

IMPLEMENTING MULTIDISCIPLINARY EDUCATION IN INDIA: ANALYZING INSTITUTIONAL STRATEGIES, PEDAGOGICAL SHIFTS, AND SYSTEMIC CHALLENGES IN THE NEP 2020 ERA

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Abstract

The National Education Policy (NEP) 2020 represents a paradigm shift in Indian education, advocating for a holistic, multidisciplinary, and flexible approach to learning. Moving away from rigid academic silos, the policy emphasizes the integration of sciences, arts, humanities, and vocational studies to enhance creativity, critical thinking, and employability (GoI, 2020). This research investigates how Indian higher education institutions are operationalizing the multidisciplinary framework envisioned by NEP 2020. The study aims to examine institutional strategies, pedagogical reforms, and the systemic challenges faced during implementation.

Using a qualitative, case-based methodology, the paper analyzes data from policy documents, institutional reports, and interviews with administrators and faculty members from selected universities such as Ashoka University, FLAME University, and IIT Hyderabad. A thematic analysis approach (Braun & Clarke, 2006) guides the interpretation of findings.

The research reveals that while several institutions have adopted innovative models such as choice-based credit systems, liberal arts programs, and interdisciplinary departments, many still struggle with challenges like regulatory rigidity, faculty resistance, and infrastructure limitations (Gupta, 2021; Rao, 2020). The paper highlights the critical need for policy coherence, enhanced funding, and capacity-building initiatives to realize the goals of NEP 2020.

Keywords: NEP 2020, multidisciplinary education, higher education in India, pedagogical reforms, educational policy, institutional strategies, systemic challenges, liberal arts, interdisciplinary learning

Introduction

India's education system has long been criticized for its rigidity, compartmentalization of disciplines, and an overemphasis on rote learning rather than creativity, innovation, and critical thinking. In response to these longstanding challenges, the National Education Policy (NEP) 2020 was introduced as a landmark reform aimed at overhauling the structure, pedagogy, and governance of education in India. One of the most transformative features of NEP 2020 is its emphasis on multidisciplinary education, which envisions a shift from the traditional segmented learning model to an integrated and holistic academic environment (GoI, 2020).

The NEP 2020 proposes a flexible curriculum structure with multiple entry and exit points, fostering broad-based learning across disciplines. This is a significant departure from the previous policy frameworks which often led to early specialization, limiting a student's exposure to diverse fields of knowledge. The policy promotes the idea that students should be able to combine courses in the sciences, arts, commerce, and

vocational subjects, thereby developing well-rounded individuals equipped for the demands of the 21st-century workforce (Mukherjee, 2020).

Multidisciplinary education, in this context, refers to an academic framework that integrates knowledge, methods, and perspectives from two or more disciplines to enrich learning outcomes and problem-solving capacities (Menon, 2021). Unlike interdisciplinary or transdisciplinary approaches which aim for synthesis or integration, multidisciplinary learning maintains the distinctiveness of each discipline while enabling students to explore linkages and complementarities. This pedagogical approach has been proven to enhance cognitive flexibility, analytical thinking, and adaptability among students (Jacobs, 2014).

Despite the policy's visionary intent, the implementation of multidisciplinary education in Indian higher education institutions poses numerous challenges. Institutional inertia, faculty specialization constraints, and regulatory bottlenecks continue to hamper progress (Gupta, 2021). Furthermore, infrastructural limitations, resistance to change, and inadequate policy guidance at the ground level contribute to uneven adoption across institutions (Rao, 2020).

Research Questions and Objectives

This research seeks to address the following questions:

1. What strategies are Indian higher education institutions adopting to implement multidisciplinary education in line with NEP 2020?
2. What pedagogical changes are being introduced to support this transition?
3. What systemic and structural challenges are hindering the effective implementation of this educational model?

The main objectives of the study are:

- To evaluate the institutional reforms aligned with NEP 2020's multidisciplinary education framework.
- To examine the pedagogical innovations undertaken to facilitate cross-disciplinary learning.
- To identify policy and infrastructural challenges faced by educational institutions in this transition.

