

National Education Policy 2020: The Key To Development In India (Volume-2)

Editor

Dr. Pratima Mishra

Associate Professor and PhD Guide at H.G.M. Azam College of Education,
Dr P A University, Pune Maharashtra

&

Co-Editor

Dr. Deepak

Assistant Professor in Guru Nanak Khalsa College Karnal



2025

Second Edition: 2025



ISBN: 978-93-49028-49-4

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Published by:

AG Volumes (an imprint of AG Publishing House)

58, Priyadarshini Phase-3, near Meenakshi Planet City, Shri Rameshwaram, Bagmugaliya, Bhopal, Madhya Pradesh 462043

Website: <https://www.agphbooks.com>

About the Book

"National Education Policy 2020: The Key to Development in India" provides an in-depth exploration of the NEP 2020, which promises to revolutionize the Indian education system. This book comprehensively analyzes the key components of the policy, from curriculum reforms to the emphasis on multilingual education, and the introduction of new pedagogical methods. It sheds light on how the policy addresses critical issues such as access, quality, and equity, ensuring that education becomes more inclusive and equitable for all segments of society.

By focusing on areas such as early childhood education, vocational training, teacher empowerment, and the integration of technology, this book illustrates how NEP 2020 aims to create a holistic and well-rounded educational experience. It highlights how these changes will contribute to India's socio-economic development by nurturing a skilled and knowledgeable workforce, capable of meeting global challenges.

This book is not only a guide to understanding the intricacies of the National Education Policy but also a call to action for educators, administrators, and citizens to actively participate in shaping a better future for India through education. It is a timely and crucial resource for anyone seeking to understand the pivotal role education will play in India's growth and development in the years to come.

Preface

The National Education Policy (NEP) 2020 marks a significant milestone in India's educational landscape. Aimed at transforming the country's educational system, the policy outlines a comprehensive framework designed to address the evolving needs of the 21st century. It envisions an inclusive, accessible, and equitable education system that fosters critical thinking, creativity, and holistic development. The NEP 2020 is not just a policy document but a vision for empowering future generations, ensuring that India's youth are equipped with the skills necessary to thrive in a rapidly changing global economy.

In this book, "National Education Policy 2020: The Key to Development in India," we delve deep into the various facets of this transformative policy. From early childhood education to higher learning, the book provides a thorough analysis of the policy's goals, implementation strategies, and the expected outcomes. Through a critical examination, we aim to understand how the NEP 2020 serves as a key driver for sustainable development in India, focusing on quality, inclusion, and innovation. This work serves as a valuable resource for educators, policymakers, students, and anyone invested in India's educational future.

CONTENT

Sr. No.	Chapter and Author	Page No.
1.	Impact of National Education Policy 2020 on India's Educational Landscape: A Comprehensive Review <i>Zakia Rizvi</i>	1-6
2.	NEP 2020 and Inclusive Education: Addressing Equity Challenges in Indian Education <i>Dr. K SUDHAKAR</i>	7-14
3.	Empowering India's Youth: A Critical Analysis of NEP 2020's Implementation Strategies <i>Dr. Santosh Kumar</i>	15-21
4.	The Role of Vocational Education in NEP 2020: Pathways to Skill Development and Employment <i>Ms. Sangeeta Rajaram Kadam</i>	22-28
5.	Language Policy and Multilingualism: Assessing NEP 2020's Approach to Language Education <i>Ms. Sangeeta Rajaram Kadam</i>	29-35
6.	Gender Equity in NEP 2020: A Pathway to Inclusive and Accessible Education <i>Dr. Alpina Dubey</i>	36-42
7.	National Education Policy 2020 and Sustainable Development Goals: A Roadmap for Education Reform in India <i>Dr. Shakera Parveen</i>	43-49

8.	National Education Policy 2020: Transforming India's Education System for Sustainable Development <i>Dr. K. Karthikeyan</i>	50-56
9.	Transforming Higher Education in India: A Review of the National Education Policy 2020's Impact <i>Dr. Ashay Devidas Shende¹, Dr. Arpan A. Deshmukh²</i>	57-62
10.	Incorporating Technology in Education: An Evaluation of NEP 2020's Vision for Digital Learning <i>Dr. Gururaja CS</i>	63-69
11.	NEP 2020 and the Rise of Holistic Education: A Comparative Study with Global Education Models <i>Dr. S Chetan Kumar</i>	70-75
12.	The Future of Teacher Education Under NEP 2020: A Review of Key Reforms <i>Dr. M. SARASIJA</i>	76-81
13.	NEP 2020 and Sustainable Development of Education in India: A Comprehensive Review <i>Mr. Shashikant Sudarshan Upadhye</i>	82-87

Impact of National Education Policy 2020 on India's Educational Landscape: A Comprehensive Review

Zakia Rizvi^{1*}

¹*Assistant Professor.*

Abstract

Comprehensive, interdisciplinary, and skill-based education are the cornerstones of India's new "National Education Policy 2020 (NEP 2020)", an ambitious plan to overhaul the country's educational system. This review study delves deep into NEP 2020, looking at many studies that have looked at how it would affect India's education system. The policy emphasizes critical thinking, conceptual understanding, and practical application, moving away from rote memorization. It integrates technology, vocational training, and flexible learning pathways to foster an inclusive and globally competitive education system. According to the study's findings, "NEP 2020" is a big step in improving educational quality by giving students the tools they need to use what they've learnt in practical situations. By addressing existing challenges and promoting innovation, the policy holds the potential to modernize India's education system and align it with international standards, thereby preparing students for future global opportunities.

Keywords: National Education Policy 2020 (NEP 2020), Indian education system, School and college education, skills, Digital learning, Multidisciplinary etc.

1 Introduction

Throughout the course of its lengthy history, the Indian educational system has undergone several cultural and sociopolitical changes. In the past, the Gurukul system was one of the first organised

* ISBN No. - 978-93-49028-49-4

educational systems in India, and education there was primarily religious and comprehensive [1]. In addition to emphasising the general growth of the person, this approach concentrated on the oral transfer of information. But the introduction of British colonial control brought about a dramatic change in the Indian educational system. With the advent of Western education, sponsored by individuals such as Lord Macaulay, the emphasis changed to a curriculum that focused on European knowledge and used English as the primary language of teaching [2]. The contemporary Indian educational system was established as a result of this change, which brought with it both new possibilities and difficulties, such as the marginalisation of traditional knowledge systems [3].

