LOCALIZING GLOBAL EDUCATION TRENDS: THE MULTIDISCIPLINARY MANDATE OF INDIA'S NEP 2020 AND ITS FEASIBILITY IN ASSAM

Mr. Diganta Koushik Sarmah
Research Scholar, Department of History
Madhabdev University

Dr. Swakshyar Saurav Talukdar
Assistant Professor and Research Supervisor
Department of History, Madhabdev University

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Abstract:

NEP 2020, the latest addition into the education sector of India fostering goals of *Vikshit Bharat 2047*. The policy introduces a transformative, multidisciplinary approach complimenting the traditional system of education. By removing strict boundaries among various disciplines (especially in higher education), it allows student centric curriculum on the basis of individual interests. Through multiple entry and exit, the framework promotes critical thinking, creativity and real-world problem-solving approach. By integrating TEM (Technology, Engineering and Mathematics) subjects within humanities, arts and vocational courses NEP provokes the potential to meet the demands of modernised global economy.

Assam, one of the emerging hubs of education in NE India, has actively rolled into the NEP curriculum integrating schools, colleges and universities. The holistic and multidisciplinary approach allows students to combine regional disciplines, improving local employability. Mandatory skill based and vocational courses enhances career flexibility. Contrary, lack of proper infrastructure and faculty shortage amalgamate into challenges for proper functioning.

This paper is a generous attempt to deconstruct the multidisciplinary approach of NEP 2020 through the glance of Assam. By using secondary sources and governmental reports the feasibility of the same will be tested and interpreted in this research.

(Keywords: NEP-2020, Multidisciplinary Approach, Assam, Feasibility, Challenge)

1. INTRODUCTION:

Education is life long process, shaping humanity throughout the stages of evolution worldwide. The evolution of mankind is pre dominantly dependent on the transfer of generational knowledge. With the progress of the civilizations, the means and methods of formal education have been gradually institutionalised. As per the Indian context, the land was known for abundance of world class educational institutions since the ancient period. Following the invasions of Muslim powers, during the medieval era, Indian education system witnessed a stagnant growth in history. In terms of modernity, the colonial phase of Indian education is also noted for appreciation towards the European structure. After independence, Indian education policies were more radicalised and bind with the roots. The Nep-2020 is the latest addition towards such endeavour. National education policy 2020 seeks changes in the traditional structure of higher education availing multidisciplinary and holistic approach. As per the recent reports, the multidisciplinary mandate is booming worldwide for an international standard and globalised society. Hence, regions like North East India are also accepting the global mandate. In such context, the improvisations and challenges of NE India, more specifically Assam in terms of the global initiative needs to be introspect. This research aims to address the same herewith with the pros and cons for potent solutions and further policy making.

2. OBJECTIVES AND METHODOLOGY:

The research primarily objectifies the issue of competence over the multidisciplinary and holistic approach of NEP-2020 with special focus towards Assam, India. With a review and an analysis over the existing documentations, the pros and cons of this endeavour is derived for future policy making and other compliances.

Methodologically, this paper falls on an evaluative method with SWOT (Strengths, Weaknesses, Opportunities, and Threats) approach. With optimum utilisation of the existing secondary sources, the paper attempts to re-evaluate the fusibility of the proposed domain in the region cited above. With a diachronic approach, it aims to re-counter the shortcomings and attempts to provide adequate solutions to the matter.

3. THE HISTORY OF INDIAN EDUCATION SYSTEM:

In the context of India, education and its gradual development is deeply rooted to its ancient traditions and culture. Historically, from the period of Vedic Civilizations, learning as