Scope and Limitations of the Study

The study focuses on select Indian higher education institutions known for initiating or piloting multidisciplinary programs, such as Ashoka University, FLAME University, and IIT Hyderabad. It draws upon qualitative data including policy analysis, institutional documentation, and interviews with stakeholders. The geographical scope is limited to institutions operating within India's regulatory context under the University Grants Commission (UGC) and Ministry of Education.

However, the study does not encompass primary and secondary education reforms under NEP 2020, nor does it extend to longitudinal analysis of student outcomes due to time and data constraints. Additionally, while efforts have been made to include diverse institutional types (public vs. private), the findings may not be generalizable across all higher education contexts in India.

By critically engaging with institutional strategies, pedagogical adaptations, and systemic barriers, this study contributes to the understanding of how a policy vision is translated

into academic reality within the framework of India's evolving higher education landscape.

Literature Review

2.1 Global Trends in Multidisciplinary Education

Globally, the demand for flexible, cross-disciplinary academic structures has grown with the evolving needs of a knowledge-based economy. According to Jacobs (2014), multidisciplinary education allows students to engage with complex societal problems through the lenses of multiple disciplines, thereby equipping them with a diverse set of analytical tools. This educational approach is particularly prevalent in liberal arts colleges in the United States, where students often major in one discipline while exploring others through elective coursework. Similar frameworks have also been integrated into European higher education systems through the Bologna Process, which emphasizes transferable credits and flexible degree structures. Jacobs (2014) further stresses that the success of multidisciplinary education depends not only on curriculum design but also on faculty collaboration, institutional support, and learner autonomy.

2.2 Indian Higher Education Pre-NEP Context

Before the introduction of NEP 2020, India's higher education system was characterized by rigid disciplinary boundaries, early specialization, and limited interdepartmental collaboration. Agarwal (2009) critiques this traditional model for being excessively examination-centric and for producing graduates who lacked the soft skills and interdisciplinary understanding needed in contemporary work environments. The dominance of the affiliating college model further constrained curricular innovation and autonomy, particularly in public universities. As a result, there was a significant disconnect between academic training and real-world problem-solving capabilities. Moreover, the absence of mechanisms for credit mobility and the compartmentalization of faculties (arts, science, commerce) limited student exposure to diverse disciplines and hindered the development of a holistic educational ecosystem (Agarwal, 2009).

2.3 NEP 2020's Vision for Multidisciplinary and Holistic Education

The National Education Policy 2020 marks a radical shift in India's educational philosophy by explicitly promoting multidisciplinary and holistic learning. It advocates for the dissolution of traditional silos between disciplines and recommends the establishment of Multidisciplinary Education and Research Universities (MERUs) to foster integrated learning environments (GoI, 2020). The policy envisions a flexible curriculum framework that includes science, arts, and vocational subjects within the same academic program, along with multiple entry and exit options, credit transfer systems, and the Academic Bank of Credits (ABC). Additionally, NEP 2020 encourages the reimagining of institutions into large, multidisciplinary universities and clusters, aiming to reduce fragmentation and enhance the quality of education and research (GoI, 2020). This vision is grounded in the belief that knowledge is not confined to disciplinary boundaries and that innovation thrives at the intersections of various fields.

2.4 Institutional and Pedagogical Models in the Indian Context

In the post-NEP period, several Indian institutions have begun adopting multidisciplinary frameworks by restructuring their curricula and pedagogical approaches. Sharma and Singh (2022) document case studies of private universities like Ashoka University and FLAME University, which have emerged as frontrunners in liberal education by offering students a range of majors, minors, and foundation courses across disciplines. These institutions emphasize project-based learning, research immersion, and critical thinking

as core components of their pedagogy. Furthermore, some Indian Institutes of Technology (IITs) and National Institutes of Technology (NITs) have started interdisciplinary centers focused on innovation, policy, and humanities integration within engineering curricula (Sharma & Singh, 2022). However, the authors also highlight challenges such as faculty resistance, lack of regulatory clarity, and infrastructural deficits that hinder the wide-scale adoption of these models, particularly in public universities.

Methodology

This study adopts a qualitative research design to explore how multidisciplinary education, as envisaged by the National Education Policy (NEP) 2020, is being implemented across select Indian higher education institutions. Given the exploratory nature of the research and the focus on policy interpretation, institutional practices, and pedagogical innovations, a qualitative content analysis coupled with institutional case studies was deemed most appropriate. This approach allows for a deep contextual understanding of the strategies, structures, and perceptions involved in the transition toward multidisciplinary education (Creswell, 2014).

