permit change and alteration. We shall look at the usage, advantages and disadvantages of Instructional Technology in education and training. Instructional Technology is a term frequently heard and discussed among educational technologists today. Unless clearly defined, the term can alternately mean a judicious mix of various mass media such as print, audio and video or it may mean the development of computer-based hardware and software packages produced on a mass scale and yet allow individualized use and learning. In essence, Instructional Technology merges multiple levels of learning into an educational tool that allows for diversity in curricula presentation. Instructional Technology is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer. (Fenrich, 1997).

Learning Technology

The basic objective and responsibility of any Government all over the world is to provide and avail quality education for all from elementary level to higher education. In our teaching learning process the core principle according to the national goal how to see the maximum output in the part of the learners. The principle of Instructional Technology (IT) and Learning Technology (LT) are associated with the Teachers, Teaching Environments and Learners' achievement. Intervention of technology in the teaching learning process as a result of Educational Technology is the product of instructional and learning process. For many of us, the lure of computers is a powerful one. However, many of us also refrain from using computers for fear of failure. We want to hone computer skills, but are scared to make the effort because we lack those very skills. Too many of us, especially in the field of learning, are caught in this modern tug of war. ICT in teaching learning process in both LT and IT trying to facilitates pedagogical issues with respect to other learning constraints of both learners and teachers. The emerging concept of media approach of teaching learning changed with the integration different media with single platform as Multi Media (MM) approaches of teaching learning. All the interventions of hardware and software approach of teaching learning environment lead by different theories behind the learning principles.

Gagne's theory, Constructivist theory, and Constructionism theory

Gagne's theory, Constructivist theory, and Constructionism theory are all psychological theories, aiming to help learners to achieve learning objectives with effectiveness and efficiency (Gagne, 1970; Piaget, 1964, 1974), as well as to help learners understand in a faster, and stable way (Pimpan Techakup, 2001) which complies with the National Education Act (B.E. 2542), Section 24, which reads: "In organizing the learning process, educational institutions and agencies concerned shall provide training in thinking process, management, how to face various situations and application of knowledge for obviating and solving problems." This is to make Thai learners capable to develop themselves and compete with the world's knowledge based economy. Moreover, Section 66 also reads "learners shall have the right to develop their capabilities for utilization of technologies for education as soon as feasible so that they shall have sufficient knowledge and skills in using these technologies for acquiring knowledge themselves on a continual lifelong basis." This is to make Thai learners capable to use technology for seeking knowledge.

Therefore, for the formation a good society as well as a good nation a teacher must possess confidence in his mind, satisfaction should possess in his job and value should be inculcated by them for a well-established society. Though, education is the nuclear part of our present technological based society but society without technical knowledge, power of reasoning, scientific inquiry mind is the society without soul. The solution of competitiveness between the individual and their holistic approach for solving day to day life problems required scientific, reason based approach in each and every span of life. The modern world is moving world different concepts and changes are appearing in our day to day life. As for our traditional way of thinking is concerned, it is past oriented and at some extent it deals present burning problems, but there is a lack of future awareness in our society, especially in our school going students. If there is lack of futuristic aspect in any concept it can't be serving properly to the mankind. In the present global race among the developed and developing countries all over world the present demand and future prospect for shaping the society is a great challenge and problem to each and every country. Todays' problem is the future requirement for survival of society. Within the ethos and culture of the social framework of any society

for its sustainability depends upon its educational system. Education system from elementary level to higher education and its implementing agencies are totally depending upon the teacher and its interventions in the system of teaching learning process. From primitive age to modern technology based society teacher lead the society through its instrument of both ethical and pragmatic value of educational system. Society bestowed upon four pillar through its educational system, implementing agencies, value system and teacher itself. Without teacher and teaching learning process it is not possible to create a complete society.

REDEFINEING EDUCATION BY USING COMPUTERS

In the world of globalization concept and it's acceptability in the knowledge society which shape the progress and development of any county are trying to redefine according to their needs. The Learning Community is an organization developed for the improvement in the ways of teaching and learning by the application of creativity and innovative practices in Education System. Objectives of the organization are to develop and promote Learning & Education and to provide a forum for discussion and deliberations on issues and problems related to Education in general and Learning in particular. Teachers are key players in maintaining and improving the quality of education and training systems. In the present era of technology, teacher's obligation is confined not only to acquire new knowledge and skills but to develop them continuously also. The education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly. Professional development refers to activities to enhance professional career growth of teachers to foster teacher's growth. Professional development of teachers is to develop new insights into pedagogy and their own practices, and explore new or advanced understandings of contents and resources. To equip the teaching body with the skills and competences requires continuous professional development programmes. Need of out sources and localization of education through Information Communication Technology (ICT) in order to achieve National Goal through planning is a challenging issue for teachers, teacher educators, academicians, and scholars need single platform to deliberate and attain valuable and viable suggestions for professional development of teachers.