To better serve its citizens, the Indian government realised after independence that the education system needed to be reformed and nationalised. As a result, many education policies were created, beginning with the National Policy on Education (NPE) in 1968, which placed a strong emphasis on fostering regional languages and a unified system of education. The NPE that followed in 1986 sought to address the persistent issue of unequal access to education and strengthen the goal of universal education [4]. The Indian educational system has nevertheless had a lot of problems in spite of these governmental initiatives. These include significant gaps in educational achievements across various socioeconomic groups, a lack of teachers, and insufficient infrastructure [5]. Further highlighting the need for an extensive overhaul of the educational system in order to make it more relevant, accessible, and capable of meeting the needs of the 21st century is the global shift to knowledge-based economies and the speed at which technology is developing [6].

A. Implementation challenges

The main obstacles to "the National Education Policy (NEP) 2020's" implementation are listed in Table 1, along with possible ways to overcome them. It identifies key challenges such as a lack of resources, red tape, and opposition to change [7]. In order to overcome these obstacles, the table lists methods for each difficulty, such as improved resource allocation, simplified administrative procedures, and stakeholder participation [8]. The practical challenges encountered during the implementation of NEP 2020 may be comprehended and addressed in an organised manner with the help of this table. There are several obstacles that might affect the efficacy of "the National Education Policy (NEP) 2020's" implementation [9]. Among them are:

1. Resource constraints

Appropriate financial and human resources are one of the main challenges. NEP 2020 aims to implement significant changes, including as curriculum development, teacher training, and infrastructure improvements. Existing educational disparities, however, can be made worse by the difference in availability of resources between rural and urban areas. Inadequate financial resources and inadequate infrastructure are important issues that must be addressed to guarantee fair execution [10]. An Andhra Pradesh pilot project, for example, showed how focused resource distribution enhanced rural schools' facilities and academic performance.

2. Administrative hurdles

The strategy calls for efficient collaboration between educational institutions and different governmental levels. Reform implementation may be hampered by antiquated procedures, disjointed administrative structures, and bureaucratic inefficiencies. For instance, a lack of technological infrastructure and poor administrative replies may cause delays in the integration of new instructional technology and approaches. Administrative roadblocks may seriously impede development [11]. Overcoming such challenges is shown by the effective implementation of a similar approach in Karnataka, where accelerated administrative processes allowed for a faster deployment of educational technology.

3. Resistance to change

Parents, educators, and administrators are examples of stakeholders who could oppose the changes because they doubt their efficacy and are reluctant to alter long-standing customs. It will take a lot of work in training, communication, and proving the policy's advantages to overcome this reluctance. Teachers used to more conventional approaches may also oppose the shift to a competency-based curriculum [12]. With the help of intensive training programs and proactive stakeholder engagement, Gujarat's "Schools of Excellence" project effectively reduced opposition.

Table 1 Implementation Challenges

Challenge	Description
Resource Constraints	Differences in the distribution of resources
Administrative Hurdles	Outdated bureaucratic procedures and inefficiency
Resistance to Change	Stakeholders' hesitation and scepticism

2 Literature Review

(Ashokkumar et al., 2025) [7] "The National Education Policy 2020 (NEP 2020)", which aims to transform the country's educational landscape, marks a significant turning point in India's educational system. This study offers a thorough examination of NEP 2020, examining how it aligns with international trends in education, how it emphasises competency-based progression, and how it can affect teacher preparation, educational infrastructure and student learning results. The ability of the policy to improve quality, innovation, and fairness in Indian education—thereby addressing long-standing problems and preparing students for the difficulties of the 21st century—makes it scientifically relevant.

Table 2 Impact of NEP 2020. [7].

Impact type	Long-term Impact	Short-term Impact
Digital learning	Improved integration and digital literacy	A greater focus on digital resources
Teacher Training	Better techniques and quality of instruction	Initial training program enhancements
Vocational Education	Improved job market and educational alignment	Including in school programs

National Education Policy 2020: The Key To Development In India (Volume-2)

(Kurien & Chandramana, 2021) [13] The release of the fresh "Education Policy (NEP 2020)" by the Government of India was a welcome shift and fresh knowledge amid the Covid-19 pandemic's negative effects on the world. Many people were completely unprepared by the unveiling of NEP 2020. The changes that NEP 2020 recommended startled a lot of education experts. Even both college and high school education have been equally impacted by the education policy, the main emphasis of this essay is NEP 2020 and its implications on higher education. The key components of NEP are also described in this work, together with an analysis of their implications for the current educational system.

(C. & R, 2024) [14] In order to reform higher education in India by implementing a more flexible, inclusive, and interdisciplinary learning environment, "the National Education Policy (NEP) 2020" is a crucial revolutionary project. In order to address the enduring problems of accessibility, quality, and equality, this research study examines the present and potential effects of implementing "NEP 2020 on Indian higher education". Inadequate infrastructure, financial limitations, and opposition to change are some of the obstacles that prevent its successful implementation. In addition, the current evaluation looks at the anticipated long-term advantages for students and the workforce, with a focus on employability and skill development.

(Choudhari, 2022) [15] Aiming to deliver high-quality education that will contribute to the growing economy and encourage new school and college projects, "the National Education Policy-2020" is driven by the belief that education supports social and economic prosperity. One of the most significant developments in India in 2020 was the creation of "the New Education Policy (NEP) 2020". The National Education Policy-2020, which is primarily focused on providing students with hands-on training to develop their creative potential, skills, and analytical thinking in order to satisfy industrial demands, is highlighted in this document. The primary focus of this study is the impact of the National Education Policy 2020 on various stakeholders, with a special emphasis on students in college who are well-informed about the policy and have opinions about it. Results and possible flaws of the NEP-2020 are also covered in the paper.