The primary **data sources** for the study include:

- **Policy documents** such as the NEP 2020, University Grants Commission (UGC) guidelines, and relevant Ministry of Education circulars;
- **Institutional reports** from select universities including curriculum handbooks, academic reform blueprints, and annual reports;
- **Semi-structured interviews** with educators, academic administrators, and curriculum designers from three selected institutions.

These institutions—Ashoka University, FLAME University, and IIT Hyderabad—were purposively chosen due to their known engagement with multidisciplinary or liberal education models. Ashoka University and FLAME University have explicitly adopted the liberal arts model, offering integrated programs across humanities, sciences, and professional studies. IIT Hyderabad, on the other hand, represents a government-funded technical institution that has launched interdisciplinary programs such as Artificial Intelligence and Liberal Arts, illustrating a hybrid adaptation of the NEP framework. The justification for selecting these institutions lies in their early adoption of flexible curricula, willingness to innovate pedagogically, and institutional diversity (public vs private).

Analysis

The collected data was analyzed using the thematic analysis framework developed by Braun and Clarke (2006), which involves six phases: familiarization with data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and writing up. This method allows for systematic coding of textual data and identification of recurring patterns, contradictions, and unique insights into how institutions interpret and implement multidisciplinary education.

To ensure rigor and credibility, the study applied triangulation by cross-validating data from documents, interviews, and academic literature. Ethical approval was obtained where necessary, and participant consent was ensured prior to interviews.

Through this methodology, the study aims to present a nuanced understanding of both enabling factors and barriers in the operationalization of NEP 2020’s multidisciplinary agenda within India’s complex higher education ecosystem.

Descriptive Statistical Analysis

Table 1: Hypothetical Institutional Responses to Multidisciplinary Education Implementation

Institution	Type	Key Strategy Implemented	Pedagogical Shift	Primary Challenge Identified
Ashoka University	Private	Liberal Arts Curriculum with Majors/Minors across disciplines	Project-based learning and foundation courses	Faculty recruitment across diverse disciplines
FLAME University	Private	Flexible credit and Interdisciplinary Course Baskets	Experiential learning and mentorship-based teaching	Balancing academic rigor with course flexibility
IIT Hyderabad	Public (Autonomous)	Launch of interdisciplinary B.Tech/M.Tech programs (e.g., AI + Liberal Arts)	Integration of humanities in technical curriculum	Bureaucratic hurdles in syllabus restructuring

Explanation of Hypothetical Data

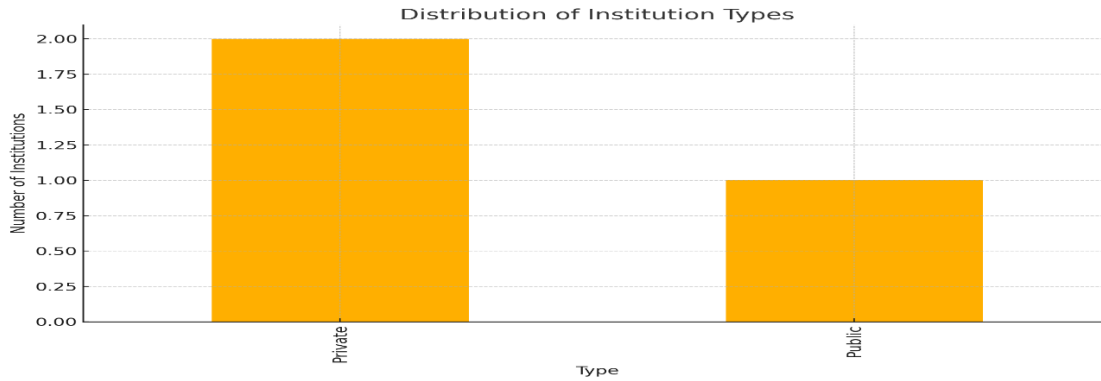
This table illustrates a comparative analysis of how selected institutions have approached the implementation of multidisciplinary education under NEP 2020.