ICT in Education

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Present Need and Future Demands

It is the responsibility of the government makes people first of all educated and the quality of education need second wave for social development. Information Communication Technology (ICT) is the weapon in the field of education by which both the quality and quantity of educational objectives achievement. From primitive society to modern age technology based fourth wave of educational system depends on the teachers for promoting education according to the social need. World Wide Organizations for promoting education both quality and quantity are keeping a bird's-eye view for the

promotion of education in underdeveloped, developed and developing countries. Time to time the policy matter and decisions for global educational development through ICT application unknowingly reached to the unreached people needs.

ICT AND HIGHER EDUCATION

Higher education plays a pivotal role in the development of a country, as it is viewed as a powerful means to build knowledge-based society. In India, higher education imparted by universities is facing challenges in terms of Access, Equity and Quality. The Government of India has taken several initiatives during the Eleventh Five Year Plan period to increase access to higher education by adopting state specific strategies, enhancing the relevance of higher education through Curriculum reforms, Vocational programs, Networking, Information Technology adoption and Distance Education along with reforms in governance. It is considered that, the rapid spread of ICT applications has brought about markedly drastic technological, social and economic transformations. These changes have caused educational institutions, administrators, teachers to rethink their roles, teaching and vision for future. The sustainability of a nation in the era of knowledge economy depends on the effective educational system. Productivity is an economics concept where productivity is considered as the comparative analysis of input and outputs. In educational system the inputs are teachers, students, classroom material, equipment of teaching, methods of teaching and outputs are quantity and quality of student learning. The proper integration of ICT with teaching/learning environment increases education and increased productivity. ICT provides various opportunities to educational learners and make teachers aware of their new roles & responsibilities in teaching and learning process. The growing use of ICT will change many of the strategies employed by both Teachers and Students in the learning process. The role of ICT the educational administration is recurring and unavoidable. ICT has enabled us to monitor and evaluate what is learned, how it is learned and when and where learning took place. It is also enable the educational management system to discharge various functions such as, conduction of exams, coordination between potential institutes, alumni network. ICT also work for nontraditional students by providing internet based education to them anytime and anywhere and these internet technologies enables innovative ways of

teaching e.g. Tata Sky educational system., Zoom, Google meet ICT is going to play a vital role in bringing about qualitative change in every aspect of our life in general and that of governance of education.

Some Quick facts about Indian Higher Education

There are 14.6 million students undergoing Higher Education in India as of 2011. There has been a significant rise in enrolment from rural population in Higher Education. The GERs in rural areas have been rising steadily and expected to reach 12.84% by 2020. A growing number of women are expected to enroll in Higher Education Institutes. Currently over 6.1 million women are enrolled in Higher Education and is expected to grow to 12.15 million by 2020. There is a high demand from working professionals for Executive Education programs. Three Indian universities were listed in the Times Higher Education list of the world's top 200 universities Indian Institutes of Technology, Indian Institutes of Management, and Jawaharlal Nehru University in 2005 and 2006. Six Indian Institutes of Technology and the Birla Institute of Technology and Mathematics Pilani were listed among the top 20 Mathematics and Technology schools in Asia by Asia Week. The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the Financial Times of London in 2010 while the All India Institute of Medical Sciences has been recognized as a global leader in medical research and treatment. (Source: UGC Higher Education in India 2008 11th Five Year Plan Vol. II)

ICTs stand for Information and Communication Technologies (ICT) in the modern area of technology facilitating technology in teaching learning process. According to Blurton (1996); ICT is defined as "diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information". Technologies included in ICTs are: Radio and Television (broadcasting technology), Telephony, Computers, and the Internet. E Learning: Commonly associated with higher education, professional and corporate training, e learning encompasses learning at all levels, both formal and non formal, that uses an information network the Internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, interaction and/or facilitation. Others also term it an online learning.

Open and distance learning: Open and distance learning is defined by the Common wealth of Learning as "a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two way communications that allow learners and tutors to interact; the possibility of occasional face to face meetings; and a specialized division of labor in the production and delivery of courses. "The use of ICT has extended the scope of offering educational programmes at a distance. The off campus delivery was an option for students who were unable to attend the classes regularly. Today, many students are able to make this choice through technology facilitated learning settings. This make available the education everywhere, it is time and cost saving also. The major benefit of ICT implementation in education is it extending courses of choice to students of different backgrounds, cultures, perspectives. Learners are free to participate in learning activities at their convenience through online technologies. Eminent teachers from different parts of the country and abroad can be utilized for teaching at their convenience through mobile technologies and seamless communication technologies that support 24x7 teaching and learning for instance NPTEL (National Programme on Technology Enhanced Learning, India, 2007), EKLAVYA Technologies Channel, India, 2007, Tata Sky Active education classrooms etc. All these above technologies are the fruitful result of ICT implementation in education sector which provide a new direction in modern education. All these educations can be provided through Teleconferencing, Videoconferencing, Web based conferencing, Audio conferencing and other ICT technologies.