an integral part of human life had given utter importance. In the Vedic culture the religious scriptures primarily divided into two sections – *Smriti* and *Struti* had elements of teaching-learning into it. From the *Rig Vedic* period education in Ancient India opted for holistic development of individuals including the inner and outer growth. Values such as humility, truthfulness, discipline, self-reliance and respect for all creations were deeply acknowledged and practiced. Ancient Indian thinkers regarded education as an instrument which puts an ignorant person on the path of an intellectual, progressive, moral and virtuous course of life.[i] The *Vedas*, *Brahmanas*, *Upanishads* and *Dharmasutras* are the primary sources of knowledge and inquisitive minds. various disciplines such as *Itihas* (history), *Anviksiki* (logic), *Mimamsa* (interpretation) *Shilpashastra* (architecture), *Arthashastra* (polity), *Varta* (agriculture, trade, commerce, animal husbandry) and *Dhanurvidya* (archery) etc. became integral part of formal education in that era. [ii] The sector of physical education (*krida*) was given equal importance as well as mental ones. In this way, the traditional education system of India provides a complete learning experience. Presence of world class higher educational institutions like - *Takshashila*, *Nalanda*, *Valabhi*, *Vikramshila*, *Odantapuri* provided concrete evidence to the development of ancient education system. Another key aspect to the growth of education system in Ancient India was '*Buddhism'*. In comparison to *Brahmanism*, Buddhist education strategies were more leaned towards equality and opened up to all irrespective of caste and creed. The '*Viharas*' (monastic structure accommodating Buddhist monks) became the centre of higher education and learning with foreign visits of scholars like - Fa-Hien (399 – 414 A. D.), Hiuen – Tsang (636 - 646 A. D.) and Itsing (675 A. D.)[iii]. As stated by N. L. Mitra: the distinguished factor of the Ancient Indian Education System was that it was based on the Vedanta philosophy of 'integral education', integration of education through body, mind and soul, strong body.[iv] Such developments can be positioned as the early initiatives towards the multiplicity and holistic approach.

Following the Ancient traditions, in the medieval era the tendency of educating the future generations continued in Indian subcontinent. The only notable change is that, this time Islamic traditions dominated the paradigm. Considering *Macca* and *Madina* as two of the auspicious lands Islam sprouted outside Middle East under the propagation of Prophet

[i] Report on 'History of Education Policy in India', p. 6
[ii] NCERT Textbook – Ancient Education System of India, p. 93
[iii] Report on 'History of Education Policy in India', p. 7
[iv] Mitra, N. L. (2020). An Introductory Note: National Policy on Higher Education. Journal of the Indian Law Institute. 62(4). p. 392.

Muhammad. During Islamic rule in India, the growth of education was in a slow pace in comparison to the earlier phase. Arabic and Persian being the court languages, scholars, poets and writers were given patronage.[v] With an attainment ritual '*Bishmillah*' education was started from the age of 4 years, 4 months and 4 days in collaboration with *Muktabs* and *Madrasas* (Islamic educational institutions).[vi] The Arabs and Turks along with expansion and consolidation of Islamic rule patronage Islamic education in India. Along with the Muslim rule Islamic traditions and their respective educational systems prospered simultaneously.

After the decline of the Mughals, European powers started to interfere in the internal matters of Indian territories. As a result, the British East India Company gradually established monopoly over the trade and commerce as well as administration of India. Hence, after adopting administrative rights the Colonial Government (A systematic control over other countries by a strong power, i.e. – Britain) focused on legitimisation of their rule. They took education as one of the essential tools for that purpose. During the period from 1813-1833 western education was expanded in India with a proposal of minimum spending 1 Lakh rupees per annum. Although English was given higher impetus as the medium of instructions, several other languages prospered alongside, i.e. - *Hindi, Urdu, Sanskrit, Arabic, Persian, Gujarati, Marathi, Bengali, Tamil, Telugu, Kannad* etc.[vii] The role of Christian Missionaries in the development of Indian Education system was admirable as well. The Christian missionaries started providing education to Indian masses in the beginning of 18th century. Along with establishing primary schools, high schools and colleges these Missions emphasised towards women education through '*Zanana Schools*' and proposed for universal upliftment. In this way British rule shaped the Ancient Indian education system to a modernised form with western elements into it. In this context, the Woods Education Despatch, also called as the 'Magna Carta of English Education in India', was one of the milestone developments in Indian education sector. The role of Europeans towards Indian traditional knowledge system was criticised as a manifestation and propagation for loyal 'brown servants' to foster colonial administration.