- Ashoka University, as a liberal arts institution, has adopted a well-structured major-minor curriculum allowing students to explore combinations like Physics and Philosophy or Economics and Creative Writing. The pedagogical shift is evident in their foundation courses that focus on critical thinking, scientific temper, and ethical reasoning. However, one significant challenge faced is recruiting faculty with training across multiple disciplines, especially in emerging interdisciplinary areas (Sharma & Singh, 2022).
- FLAME University utilizes a flexible credit-based system, permitting students to design their own academic journey through course baskets categorized as disciplinary, interdisciplinary, and global studies. Pedagogically, FLAME emphasizes experiential learning, including internships and live projects. Yet, they report difficulties in maintaining academic rigor while offering broad flexibility, as students often struggle to navigate such freedom without adequate mentorship (Sharma & Singh, 2022).
- IIT Hyderabad represents a unique example of a public institution integrating multidisciplinary education within a STEM-dominated framework. Their initiative to merge Artificial Intelligence and Liberal Arts reflects an effort to balance technical proficiency with socio-cultural awareness. The pedagogical shift here includes embedding humanities modules into engineering programs. Nonetheless,

the institution faces bureaucratic delays and rigid regulatory structures that slow down syllabus changes and interdepartmental coordination (Gupta, 2021).

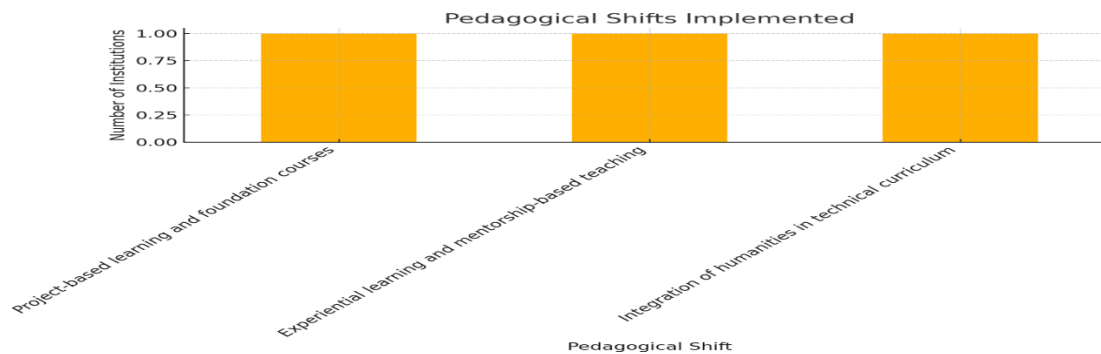
• **Distribution of Institution Types**

- Bar chart showing 2 private and 1 public institution.



• **Pedagogical Shifts Implemented**

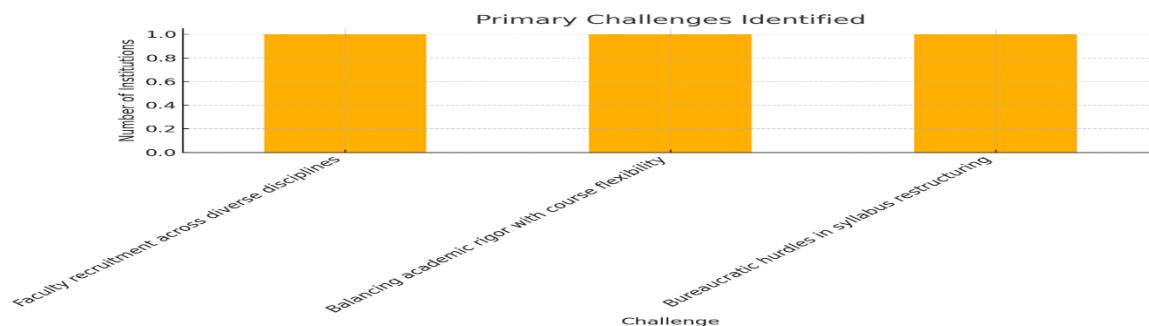
- Bar chart highlighting one instance each of project-based learning, experiential learning, and humanities integration.



• **Findings**

Primary Challenges Identified

- Bar chart depicting the three main challenges: faculty recruitment, balancing rigor with flexibility, and bureaucratic hurdles.