(Verma & Kumar, 2021)[9] Education is of the utmost importance in this uncertain time. As a result, "the National Education Policy 2020" has been redesigned as the foundation for this reform, which might boost those social and economic indicators while also assisting in the development of a new educational system in the nation. That still needs improvement. NEP 2020 offers independent colleges and interdisciplinary universities high-quality higher education. In this study, we have analysed the policy critically and suggested modifications to guarantee a smooth transition with both its predecessor and its successor, increasing the policy's significance. The needs for NEP 2020 rules and management performs at the university stage are analysed in the present article. The design and implementation of NEPs at the national and HEI (Higher Education) levels are advised.

(Archunan, 2024)[16] A country's educational system is a key component of its development. Within the fundamentals of industrialised countries, the standard of education, especially at the level of higher education, is lacking. The nation's progress may be accessed via the higher education system. All facets of a country's economic growth are less developed when its educational system is inadequate. In addition,

only excellent, skilled, and creative instructors will be able to provide high-quality instruction. To fulfil the objectives of the New Education Policy, the instructors must be professionals with the necessary training, credentials, and competence. Prime Minister Sri Narendra Modi of India launched the New Education Policy 2020 (NEP), which was accepted by the Union Council of Ministers. By 2021, the New Education Policy will be implemented nationwide in India. Providing young Indian minds with high-quality, innovative, and realistically feasible educational services is the main goal of the New Education Policy.

3 Conclusion

A comprehensive, adaptable, and skill-based approach to education is the focus of "the National Education Policy 2020 (NEP 2020)", which marks a revolutionary change in India's educational system. The policy recognizes the need for adaptable curricula, innovative teaching methodologies, and enhanced employability to prepare students for an evolving global job market. By fostering strong industry-academia collaborations, NEP 2020 aims to equip students with relevant, practical skills, ensuring their readiness for real-world challenges and opportunities. Furthermore, the policy incorporates multidisciplinary education, vocational training, and digital integration, making learning more accessible and inclusive. It shifts the emphasis from conventional rote learning to creativity, critical thinking, and problem-solving skills, allowing students to employ their knowledge in practical contexts. NEP 2020 has the potential to address key challenges in the Indian education system, including disparities in access, outdated teaching methods, and a lack of skill development. Through modernisation and alignment with international standards, the strategy establishes the groundwork for a learning environment that is more progressive, advanced in technology, and innovation-driven. In essence, NEP 2020 is a crucial step toward transforming India into a knowledge-driven economy, fostering academic excellence, and ensuring the holistic development of students for future global competitiveness.

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NEP 2020 and Inclusive Education: Addressing Equity Challenges in Indian Education

Dr. K SUDHAKAR^{1*}

¹ Principal.

Abstract

At the core of our educational system is the National Education Policy -2020. This visionary is driving significant progress towards equality and equity in our educational system. The core idea of NEP-2020 is inclusion in mainstream education. Every policy's actual implementation in the field is always accompanied with a question mark. The use of remedies should be limited, and it is implied that all stakeholders, including parents and teachers, should intercept the difficulties in order to improve the effectiveness of all treatments. Through NEP 2020, this research reviewed the issues of equity and inclusive education in Indian schools. Inadequate infrastructure, restricted possibilities, low engagement, and the need for a more compassionate educational system were identified as the main issues. Notwithstanding the significant strides achieved by NEP 2020 in advancing inclusive teaching practices and digital technologies, enduring problems including inadequate infrastructure, poor teacher preparation, and uneven access to resources—especially for underserved communities—linger.

Keywords: Inclusive Education, NEP-2020, Equality and Equity, Indian education, Digital tools, etc.

1 Introduction

In order to transform the current system and make it more accessible, adaptable, and student-centered, "the National Education Policy (NEP) 2020" is a historic overhaul in India's educational environment. NEP 2020's primary goal is to make education accessible to everyone, with a special emphasis on socioeconomically disadvantaged groups (SEDGs), such as females, children with impairments, and members of marginalised communities [1]. With an emphasis on a comprehensive approach to education

* ISBN No. - 978-93-49028-49-4

that starts with "Early Childhood Care and Education (ECCE)" and continues through higher education, this strategy emphasises the need of removing structural obstacles that impede equitable participation in education [2]. Multilingualism is emphasised in NEP 2020, which acknowledges the value of mother language instruction in bolstering fundamental learning, especially for underprivileged kids. Technology integration is also essential for closing the digital divide, giving students in underserved and rural places access to digital resources and access [3]. By emphasising teacher preparation, the policy makes sure that teachers have the know-how to oversee inclusive classrooms and meet the various needs of their pupils. But there are a number of obstacles in the way of these policies' effective execution, including poor infrastructure, a lack of funding for teacher preparation, and systemic opposition to change. Community involvement is essential to attaining the entire framework that NEP 2020 lays out to promote fairness, inclusiveness, and high-quality education for everyone, notwithstanding these obstacles [4].

The sector with the greatest amount of implementation left is inclusive education since there are so many obstacles to every policy advice or suggestion. The transition from segregated to inclusive education is the result of historical processes [5]. The transition between integrated and inclusive education, as well as from segregated to integrated education, is profound and significant. Specially required people were formerly separated from society, but as time went on and improvements were made, this group was able to find basic satisfaction and eventually became more integrated into society, which brought them closer to all other kid groups [6]. Although they are in distinct situations, both groups get the same treatment under one roof. Following the country's independence, several committees and regulations recommended inclusive education in the domain as an alternative to integrated or special education. People must follow the principle that everyone is treated equally under one roof, even if some who are required are undoubtedly happy with special education to meet their unique needs [7].

A. Inclusive Education

A form of education known as inclusive education allows children with exceptional needs and skills that are yet manageable to study in the same classes as other students in conventional schools without any kind of discrimination. There are three primary approaches to integrating a kid into a mainstream classroom: mainstreaming, partial inclusion, and full inclusion [1]. The need of equal educational opportunities for students has been emphasised in "the National Policy on Education (NPE) 1986". Among its components were education for women's equality, Backward sectors, the education of minorities, the education of the disabled, and the education of the marginalised group of scheduled castes and scheduled tribes were all given particular consideration and provisions [8]. With a focus on historically marginalised, disadvantaged, and under-represented groups, the New Education policies seek to provide all students with high-quality education, irrespective of their caste, community religion, language, gender, disability, or socioeconomic circumstances. In order to achieve socioeconomic mobility, inclusion, and equality in disparities, education is regarded as the most potent weapon and an effective equaliser [9]. The following methods are some of the core ideas that the New Policy suggests be used to govern the educational system as a whole and the educational institutions that are part of it in fostering equality in learning and providing equal chances in education.