A new set of developments emerged in the educational sector of India after getting independence in 1947. The Government of Independent India established education

[v] A. Chawla and Dr. D. K. Gill. Development of Indian Education System, Journal of Emerging Technologies and Innovative Research (JETIR), 8(6), p. d171
[vi] Ibid. A. Chawla and Dr. D. K. Gill. p. d171
[vii] A. Chawla and Dr. D. K. Gill, Development of Indian Education System, Journal of Emerging Technologies and Innovative Research (JETIR), 8(6), p. d172

commissions in order to address these challenges and recommend comprehensive policies for educational problems and also for the improvement of the education system in India. The adaptation of Indian constitution in 1950 carries forwarded the process of implementing formal education in a collaborative approach between the central and state governments. The constitution highly acquainted on equality on education. Following the footsteps of colonial period, India after independence appointed a few commissions to empower Indian education sector. The first Commission to be appointed in independent India was the University Education Commission of 1948, under the chairmanship of *Dr. S. Radhakrishnan*.[viii] Along with de-colonising the education, this commission sleeked for a comprehensive personality development. In 1952, The Secondary Education Commission was set up under the chairmanship of *Dr. A. Lakshmanaswami Mudaliar*.[ix] The recommendations of Mudaliar Commission occupy a very significant place in the development of secondary education in independent India. On 1964, Indian Education Commission was formed under the chairmanship of D. S. Kothari popularly known as Kothari Commission. It has three main aspects, including internal transformation, qualitative improvement and expansion of educational facilities.[x] Based on the recommendations of these commissions, prior to NEP-2020 several policies on Indian education system were crafted and modified time to time. Some of the most important education policies prior to NEP- 2020 are mentioned here –

National Policy on Education (1968) – Based on the recommendations of Kothari Commission the National Policy on Education was formulated on 1968. It promoted compulsory primary education for children between 1 to 14 years. Similarly, this policy attributed to the use of regional language including 'Sanskrit' and 'Hindi' as the national language. The improvement of the minorities through education was another core area of interests in this policy.

Draft National Policy on Education (1979) – Along with enhancing the academic skills and knowledge this policy advised for building moral and ethical values among students for a whole personality development and good citizenship. Further, the Indian education system must endeavour to reduce the gap between the educated classes and the masses.

[viii] Report on 'History of Education Policy in India', p. 8
[ix] Ibid. Report on 'History of Education Policy in India'. p. 9
[x] Ibid. Report on 'History of Education Policy in India'. p. 10

National Policy on Education (1986) – The primary objective of this education policy was to provide education to all, i.e. - ST, SC, OBC and other so called backward classes including women. Further, this policy has recommended fellowship programs and introduced IGNOU (Indira Gandhi National Open University) in Delhi.

National Policy on Education (1992) – Based on the report of *N. Janadhana Reddy* the Central Advisory Board, also called as National Programme of Action of 1992, NEP-1992 was prescribed. The National Policy on Education (1992) emphasised the need for greater transformation of the Indian educational system, with a focus on quality enhancement and national integration.

Sarva Shiksha Abhiyan **(SSA)** – The Education for all movement initiated by contemporary central government has been in operation since year 2000. It had basically aimed at fulfilling the goal of universalisation of primary education. To improve the infrastructural needs a sum of 1,48,492 new primary schools, 1,33,277 new upper primary schools and an additional 8,00,000 classrooms were built between 2002-03 and 2008-09 under this skim.[xi]

NEP-2020:

NEP-2020 stands for 'National Education Policy 2020', drafted between 2015 and 2020, primarily based on the recommendations of Krishnaswamy Kasturirangan and his team. The draft of New Education Policy 2019, containing 486 pages was later released by Ministry of Human Resource Development, followed by a number of public consultations.[xii] The Indian education system was often criticised as based on lecture methods and does not include critical thinking, analytical capacity, that ultimately led to massive unemployment. From such a stage in NEP-2020, each and every section of Indian education system is catered with precision and microscopic approach. It reduces the curriculum contents and increases the learning, critical thinking, problem-solving skills, creation of new ideas, and analytical thinking of the subject matter. The structure of the education pattern changed to 5+3+3+4.[xiii] Nevertheless, the sector of Higher education was one of the most prominent aspects among all of these. NEP-2020 talks of universal access to education from schools, colleges to university levels. Multilingualism or use of multiple Indian languages as the medium of instructions including English is another

[xi] Report on 'History of Education Policy in India', p. 12
[xii] P. S. Rajubhai, New Education Policy 2020 on Higher Education, International Journal of Creative Research Thoughts (IJCRT), p. 522
[xiii] Dr. K. Archunan, New Education Policy and its Impact on Higher Education in India, Madras Salon Research Institute & Research Partner, Chennai, p. 86

key proposal of this policy. Formation of PARAKH (Performance Assessment, Review and Analysis of knowledge for Holistic Development) structure for assessment and integration of hybrid mode of teaching empowered this policy. NEP-2020 aims to reach a gross enrolment ratio of 100% in preschool to the secondary level by 2030, whereas the gross enrolment ratio in higher education, including vocational education, is from 26.3% (2018) to 50% by 2035.[xiv] Apart from general changes, NEP-2020 wished for fundamental reforms in teacher training programs as well as in research-oriented aspects. More or less, through these changes India is willing to prescribe a world class facility of education from the very first level along with the integration of traditional values and ethos.

Particularly, speaking about the sector of higher education, NEP-2020 urged for a holistic development of the pupils with a diverse and multidisciplinary approach. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low and more than 7 Lakhs of Indian students are studying abroad.[xv] In the 18th and 19th 5 year planning periods, the allocations of funds for Higher Education sector in India was in its all-time low stage, compiling only 6 to 7% of the total budget on education.[xvi] In recent years, there is a shift from stagnant growth of higher education to more of an innovative mind and skill based course, which is continued through NEP-2020. To increase the GER, a Higher Education Council of India (HECI) has been proposed with four verticals. These are – a) National Higher Education Regulatory Council (NHERC), b) National Accreditation Council (NAC), c) Higher Education Grants Council (HEGC), and d) General Education Council (GEC). Similarly, NEP-2020 highly emphasised over the sector of vocational education and by the year of 2025, set a target to integrate 50% of higher educational institutions with full-fledged Vocational courses. In terms of the 'Teacher Training Programs' separate arrangements are made through a common structure of "National Professional Standards for Teachers (NPST)".

To simplify the important arrangements made by NEP-2020 in the sector of Higher Education in India the following catalogue can be looked upon –

[xiv] Ibid, p. 87
[xv] A report prepared by Dr Satya Deva Mishra, Associate Professor, Department of Philosophy, MBB College, Agartala, Tripura
[xvi] Jandhyala B. G. Tilak, Higher Education Policy in India in Transition, Economic and Political Weekly, 47(13), p. 36

Single regulatory body for higher education: The NEP-2020 aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

Multiple entry and exit programme: Benefiting those students, who wish to leave the course in the middle, this new system will provide multiple entry and exit options. Their credits will be transferred through Academic Bank of Credits (ABC).

Integration of technology and e-courses: Through the technological support apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries will be integrated into teaching learning process. E-learning platforms and respective courses in regional languages are proposed in this policy as well, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.[xvii]

Common entrance exam for all colleges: As proposed in NEP, the common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.