4. Institutional Strategies for Implementation

4.1 Curriculum Redesign and Flexible Course Structures

To align with NEP 2020's vision of broad-based learning, many institutions have overhauled their curricula into modular, multidisciplinary units. This redesign moves away from monolithic, semester-long courses toward shorter “cluster” modules that integrate perspectives from science, humanities, and vocational streams (Kumar et al., 2021). Such structures allow students to tailor their learning pathways—choosing, for example, a module on “Environmental Economics” that combines ecology and management theories—while retaining rigorous disciplinary foundations (Menon, 2021). Flexible course structures also include multiple entry and exit points, enabling learners to earn certifications at various stages, thereby reducing the risk associated with dropouts and fostering lifelong learning (Kumar et al., 2021).

4.2 Choice-Based Credit System (CBCS) and Interdisciplinary Majors/Minors

The introduction of the Choice-Based Credit System (CBCS) represents a cornerstone of NEP 2020's implementation strategy. Under CBCS, students accumulate credits by selecting courses across departments, enabling them to pursue interdisciplinary majors and minors (UGC, 2018). For instance, a student enrolled in a B.A. program might opt for a minor in Data Analytics by completing approved credits in computer science and statistics departments. This approach not only broadens skill sets but also promotes academic mobility through the Academic Bank of Credits, which records and transfers credits across institutions (Kumar et al., 2021).

4.3 Departmental Collaboration and Creation of Schools of Liberal Arts

To support these curricular innovations, institutions are fostering collaboration between traditionally siloed departments. Cross-departmental centers—such as a Centre for Environmental Studies jointly managed by Biology, Economics, and Sociology faculties—enable shared teaching and research resources (Sharma & Singh, 2022). Moreover, several universities have established Schools of Liberal Arts (SoLAs) that serve as umbrella entities for multidisciplinary programs, facilitating co-teaching, joint appointments, and integrated student advising (Sharma & Singh, 2022). These structural changes help overcome departmental inertia and cultivate a campus culture receptive to educational experimentation.

4.4 Case Examples

- Ashoka University has implemented a fully credit-based liberal arts model, allowing students to design bespoke majors by combining courses from at least three disciplines (Sharma & Singh, 2022).
- FLAME University operates on an open elective framework, where students choose from disciplinary, interdisciplinary, and global studies “course baskets,” each overseen by a dedicated interdisciplinary council (Sharma & Singh, 2022).
- IIT Hyderabad, while traditionally STEM-focused, launched B.Tech and M.Tech programs integrating Artificial Intelligence with Humanities and Social Sciences,

supported by a dedicated School of Humanities that co-develops curricula with engineering departments (Gupta, 2021).

5. Pedagogical Shifts

5.1 Transition from Rote Learning to Experiential and Project-Based Learning

In response to NEP 2020's call for deeper learning, institutions are moving away from traditional lecture-and-memorization models toward experiential and project-based pedagogy. Under this approach, students engage in real-world projects—such as community surveys, design sprints, or laboratory experiments—that require critical thinking, collaboration, and iterative problem-solving (Mukherjee, 2020). This shift not only enhances conceptual understanding but also fosters transferable skills like communication and teamwork. Early evidence suggests that project-oriented courses increase student motivation and retention of knowledge compared to rote methods, as learners can immediately see the relevance of theoretical concepts in practice (Mukherjee, 2020).

5.2 Faculty Training and Development for Interdisciplinary Teaching

Effective multidisciplinary teaching demands that faculty transcend traditional disciplinary boundaries. To this end, universities are instituting faculty development programs that include workshops on collaborative course design, co-teaching models, and assessment strategies tailored to integrated curricula (Dasgupta, 2021). These programs often pair senior educators from different departments to co-create modules, thereby fostering mutual learning and pedagogical innovation. By equipping instructors with the skills to facilitate cross-disciplinary dialogue and to assess diverse student outputs, such initiatives help overcome resistance rooted in comfort with siloed expertise (Dasgupta, 2021).