Dr. K SUDHAKAR

- Acknowledge, recognise, and highlight each student's special talents. raising awareness among educators and parents about the need of supporting each student's overall development in both academic and extracurricular domains.
- Remembering that education is a contemporaneous topic, respect the variety and local context that are present in the curriculum, pedagogy, and policies.
- In order to provide equitable access to education for all students, educational institutions must prioritise equity via inclusion and quality.

B. Equity

To make India a knowledge powerhouse, the NEP aims to establish a top-notch educational system grounded on Indian culture and values. The goal of equality is to provide everyone with the resources they need to thrive. All residents are given access to educational opportunities by considering their particular requirements and socioeconomic background [10]. Pre- and post-metric scholarships are provided, as well as free, excellent education, rural Navodaya schools, competitive exams, and specialised tutoring for students of SC and ST backgrounds in university courses [11].

C. Importance of Inclusive Education in India

The Indian setting, where a broad range of linguistic, cultural, and socioeconomic variables contribute to a huge discrepancy in access to high-quality education, makes inclusive education especially crucial. Numerous marginalised groups may be found in India, such as females, children from rural and economically underprivileged families, children with impairments, and members of minority cultures [1]. In the past, these groups have encountered structural obstacles to obtaining education, leading to notable educational disparities that sustain poverty and social marginalisation cycles. A key component of resolving these gaps is inclusive education, as defined by NEP 2020, which guarantees that all children, regardless of their circumstances, have the chance to learn and thrive [9]. A primary factor contributing to the importance of inclusion in India is the nation's dedication to accomplishing the "Sustainable Development Goals (SDGs)", especially target 4, which is to provide inclusive and equitable, high-quality education for everyone. To achieve this aim and guarantee that no kid is left behind, India can make great progress by supporting inclusive education [12].

Furthermore, in a nation as varied as India, inclusive education is crucial to promoting national unity and social cohesion. It dispels stereotypes and promotes respect and understanding amongst kids from diverse origins by creating an atmosphere in which they may learn and develop together. This is particularly crucial in a nation where social relationships and opportunities are often governed by religion, caste, and economic standing [3]. Furthermore, by giving marginalised populations the information and skills they need to raise their socioeconomic standing and advance the growth of the country, inclusive education effectively empowers them. The stigma and isolation that are often connected to special education are lessened when students with disabilities have the opportunity to participate in general society via inclusive education [13]. "Furthermore, by guaranteeing that students in isolated and underprivileged regions have access to high-quality education, especially via the use of technology and distance learning,

inclusive education in India may aid in bridging the rural-urban gap. In India, where millions of children still do not attend school, inclusive education is not only morally required, but also practically essential to the growth and development of the nation. India can create a society that is more fair, equal, and successful by guaranteeing that all children have access to education [11].

D. Inclusive education in NEP 2020

One of the main tenets of "the National Education Policy (NEP) 2020" is inclusive education, which reflects the resolution to guarantee that all children, regardless of background, have access to high-quality education in a setting that is encouraging and enabling. pupils from a variety of socioeconomic backgrounds, including as females, children with disabilities, pupils from "scheduled castes (SC), scheduled tribes (ST), and other minorities, would be accommodated under NEP 2020, which redefines inclusive education [14]. Bridging the learning gaps that have traditionally disadvantaged these groups is one of the main objectives of inclusive education under NEP 2020, guaranteeing that they have equal opportunity to achieve. First up is "Early Childhood Care and Education (ECCE)", where NEP 2020 places a strong emphasis on providing all children with access to a fundamental education, especially those from underprivileged families. The strategy promotes curriculum flexibility in order to overcome the conventional one-size-fits-all approach and take into account students' diverse requirements, skills, and learning preferences [4]. This is further supported by the inclusion of multilingualism, which encourages children to study in their mother tongues or regional languages until at least grade 5, which is beneficial for students who do not speak English [5].

NEP 2020's inclusive education program also focusses on students with disabilities by highlighting the need of accessible classrooms and schools, which includes having the tools, technology, and supports needed to create more inclusive learning environments. NEP 2020 also emphasises the need of consistent training for teachers on inclusive education methods. The knowledge and abilities necessary to instruct a variety of student groups, including those with special needs, are required of teachers. Using inclusive teaching methods that guarantee all students have equal access to education and active engagement without prejudice or discrimination is part of this. This is made possible by NEP 2020, which suggests amending the B.Ed. curriculum to provide inclusive teaching practices training in teacher education programs [8].

The policy also emphasises how crucial it is to create an inclusive school climate where kids from under-represented groups feel appreciated and encouraged and where diversity is acknowledged. In order to guarantee that students from socioeconomically disadvantaged groups have the resources they need to finish their education, NEP 2020 also includes financial assistance, scholarships, and other affirmative action initiatives. Girls are also covered by these regulations, with a focus on lowering female student dropout rates, particularly in secondary and postsecondary education [6]. The goal of NEP 2020 is to encourage females to pursue higher education, especially in STEM subjects, by introducing gender-sensitive policies and activities. The policy also acknowledges the value of community involvement in advancing inclusive education and calls for more cooperation between local communities, parents, and schools in order to create a more encouraging learning environment. Another key component of NEP

Dr. K SUDHAKAR

2020 is digital inclusion, which addresses the digital gap that disproportionately impacts marginalised communities, particularly in rural and remote locations. The goal of the strategy is to use technology to guarantee that, even in difficult situations, children from all backgrounds may get a top-notch education [10].

2 Literature Review

(Pancholi & Kumar Maurya, 2023) [15] Regular classrooms resemble NEP-2020. Lack of involvement, opportunity, infrastructure, and compassion are also apparent in education. These are the biggest barriers to inclusive education, but NEP-2020 offers mild and effective solutions. Resource availability, infrastructure, opportunity in all fields, and human support will fix the school system. Some of NEP-2020's inclusive education suggestions were already in "RTE-2009 Act, NPE-1986, NPE-1968", and other policies, but when implemented in regular classrooms, they are not justified and applied. These challenges must be highlighted to find better solutions. To address education gaps, NEP-2020 emphasises Sustainable Economic and Developmental Goals. This research sharply examines inclusive education, its contemporary obstacles, and solutions. This report reveals existing education system difficulties that NEP-2020 visionaries would reduce.