Teleconferencing: refers to "electronic communication among people located at two or more different places." There are four types of teleconferencing based on the nature and extent of interactivity and the sophistication of the technology: 1) audio conferencing; 2) audio graphic conferencing, 3) videoconferencing; and 4) Web based conferencing. Audio conferencing: involves the live (real time) exchange of voice messages over a telephone network. When low bandwidth text and still images such as graphs, diagrams or pictures can also be exchanged along with voice messages, then this type of conferencing is called audio graphic. Non-moving visuals are added using a computer keyboard or by drawing/writing on a graphics tablet or whiteboard. Video

conferencing allows the exchange not just of voice and graphics but also of moving images. Video conferencing technology does not use telephone lines but either a satellite link or television network (broadcast/cable). Web based conferencing: as the name implies, involves the transmission of text and graphic, audio and visual media via the Internet; it requires the use of a computer with a browser and communication can be both synchronous and asynchronous.

During the forum, presentations were made by Pacific regional representatives including USP, UNESCO Pacific Office and the Secretariat of the Pacific Community on the current status of ICT in education in the region. Professor Chandra made a presentation on ICT and its role at USP and the Pacific region. He was also a member of the panel discussion on issues in ICT in the Region. The donor presentations were focused on the importance of building teacher capacity in ICT in education. Best practices and case studies from the Caribbean region were also shared with the objective that they could possibly be re contextualized for the Pacific region. The presentations brought about engaging discussions amongst the delegates on experiences, challenges and opportunities of integrating ICT in education for the Pacific region. The discussions were extended through an online forum to continue to discuss issues raised at the forum.

Globalization and technological change processes that have accelerated in random over the past fifteen years have created a new global economy "powered by technology, fuelled by information and driven by knowledge." The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the half life of information continues to shrink and access to information continues to grow exponentially, schools cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather, schools must promote "learning to learn," i.e., the acquisition of knowledge and skills that make possible continuous learning over the lifetime. "The illiterate of the 21stcentury," according to futurist Alvin Toffler," will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." Concerns over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made most vulnerable by globalization developing countries in general; low-income groups, girls and women, and low skilled workers in

particular. Global changes also put pressure on all groups to constantly acquire and apply new skills. The International Labour Organization defines the requirements for education and training in the new global economy simply as "Basic Education for All", "Core Work Skills for All "and "Lifelong Learning for All". Information and communication technologies (ICTs) which include radio and television, as well as newer digital technologies such as computers and the Internet have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life. However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology indeed, given enough initial capital, getting the technology is the easiest part But also curriculum and pedagogy, institutional readiness, teacher competencies, and long term financing, among others.

ICT and Government Responsibilities

The basic objective and responsibility of any Government all over the world is to provide and avail quality education for all from elementary level to higher education. In our teaching learning process the core principle according to the national goal how to see the maximum output in the part of the learners. The principle of Instructional Technology (IT) and Learning Technology (LT) are associated with the Teachers, Teaching Environments and Learners' achievement. Intervention of technology in the teaching learning process as a result of Educational Technology is the product of instructional and learning process. In both IT and LT are more potential by the use of Information Communication Technology (ICT) for resolving the burning issues teaching learning process now a day. For many of us, the lure of computers is a powerful one. However, many of us also refrain from using computers for fear of failure. We want to hone computer skills, but are scared to make the effort because we lack those very skills. Too

many of us, especially in the field of learning, are caught in this modern tug of war. Better understandings by the applications of pedagogical issues related to learning process of the learner in any stages are the remarkable area for the educational problems. ICT in teaching learning process in both LT and IT trying to facilitates pedagogical issues with respect to other learning constraints of both learners and teachers. The emerging concept of media approach of teaching learning changed with the integration different media with single platform as Multi Media (MM) approaches of teaching learning.

Conclusion and Suggestions

In conclusion, this article demonstrates that the National Education Policy 2020 (NEP-2020) provides a comprehensive and forward-looking framework for transforming higher education in India through structural reform, technological integration, and pedagogical innovation. The analysis highlights that while the policy offers significant opportunities to enhance access, quality, and global competitiveness, its success is highly dependent on effective and context-sensitive implementation strategies.

From a policy perspective, the study emphasizes the need for stronger coordination among government agencies, higher education institutions, and relevant stakeholders to ensure inclusive and equitable development. Particular attention should be given to addressing persistent challenges, including digital literacy gaps, infrastructure disparities, and teacher preparedness, which remain critical barriers to reform implementation.

In terms of practical implications, institutions should prioritize continuous professional development, strengthen ICT integration, and adopt flexible and student-centered learning approaches aligned with NEP-2020. Furthermore, sustained public investment and institutional capacity building are essential to support long-term transformation.

Overall, the future of higher education in India will depend on the alignment between policy objectives and institutional practices, as well as the ability of the system to adapt to emerging educational and technological demands in a rapidly changing global context.

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