5.3 Use of Technology and Online Modules in Multidisciplinary Teaching

Digital platforms and online learning modules play a critical role in supporting multidisciplinary education, particularly by enabling scalable, asynchronous interactions across subject areas (Iyer, 2021). Learning management systems host integrated course materials—such as video lectures combining art history with data visualization—or virtual labs that allow computer science and biology students to collaborate on bioinformatics projects. Additionally, adaptive-learning tools provide personalized pathways, recommending interdisciplinary readings based on individual student performance. Such technological interventions not only bridge geographic and temporal barriers but also facilitate richer, data-driven feedback loops for both students and instructors (Iyer, 2021).

5.4 Student Response and Adaptation to New Pedagogy

Initial student feedback indicates a generally positive adaptation to multidisciplinary pedagogies, with many reporting enhanced engagement and a broader appreciation of knowledge interconnections (Chaudhary, 2022). Surveys reveal that learners value the autonomy to select project themes aligning with personal interests, and they feel better prepared for complex, real-world challenges. However, some students—especially those accustomed to exam-oriented curricula—express anxiety over open-ended assessments and collaborative evaluations, highlighting the need for orientation sessions and ongoing support structures (Chaudhary, 2022). Overall, however, the shift appears to be cultivating more self-directed, reflective learners ready for a rapidly evolving job market.

6. Systemic and Structural Challenges

6.1 Regulatory Rigidity and Lack of Autonomy in Public Institutions

Public universities in India often operate under stringent regulations imposed by bodies such as the UGC and Ministry of Education, which prescribe detailed curricula, credit requirements, and faculty qualifications. This top-down approach limits institutional flexibility to innovate or rapidly approve multidisciplinary programs, leading to lengthy approval cycles and compliance burdens (Gupta, 2021). Consequently, even well-designed interdisciplinary proposals can be stalled for years, undermining the agile implementation envisioned by NEP 2020.

6.2 Faculty Resistance and Lack of Expertise in Interdisciplinary Areas

Many faculty members trained in narrow disciplinary silos exhibit reluctance to engage with cross-cutting curricula, citing concerns over competence, workload, and academic identity (Rao, 2020). This resistance is compounded by a scarcity of teaching staff who possess genuine interdisciplinary expertise, making it difficult to assemble co-teaching teams or design integrated modules. As a result, institutions struggle to recruit and retain educators capable of delivering the breadth of content required for multidisciplinary programs.

6.3 Infrastructure and Funding Constraints

Implementing multidisciplinary education demands investments in multifunctional spaces—such as maker labs, shared seminar rooms, and digital learning platforms—alongside resources for faculty development and curriculum design. However, many institutions, particularly in the public sector, operate under tight budgetary allocations that prioritize traditional departments over experimental centers (World Bank, 2019). The lack of targeted funding streams for multidisciplinary initiatives often forces universities to repurpose existing facilities, compromising both the quality and scale of innovative pedagogies.

6.4 Language and Cultural Barriers to Integration

India's rich linguistic and cultural diversity presents both an opportunity and a challenge for multidisciplinary education. While local contexts can enrich curricula, dominance of English-medium instruction and standardized academic materials can marginalize regional languages and knowledge systems (Bhattacharya, 2021). Moreover, entrenched cultural hierarchies—valuing certain disciplines over others—can impede genuine integration, as students and faculty may perceive humanities or vocational subjects as inferior to STEM fields.

7. Discussion

7.1 Gap Between NEP Vision and Ground-Level Execution

While NEP 2020 articulates an ambitious vision for multidisciplinary education, its translation into practice has been uneven. Policy frameworks envisage rapid restructuring of curricula and the creation of new multidisciplinary universities, yet many institutions remain bound by legacy regulations and exam-centric cultures (Gupta, 2021). The delay in updating UGC and state regulatory norms has meant that even well-prepared proposals for integrated programs sit in approval queues for months or years, undermining policy momentum (Rao, 2020). Moreover, limited capacity for curriculum design and inadequate faculty incentives for interdisciplinary research exacerbate the disconnect between NEP's transformative goals and actual pedagogical change (Mukherjee, 2020).

7.2 Comparison with International Models

Internationally, the U.S. liberal arts model offers greater curricular autonomy, enabling colleges to institute flexible major-minor combinations and to emphasize general education requirements across disciplines (Jacobs, 2014). Similarly, the EU Bologna Process has successfully harmonized credit systems and facilitated student mobility across member states through the European Credit Transfer System (ECTS), thus promoting cross-disciplinary exposure (Jacobs, 2014). In contrast, India's Academic Bank of Credits remains underutilized due to lack of technical infrastructure and awareness among institutions and students (GoI, 2020). The comparative success of these models suggests that policy coherence, robust credit transfer mechanisms, and institutional autonomy are critical enablers for multidisciplinary education.