(Kalita, 2024) [1] Multilingual education, "early childhood care and education (ECCE)", and technology to reduce educational disparities are NEP 2020's goals. Teacher training is prioritised to help educators develop inclusive classrooms. These potential measures face implementation obstacles such as insufficient infrastructure, teacher training, and the digital divide. To promote inclusion, the strategy emphasises community engagement and stakeholder cooperation. This article examines NEP 2020's inclusive education policy, implementation obstacles, and ways to overcome them, assessing its potential to change India's educational environment. To understand how inclusive education may be implemented in India under NEP 2020, the paper examines successful case studies and worldwide best practices.

(Sethi, 2023) [13] The first 21st-century education policy in India is NEP-2020. It aims to improve India by 2030 by pursuing UN Sustainable Development Goal (SDG) 4's goals of "inclusive and equitable quality education and lifelong learning". NEP-2020 is expected to be a major overhaul with less material and more problem-solving, innovation, and transdisciplinary and holistic thinking for unity and integrity. After reviewing NEP-2020, we developed and assessed general ways for achieving its aims via focus group conversations. We also assessed the policy's strengths and weaknesses in higher education and research. The new education policy aims to expand Indian education while improving quality. This report identifies educational system flaws and proposes fixes.

(Panda, 2024) [16] Every country must have a creative and progressive education strategy since education is vital to promoting social and economic development. The Sustainable Development Goals, which were set in 2015, demonstrate India's commitment to the global agenda for education development. According to SDG 4, by 2030, Establish equitable and inclusive access to high-quality education and promote opportunities for lifelong learning for all. All education sector development plans will include the NEP 2020 initiative, which seeks to reduce socioeconomic inequities in school

National Education Policy 2020: The Key To Development In India (Volume-2)

education's access, participation, and learning results. India's educational system will undergo a significant transformation as a result, becoming a more contemporary, progressive, egalitarian, and enlightened framework.

(Kumar, 2023) [17] The Union Cabinet of India adopted "the National Education Policy 2020 (NEP 2020)" on July 29, 2020, outlining the country's future educational system. By 2040, the goal of the strategy is to change the Indian educational system. Shortly after the idea was made public, the government made it clear that no one would be compelled to learn a specific language, and that English would not be replaced by any regional language as the primary language of teaching. The implementation of the NEP language policy is left to the governments, institutions, and schools; it is a comprehensive set of guidelines and recommendations. In India, education is classified as a concurrent list topic.

(Kumarasamy & Saikumari, 2023) [9] Through the provision of necessary infrastructure support and crucial curriculum modifications that include the inclusion of materials on human values such as respect for all people, "empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity", National Educational Policy 2020 places a strong emphasis on learning by all. "The National Educational Policy 2020's" several facets of inclusive education are discussed in this article, along with its noteworthy influence on India's inclusive educational landscape.

(Digvijay Singh & Mishra, 2023)[11] Marginalised populations and disabled children are targeted via inclusive and equitable education methods under NEP 2020. NEP 2020 and RTE 2009 comply with the constitution. Addressing implementation issues like resource allocation and fair distribution is necessary. India's constitutional framework and NEP 2020 support fair and inclusive education, demonstrating the nation's commitment to social development and inclusive progress. This review-based paper uses the Systematic Literature Review (SLR) method to highlight fundamental constitutional provisions related to education theories learnt in this course on Contemporary Themes in Education Policy and analyse the "National Education Policy 2020" text. By considering Indian Constitutional provisions, this thesis illuminates national educational policy. This helps policymakers find document gaps and opportunities for improvement.

3 Conclusion

The National Education Policy 2020 (NEP 2020) presents a transformative approach to achieving inclusive education in India, addressing key challenges such as lack of participation, limited opportunities, inadequate infrastructure, and the need for a more humane education system. Despite previous policies like NPE-1968, NPE-1986, PoA-1992, NCF-2005, and RTE-2009 emphasizing inclusivity, gaps in implementation have hindered their effectiveness in regular classrooms. NEP 2020, however, offers renewed hope through structured reforms, including the Integrated Teacher Education Program (ITEP), specialized B.Ed. programs, and comprehensive pre-service and in-service teacher training initiatives aimed at equipping educators with the necessary skills for inclusive pedagogy. While NEP 2020 has made notable progress in promoting digital tools and inclusive teaching methodologies, persistent issues remain, such as insufficient infrastructure, inadequate teacher training, and unequal

access to resources, particularly for marginalized communities. The policy's success hinges on removing barriers from learning environments, enhancing administrative frameworks, refining curriculum and evaluation strategies, and fostering a highly qualified teaching workforce. NEP 2020 shifts the focus from equality to equity, ensuring that every student, regardless of socio-economic background, has the opportunity to pursue education aligned with their interests and capabilities. By addressing systemic disparities and fostering equitable learning environments, NEP 2020 paves the way for a truly inclusive education system that upholds the fundamental right to education and empowers all learners to thrive in a rapidly evolving world.

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**National Education Policy 2020: The Key To
Development In India (Volume-2)**

Volume 2
Year: 2025

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Empowering India's Youth: A Critical Analysis of NEP 2020's Implementation Strategies

Dr. Santosh Kumar^{1*}

¹ Professor, Department of Computer Science, ERA University, Lucknow.

Abstract

India is actively implementing the guidelines of the National Education Policy 2020 (NEP 2020) to bring transformative changes in school and higher education. The policy aims to create an education system that empowers youth with knowledge, skills, and human values, equipping them to tackle present and future societal challenges through innovation and technological proficiency. NEP 2020 emphasizes a holistic learning approach, fostering critical thinking and problem-solving abilities to build a self-reliant and globally competitive workforce. In higher education, the policy focuses on multidisciplinary, autonomous institutions offering undergraduate, postgraduate, and research programs, guided by skilled educators committed to academic excellence. It encourages the integration of technology, interdisciplinary learning, and value-based education to promote societal progress. Effective implementation strategies include forming competent committees, enforcing balanced regulations, ensuring transparency, and adopting performance-based faculty evaluations. Measures such as a "publish or perish" culture, periodic institutional audits through accreditation bodies like National Accreditation Council (NAC), and strict accountability mechanisms are crucial for success. If executed systematically, NEP 2020 has the potential to establish an inclusive, innovative, and technologically advanced education system that prepares India's youth for global challenges and opportunities.