4. THE MULTIDISCIPLINARY MENDADE OF NEP-2020:

Epistemologically, the Cambridge English dictionary defines 'Holistic' as: "dealing with or treating the whole of something or someone and not just a part."[xviii] It represents a Non-Reductionist form of truth; where knowledge is systemic, contextual, and relational. That means; to know an object or phenomenon, one must understand its environment, history, and network of interactions. With a reductionist approach, it understands a complex system entirely by breaking it down into isolated components. Parallelly, the Multidisciplinary approach opts as "involving different subjects of study in one activity:".[xix] It signifies pluralism of methods, that no single description or approach has monopoly over the inclusive truth. The National Education Policy presented both theses as its core competence. In short, NEP-2020 is completely in oblivion of the 'integral theory of learning'.[xx] In present context it is essential in order to ensure the unity and integrity of all knowledge for a multidisciplinary world. In educational sector, this process enables 'skill-based learning' and 'problem solving' approach rather than a traditional commemoration.

Recent trends focused on the globalisation process of education with an inclusive approach. In this context the Global Education Guidelines for educators and policy makers drafted by North South Centre (Centre North Sud) European Council of Education (Concile

[xvii] A. Kurien, Dr. S. B. Chandramana, Impact of New Education Policy 2020 on Higher Education, p. 4
[xviii] The dictionary separates the syllables as: 'həˈlɪs.tɪk' and based on the compositions derives the meaning.
[xix] Ibid. The Cambridge English dictionary.
[xx] Op. cit. Mitra, N. L. (2020). p. 393.

De L'Europe) noted education as a "holistic concept" "a transformative learning process".[xxi] With focus on sustainability and human rights the UNESCO urged education to be the medium of the fullest potential of human beings: "Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues."[xxii] As per the context, by 2030, nations are advised to incorporate higher education with the influx of the Millennium Development Goals (MDG) (17 Sustainable Development Goals).[xxiii] It is also in consideration that without proper participation of the people, including the civil society organisations 'Global education' and 'sustainability' will remain unaddressed throughout the marginalised groups all over the globe.

Practically, in terms of higher education the policy opposes any kind of segregation between arts and sciences, including curricular and extra-curricular activities and vocational and academic streams, etc. The official draft of NEP highlights this approach as:

> *"These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration."*[xxiv]

Through such an approach a potential quality education is being rendered. Scholars highlighted, an educational approach of this nature is especially needed in the 21st century to ensure the unity and integrity of all knowledge, as the world is becoming increasingly interconnected. Re-emphasising over quality-based education NEP states:

> *"Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning."*[xxv]

Recent global database constantly points out the enriched quality education among the developed nations including, Finland, Ireland, China, Singapore, USA. One of

[xxi] North South Centre and European council of Education report on Global Education Guidelines. p. 13
[xxii] Ibid. North South Centre and European council of Education report. p. 24
[xxiii] Ibid. North South Centre and European council of Education report. p. 26
[xxiv] National Education Policy. Ministry of Human resource Development. Government of India. p. 4.
[xxv] Op. cit. National Education Policy. p. 39.

the common strategies adapted by these nations to improve their respective sections of education was the inclusion of multidisciplinary approach with an approach of international collaboration. A recent survey of the "GLOBAL EDUCATION MONITORING", conducted under UNESCO shows that worldwide nations including Belarus, Fiji, China, Saudi Arabia and Thailand has showed significant upliftment in the sector of the higher education.[xxvi] In the policy analysis section the report rightfully mentioned the influence of diversification and inclusiveness of higher education as an effective way to remediate higher education:

> *"Diversification can promote equity in some circumstances. National qualifications frameworks and credit-transfer systems, such as in Bhutan, China and Malaysia, aim to standardize levels, enable progression from vocational to academic routes, and validate nan-formal and informal learning. However, processes are Often complex and underused. Even in Europe, only about I in IO students enter university through non-standard paths. Micro-credentials Offer flexible, modular learning but only expand higher education participation if they are integrated into qualifications frameworks and clearly contribute to recognized degrees."*[xxvii]

In the post-Pandemic (Covid 19) scenario International Education Index (IEI), a policy analysis tool to evaluate national education systems points out eight variables to measure the nation wise global standards. Here the 3rd and 4th identifier include: 'Digital skills and infrastructure (ICT)' and 'Twenty-first century skills'.[xxviii]