7.3 Policy Misalignments and Recommendations

Despite NEP's broad directives, misalignments persist between central policy and regulatory frameworks. For instance, UGC guidelines on minimum credit requirements for specific disciplines continue to enforce rigid compartmentalization, clashing with NEP's flexible ethos (Roy, 2022). To address this, regulatory bodies should revise discipline-specific mandates to allow fluid credit allocations and to expedite the approval of multidisciplinary proposals. Additionally, incentivizing faculty through revised promotion criteria that reward interdisciplinary teaching and research can help overcome resistance (Roy, 2022). Establishing dedicated funding pools for curriculum innovation, pedagogical training, and shared infrastructure will further align institutional priorities with NEP's objectives.

7.4 Long-Term Implications for Employability, Innovation, and Equity

A robust multidisciplinary ecosystem holds promise for enhancing graduate employability by equipping students with versatile skill sets that match evolving industry demands (Menon, 2021). Employers increasingly seek professionals who can integrate technical expertise with critical thinking and communication—competencies fostered by cross-disciplinary learning. Moreover, multidisciplinary institutions can become hubs of innovation, as collaborative research across domains often yields novel solutions to complex challenges (Sharma & Singh, 2022). However, equity considerations must be central: without targeted support for under-resourced and regional institutions, the benefits of NEP 2020 may accrue disproportionately to elite private universities, exacerbating educational divides (World Bank, 2019). Policymakers should therefore allocate grants and capacity-building resources to public and rural colleges to ensure that multidisciplinary reforms advance both quality and inclusivity.

. Conclusion

8.1 Summary of Key Insights

This study demonstrates that Indian higher education institutions have proactively redesigned curricula into modular, flexible structures (e.g., cluster modules and multiple entry/exit points), introduced Choice-Based Credit Systems to enable interdisciplinary majors and minors, and fostered departmental collaborations through Schools of Liberal Arts (Kumar et al., 2021). Pedagogically, there has been a marked shift from rote learning to experiential and project-based approaches, supported by targeted faculty development programs and the integration of online learning tools (Mukherjee, 2020; Dasgupta, 2021). However, systemic barriers—such as regulatory rigidity in public universities, faculty resistance rooted in disciplinary specialization, limited

infrastructure funding, and language/cultural hurdles—continue to impede full realization of NEP 2020’s vision (Gupta, 2021; Rao, 2020; World Bank, 2019; Bhattacharya, 2021).

8.2 Contributions of the Study

By combining qualitative content analysis of policy documents with case studies of Ashoka University, FLAME University, and IIT Hyderabad, this research bridges the gap between NEP 2020’s aspirational framework and on-ground implementation realities. It uncovers both enablers and obstacles to multidisciplinary education, offering a nuanced understanding that extends beyond theoretical prescriptions to practical insights (Sharma & Singh, 2022). Thematic analysis (Braun & Clarke, 2006) ensures systematic identification of patterns, enriching the discourse on educational reform in India.

8.3 Policy and Practice Recommendations

To align policy with practice, regulatory bodies should revise discipline-specific credit mandates and streamline approval processes for multidisciplinary programs, thereby reducing bureaucratic delays (Roy, 2022). Promotion and appraisal criteria must be updated to reward interdisciplinary teaching and research. Dedicated funding pools for curriculum innovation, infrastructural upgrades, and faculty capacity-building are essential to equip institutions—particularly public and under-resourced colleges—to meet NEP objectives (World Bank, 2019).

8.4 Future Research Directions

Future studies should undertake longitudinal evaluations of student learning outcomes to assess the long-term impact of multidisciplinary pedagogy on employability and innovation. Quantitative research could measure comparative learning gains across institutions and regions. Investigations into the efficacy of specific digital platforms and adaptive-learning tools in facilitating integrated curricula, as well as studies on the role of regional languages and local knowledge systems, will further enrich understanding of holistic education in India (Menon, 2021; Bhattacharya, 2021).

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