Keywords: National Education Policy 2020 (NEP 2020), Empowers youth, Higher education, Implementation strategies, National Accreditation Council (NAC), etc.

* ISBN No. - 978-93-49028-49-4

1 Introduction

The National Educational Policy (NEP-2020), India's first education policy of the twenty-first century, aims to make the country a developed nation by supporting developmental imperatives in line with the fourth Sustainable Development Goal (SDG) of the United Nations, which is to guarantee inclusive and equitable quality education and to encourage opportunities for lifelong learning for all by 2030 [1], [2]. India thinks it can accomplish this aim by 2040 at the latest with its new national education strategy 2020, which will provide everyone, regardless of social or economic background, with fair access to high-quality education [3].

By improving education at every level and establishing a new ideal system through the revision and revamping of the current education structure, including policies, regulations, and control systems, the new policy NEP-2020 is designed with the goal of creating a platform to provide quality school and higher education to all citizens of the country with Indian ethos and values [4], [5]. This will help to transform the country into an equitable and vibrant knowledge society and a global knowledge superpower. Therefore, it is anticipated that the new policy NEP-2020 would be a comprehensive overhaul with less material but more problem-solving, innovative, interdisciplinary, and holistic abilities for integrity and unity [6]. In order for the educational output to support a nation's economic growth, equality and social justice, scientific advancement, cultural preservation, and national integration, the policy anticipates a new set of regulations that will make the educational pedagogy more experimental, inquiry driven, discovery orientated, learner centred, analysis based, flexible, enjoyable, and futuristic [7], [8].

A. Technology Driven Education with Equity

NEP aims to pave the path for changing and improving the educational system in both schools and higher education in order to make India a worldwide knowledge powerhouse. Even in the midst of a catastrophe, an opportunity might sometimes present itself. Online courses provided the education industry with opportunity during the COVID-19 epidemic. During the COVID-19 pandemic, online learning has become commonplace [9]. Following the announcement of a nationwide closure by the centre as a means to manage the COVID-19 epidemic, colleges and schools were forced to shutter. PM eVIDYA, a program for multi-mode access to digital/online education, was started right away. Manodarpan, a program for psycho-social assistance for families, teachers, and students in terms of mental health and emotional well-being, was also introduced [10]. A poor user experience that is not conducive to sustainable growth is the result of the hasty and unplanned shift to online learning without training, inadequate bandwidth, and little preparation. However, the integration of information technology in education will accelerate, and online education will eventually become a crucial part of the curriculum [11].

India has evolved into an information-focused nation in recent years, and using technology in the classroom is now imperative. According to the NEP 2020, the education system will be accelerated by the widespread use of technology in instruction, language barrier removal, access expansion, and

educational planning and administration [12]. Rethinking traditional teaching and learning methods has become even more pertinent in the context of the COVID-19 epidemic, where virtual learning has become the new standard. The policy outlines an educational vision that has the foresight to create a youth-led, self-sufficient India [13]. According to the policy, "a National Education Technology Forum (NETF)" and a specialised e-education unit would be established. Machine learning, artificial intelligence, and other educational hardware and software will be integrated into education via the establishment of NETF [14]. These tools and software support the goals of NETF, which include enhancing classroom procedures, enhancing student success, advancing the professional development of educators, and facilitating effective management and administration of education [15].

B. Effect of NEP 2020 On Youth Empowerment

The new education policy's implementation has the potential to spark a revolution by empowering young people and unleashing their potential [16]. Through a number of important elements, India's "National Education Policy (NEP) 2020" seeks to positively impact youth empowerment [11]:

- **Holistic Education:** The NEP places a strong emphasis on moving away from memorisation and towards a more comprehensive, interdisciplinary approach that may aid students in expanding their capacity for critical thought and problem-solving.
- **Skill Development:** The policy promotes vocational education and skill development, which may improve youth employability and equip them with useful abilities.
- **Flexible Curriculum:** Students may follow their interests thanks to the NEP's encouragement of curriculum and topic choice flexibility, which can increase their motivation and self-confidence.
- **Research Opportunities:** It fosters innovation and research, which might enable young people to participate in research projects and business possibilities.
- **Equal Access:** Attempts to provide high-quality education in underserved and rural regions may enable more young people to have access to school.
- **Multilingualism:** Young people may become more varied and internationally competitive by encouraging multilingualism.
- **Technology Integration:** The policy's emphasis on integrating technology may help young people develop digital skills that will increase their flexibility in a world dominated by technology.

2 Literature Review

(Singh & Malik, 2023) [17] The knowledge society we want requires us to teach our heritage children the necessary skills. Develop their thinking, analysis, and world-building skills. Policymakers may use COVID-19 to recognise and unlock the nation's potential and call for "the Atamnirbhar Bharat" (self-reliant India). Policymakers propose using technology extensively in teaching and learning to achieve self-reliance. This study evaluates NEP2020, which states its vision, purpose, and policy objectives for

National Education Policy 2020: The Key To Development In India (Volume-2)

ICT and establishing a self-sufficient India by constructing an Educational Digital Facilities and Capacity. Youth may become entrepreneurs, content writers, assessors, career coaches, and counsellors thanks to educational technology.

(Kaur, 2024) [13] investigate if NEP will increase young people's job prospects. The conventional educational approach places little focus on practical learning and is mostly centred on rote learning. Due to inadequate preparation, freshmen are ill-prepared for their professional lives. The NEP 2020 offers a comprehensive framework and all-encompassing vision to transform the workforce of the future and assist aspiring job seekers in becoming prepared for the workforce. To assist the young be prepared for the workforce, the NEP 2020 framework has included elements like skill development, entrepreneurial development, and vocational education. Additionally, NEP will help young people become entrepreneurs so they can create jobs rather than just looking for them.