5. ROSPECTS AND CHALLENGES:

In terms of higher education India has 1200+ universities, including 23 IITs, 22 IIMs and 20 AIMs. More specifically, in the report: of India's Education 25 Years on the road to 2035 the data reflected as follows:[xxix]

Institution Type	2000–01	2021–22	2024–25 (est.)
Central Universities	18	45	54
State Universities	228	395	456
State Private Universities	5	300	471
Deemed Universities	100+	121	147
Institutes of National Importance	35	149	171
Total Universities	256	1,168	1200+
Affiliated Colleges	12,806	45,473	50,000+

(Source: Report on India's Education 25 Years on the road to 2035)

From this table the rapid growth of the higher education sector of India becomes clear in a constant deviation. Eventually, the rise in the number of the higher educational institutions

[xxvi] UNESCO Report on GLOBEL EDUCATION MONETORING. 2026. p. 24.
[xxvii] Ibid. UNESCO Report on GLOBEL EDUCATION MONETORING. p. 26.
[xxviii] Clark, The International Education Index: A global approach to education policy analysis, performance and sustainable development. p. 270.
[xxix] A report on of India's Education: 25 Years on the road to 2035.

led to a huge number of enrolments in different programmes offered by the respective institutions. The same report is projecting 4.33 Cr. Enrolment in the Higher education sector with GER of 28.4%.[xxx] Notably that, NEP-2020 proposed to attain 50% GER by the end of 2047. To attain the mandate, Indian government is promoting 'Skill education', under the Skill India Mission, launched in July, 2015. To improve the employability ratio, by 2026 the cited report proposed a four phased employment drive with 54.81% employer ready graduates. With the rise of EdTech and Digital learning platforms, including AI integration although the skilling participation rate of India has improved to 5.9% in 2024, it is still far beyond the global standards of 40%. The multidisciplinary approach of National Education Policy aided in the process of attaining mass employability with utmost focus on the vocational and skilled education.

More specifically, in the context of Assam, India the multidisciplinary roadmap includes a three-tire penetration to the higher educational institutions: i) Multidisciplinary research-in depth universities (RUs), ii) Multidisciplinary teaching-intensive universities (TUs) and iii) Degree-awarding multi-disciplinary independent faculties (smaller than a university).[xxxi] UGC approved statutory regulatory bodies in terms of academic and physical infrastructure, qualification of instructors, period of a programme, intake, eligibility, admission procedures, costs, curriculum and programme implementation, evaluation and evaluation and other applied means.[xxxii] With winding approach towards the modern technologies and global trends North East India showcase several potential methods of adapting NEP in this context with correspondent challenges as well. In a broader context, the North East India itself showcase low GER in higher education during 2014-15:[xxxiii]

Sl. No.	State	Male	Female	Total
	Assam	16.2	14.7	15.4
	Nagaland	14.2	15.6	14.9
	Manipur	35.3	33.1	34.2
	Arunachal Pradesh	28.8	28.5	28.7
	Tripura	19.9	14.0	16.9
	Mizoram	25.2	23.0	24.1
	Meghalaya	20.4	21.1	20.8
	Sikkim	-	-	30.3

(Source: Higher Education in Assam: A Critical Study, a report by Arista Borah)

This table shows the stagnant growth of North east India compared to other states off the contemporary period. As per the annual report of Sarva Shiksha Abhiyan Mission 2021-22, Assam had 1,29,534 (80,739 of elementary level and 48,795 of secondary level) School Children.[xxxiv] As they upgraded to the higher education as a developing state, with

[xxx] Ibid. A report on of India's Education: 25 Years on the road to 2035.
[xxxi] Bai, A. K. (2022). Importance Of Multidisciplinary Studies in Indian Higher Education. *International Journal of Creative Research Thoughts (IJCRT)*. 10(1). p. 725.
[xxxii] Op. cite. Bai, A. K. (2022). p. 727.
[xxxiii] Borah A. (2022). Higher Education in Assam: A Critical Study. p. 13.
[xxxiv] Sarva Shiksha Abhiyan mission Report 2021-22. p. 33.

comparatively low industrial developments Assam faces hamper in employability opportunities. From such situations, as per the recent reports of SSA, Assam is focusing on inclusive education right from the secondary levels. Computer education oriented self-learning technologies are some of the highlights in this prospect with digital classroom facilities.

Following the secondary stage, the higher education sector has respective prospects and challenges. On the basis of the global milieu the following credentials can be made:

5.1. PROSPECTS:

NEP 2020 with multidisciplinary methods offers **integration of the Ethnic Culture and traditions to a globalised platform**. As per the demographic dividend of the region, North East India is home to a multi-lingual and multi-cultural segmentary section of the society. Assam itself serves as a homeland of different ethnic communities including the Brahmaputra and the Barak valley. With emerging trends like the ethno-nationalism and hybrid global structure, the new scenario fosters an opportunity for an inclusive development.

Recently, the government of India is promoting the **'Vocal for Local'** initiative as part of resistance against economic underdevelopment. The fundamental genesis of this prospect is self-reliance and economic empowerment of indigenous industries. This policy encourages the grassroots of entrepreneurial expenditures from marginalised regions of the nation. NEP-2020 with a holistic view compliments the initiative in special cases like Assam and NE-India.

The modern-day education provides **alternative career options** mounded into the traditional teaching learning methods. To attain the desirable skills for such inclusive methods the rigours traditional methods have to be optimised accordingly. The modern-day developments of ICT, including AI (Artificial Intelligence) provides new opportunities to be discovered with global standards of education. For instance, with proper guidance content creation can be a part of livelihood for a history graduate in Assam with multiplicity of monuments all over the region.

NEP-2020 with a holistic and multidisciplinary approach empowers the **optimisation of resources**. Geographically and naturally, the North Eastern region of India has enriched natural resources. Through the integration of the traditional knowledge and resources multiple research projects driven academic opportunities could be derived through these resources. Similarly, in economic terms new innovations and market fit products can be laid out with proper industrial support.

5.2. CHALLENGES:

Poor infrastructure and communication stends as one of the primary hurdles behind the application of the NEP prescribed formats in regions like Assam. Although, in recent years modernisation and integration of ICT being the major push to the educational sector, still areas remain untouched. Especially the rural Assam is facing notable challenges in terms of proper institute buildings and connectivity.

The **haphazard Teacher Student ratio** acted as another challenge in implementing new courses and educational programmes in Assam. as per the recent reports, the PRT (Pupil Teacher Ratio) in Assam is 31:1 compared to national average of 22:1. Such variations costs in the integration of new Nep-2020 prescribed curriculums like AEC, SEC, VAC, MDC courses in the higher educational institutions.

Without proper **Teacher Training Programmes** and effective upliftment of the existing faculties, the goals of NEP-2020 are hard to be attained in the stimulate time frame. Apart from lack of proper infrastructure these coasts to be another hurdle in the implementations of the matters cited above. Instigation of global institutions and foreign collaborations can be marked as some potential counter methods to such challenges.

NEP-2020 urges for **PPP (Private Public Partnership)**. With institutional integrity the collaboration of governmental institutions with private partners is comparatively low in the context of Assam (as a whole in NE-India). Similarly, for skill optimisation, Industrial affiliation along with the higher educational institutions could resulted to a success for the future generations.

6. FINDINGS AND CONCLUSION:

The history of Indian education system has deep roots to the ancient, medieval and modern period throughout history. Especially, during the colonial rule, Indian education system became more standardise and structured. Moreover, the earlier stages of Indian education included a complete development of mankind. Specifically, both physical and mental health is equally considered throughout the process. In recent times, India is adopting National Education Policy 2020 to decolonise the education sector. Henceforth, a globalised standard is proposed to be implement with the same. For areas like, Assam such attempts carried out several new opportunities and challenges as well. By optimising the new variations and eliminating the hurdles emerging states like Assam can imagine further progress in higher education.

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