(Khatoon, 2023)[15] As a result, the current study is based on the NEP 2020 policy statement, which outlined certain key vision, purpose, and policy objectives for constructing an independent Bharat via the development of an educational digital network in India. To facilitate the open exchange of ideas on how to utilise technology to improve teaching, learning, and evaluation at all levels of the educational system, as well as to promote teacher professional development, the "National Educational Technology Forum (NETF)" was established. Technology-based educational systems like DIKSHA and SWAYAM will be incorporated to simplify academic planning, administration, and management. Lastly, some recommendations are made regarding how to effectively apply it in order to accomplish its aims and objectives.

(K, 2024)[10] India's young will be greatly impacted by the NEP 2020's focus on skill development and entrepreneurship. NEP 2020 aims to educate India's young with skills and entrepreneurial potential by integrating vocational education into the curriculum, encouraging entrepreneurship education, and building industry-academia cooperation. Their employability, entrepreneurial drive, and creativity and invention may improve. However, debt, unemployment, and regional inequality may persist. These impediments may be overcome and India's youth's potential realised by implementing NEP 2020's mentoring and support networks. An opinion survey is used to determine how India's youth view skill development and entrepreneurship activities under the National Education Policy (NEP) 2020. The research contributes to entrepreneurial and skill development expertise and advises industry stakeholders, educators, and policymakers.

(YASMIN, 2023)[11] An important tool for empowering young people and advancing sports is the new education policy. It gives young people the skills they need to succeed in both academics and athletics by encouraging holistic learning and skill development. In order to prepare our children to be people who can make valuable contributions to society, this policy envisions a balanced approach that uses sports to foster leadership, collaboration, and physical health. Essentially, it serves as a guide for maximising the potential of the younger generation, enabling them to succeed in both school and athletics, improving their general well-being and forming a more successful and healthy country.

Dr. Santosh Kumar

(Bansal et al., 2023)[12] The idea of holistic development also emphasises the need of students' skill development in order to increase their proficiency in applying the ideas they have learnt in formal education. Its primary goal is to transmit practical skills that students may apply at the vocational level. With the help of skill development, "the National Education Policy 2020" offers our young people fresh hope for being self-sufficient, which will help India become Atmanirbhar. "The National Education Policy 2020" is based on the idea of holistically developing students via vocational courses in order to ultimately equip them with critical life skills.

(Aithal & Aithal, 2020)[18] provides an overview of NEP-2020, identifies and analyses potential generic strategies for implementing NEP-2020 to achieve its goals based on focus group discussions, evaluates the policy's implementation recommendations, and highlights the policy's strengths and weaknesses in the higher education and research sectors. Developing high-quality universities and colleges, institutional restructuring and consolidation, more holistic and multidisciplinary education, the best possible learning environment and student support, changing the higher education regulatory system, technology use and integration, and online and digital education are just a few of the many proactive recommendations included in the paper. Lastly, some suggestions are offered for successfully implementing NEP2020 in spite of a number of obstacles. This article may be regarded as a reference to the Government of India's policy implementation teams.

(Sharma & Trivedi, 2023)[3] Along with a shortage of trained labour, unemployment is India's largest problem. However, the mismatch or lack of abilities to do a certain job is often the issue rather than the job's availability. In order to increase people's employability in the future, "the National Education Policy 2020" will serve as an update for changing the educational system. The NEP 2020 highlights the importance of education in providing students with the necessary skills and highlights key areas of strength for a happy work life. NEP 2020 focusses on the importance of training in equipping students with the skills they need. The main focus of this paper is how NEP 2020 is predicted to have a big role in employability.

(JATANA & Nahar, 2022)[19] Both men and women in India want better education under "the National Policy on Education (NPE)". It serves rural and urban primary through college students. The method identifies gender stereotypes and long-held beliefs as the cause of women's mistreatment. This study critically assesses NEP 2020's impact on women's freedom. A full research review is included in the paper. Apparently, "the National Education Policy (NEP) 2020" seeks equitable and inclusive education for all children, especially low-income girls and young women. This research offers various ways to boost women's college enrolment. This plan comprises Gender Inclusion Funds, Targeted Scholarships, special education zones, and formula-based and discretionary school-level gender inclusion initiatives. This study's findings may empower women via NEP for policymakers. Findings imply NEP empowerment for women.

3 Conclusion

The National Education Policy 2020 (NEP 2020) presents a transformative vision for empowering

India's youth by strengthening both school and higher education systems. One of its key objectives is to enhance the infrastructural credibility of government schools, ensuring the availability of safe, clean, and fully functional facilities, including toilets, to address female dropout rates. Additionally, initiatives such as the formation of walking groups and the distribution of bicycles have been introduced to improve female attendance by providing safe transportation options. In higher education, NEP 2020 aspires to cultivate responsible individuals who contribute to societal progress through human values, discipline, and mutual respect. By fostering quality education, the policy envisions a system where students are encouraged to discover, adopt, and promote new technologies, thereby accelerating national development. The creation of multidisciplinary, autonomous higher education institutions offering degree programs at undergraduate, postgraduate, and research levels is a crucial step toward nurturing innovation and critical thinking, guided by committed and skilled educators. For effective implementation, a structured top-down approach is recommended, ensuring alignment among stakeholders. Key strategies include forming competent implementation committees, enforcing light but efficient regulations, maintaining transparency at all levels, promoting a "publish or perish" culture, and linking faculty promotions and increments to annual performance evaluations. Regular institutional audits through accreditation bodies like NAC (National Accreditation Council), along with strict penalties for non-compliance, can ensure accountability. NEP 2020's success depends on its faculty-focused and student-centered approach, with an anticipated implementation timeframe of 10–15 years. If executed systematically, the policy has the potential to create an inclusive, technology-driven, and globally competitive education system that truly empowers India's youth.

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The Role of Vocational Education in NEP 2020: Pathways to Skill Development and Employment

Ms. Sangeeta Rajaram Kadam^{1*}

¹Assistant Professor, Nirmala Institute of Education (Affiliated to Goa University), Panaji, Goa.

Abstract

By emphasising skill-based learning to bridge the gap between knowledge and practical application, the National Education Policy (NEP) 2020 transforms India's education system. Recognising these issues, the strategy attempts to provide students with vital skills to improve employability and help them choose careers. NEP 2020 wants to turn India's young into global resources via innovation, curiosity, and hands-on learning. By integrating vocational education at all levels, the approach ensures that every student graduates with a skill. Skill development is anticipated to eliminate unemployment and advance the country. Additionally, NEP 2020 prioritizes teacher training programs to enhance the quality of vocational education and align curricula with national skill standards. The adoption of Open and Distance Learning (ODL) through the National Institute of Open Schooling (NIOS) further extends vocational education opportunities to marginalized communities, school dropouts, and rural populations. By offering skill-based courses in fields such as agriculture, IT, healthcare, and manufacturing, ODL provides flexible and inclusive learning pathways beyond traditional classroom settings.

Keywords: National Education Policy (NEP 2020), Skill development, Vocational education, Open and Distance Learning (ODL), Technical and vocational education and training (TVET), etc.

1 Introduction

In the development of India's educational system, "the National Education Policy (NEP) 2020" represents a critical turning point with broad ramifications for many aspects of the system. Among other things, NEP 2020 emphasises vocational education once again as an important part of the nation's educational

* ISBN No. - 978-93-49028-49-4

system [1]. The necessity for a holistic approach to career advising and counselling is also highlighted by this change, which reflects a wider understanding of the value of practical skills in preparing students for the workforce. Counsellors have become more and more important in this regard, helping students make the transition into the working world and guiding them through the many options offered by vocational education [2]. This essay examines how NEP 2020 has affected vocational education in a variety of ways and how counsellors' roles in this field have changed. It explores the main aspects of NEP 2020 concerning vocational education and looks at how they affect project creation, skill training programmes, and industrial cooperation [3]. Additionally, it looks at the chances and difficulties that come with putting these laws into practice, especially when it comes to providing counselling and encouraging student participation. With vocational education becoming more and more prominent in the educational debate, counsellors are in a unique position to help students choose fulfilling career paths and grow holistically. Beyond providing typical academic advice, counsellors are increasingly being used for complete career advising, skill evaluation, and industry contact [4].

A. Vocational Education

Vocational education gives students the abilities and information required to succeed in certain trades, careers, or jobs. 'Technical and vocational education and training (TVET)', career education, or technical education are other names for this kind of education that equips students for immediate work in their areas of choice [5]. The primary objective of vocational education is to offer students with the necessary abilities, know-how, and proficiency to succeed as professionals, technicians, or artisans in their chosen fields. A vast array of courses and professions are included in vocational education, including engineering, technology, healthcare, hospitality, and the arts [6]. Numerous formats are available, including as online courses, community colleges, vocational schools, apprenticeships, and on-the-job training. Vocational education has several advantages, such as producing highly sought-after marketable skills, lowering unemployment rates, and promoting economic expansion [7]. Enhancing people's ability to adopt socially beneficial behaviours is one way that vocational education fosters socioeconomic growth. It aids in a person's interpersonal relationships and communication skills development [8].

B. Vocational Education in India

The National Education Policy 2020 states that by 2025, over 50% of students in the school and university systems will have had exposure to vocational education, with precise plans for implementation within predetermined deadlines and goals [9]. By embracing Indian artisanship and diverse kinds of art, this strategy will promote a vision that highlights the dignity of the Indian workforce. With a well-defined plan of action, students at the higher education institution may progress towards vocational education after the policy is put into effect in 2025. According to the policy, all postsecondary educational establishments will gradually include vocational education into their regular curricula. NEP 2020 fosters the growth of additional academic characteristics while including skill development via vocational education, including practical training, to improve abilities and capacities [10]. In order to meet the goals of NEP 2020, universities will need to work with industrial units, polytechnic institutions, and Industrial Training institutions (ITI). The next 10 years will see the systematic implementation of vocational

education as an integrated education strategy in schools and other higher education institutions [11]. By 2025, about half of all students shall participate in vocational training, under the recently adopted National Education Policy (NEP). In India, programs for career development and vocational training are created and coordinated by "the Ministry of Skill Development and Entrepreneurship (MSDE)" [12].

C. Importance of Vocational Education

The key to understanding the difference between educational knowledge and practical abilities is the value of vocational education [8].

- It aids in closing the skills gap that exists between school and the workforce.
- It enables students to get real-world experience and expertise in the field of their choice.
- It encourages the development of skills.
- It improves employability skills by teaching students the methods and approaches that are particularly necessary for their line of employment.
- It facilitates the process of selecting a certain career path or makes the process of choosing a career path simpler.
- It aids in identifying one's own abilities and enhancing those abilities.
- Provides a fresh educational opportunity and may possibly aid in raising their performance levels.
- It has useful uses.
- Students benefit from having a clear notion of what they want to study and pursue in the future.
- It enables a person to become self-sufficient and accountable.
- As a result, education leads to steady employment.

2 Literature Review

(Mandal, 2024) [12] This article explores the policy's efforts to improve vocational training, the difficulties in putting it into practice, and its possible effects on employability. Vocational education plays a significant role in meeting the needs of the unorganised sector by producing a trained and productive workforce via a variety of options. The significance of offering young self-employment options via a variety of vocational courses is emphasised by NEP 2020. Vocational education, according to NEP 2020, refers to educational programs designed to get people ready for certain jobs or skill sets. It mostly focusses on real-world knowledge and experiential learning that are directly relevant to working in a business. Vocational education in India is expected to grow in the NEP 2020, creating a trained workforce force for both the industrial and informal sectors.

(Monika Sharma et al., 2024) [8] Instruction, particularly vocational education, is seen in India. The Indian government's 'National Council for Professional Training' is crucial to vocational education in India. However, India has Professional Education Implementation problems in several regions. With the

Ms. Sangeeta Rajaram Kadam

NEP 2020, vocational education has received the attention it needs. The broad NEP 2020 strategy paper covers vocational education reform. Successive education commissioners advised mainstreaming vocational education, which the policy does. The vocational education sector has grown very slowly and stagnantly. This article examines NEP 2020's vocational education difficulties and potential.

(Saharia & Mazumdar, 2024) [13] Practical skills and career training from vocational education help students bridge the gap between education and job. The lack of a vocational education system in India contributes to high unemployment. According to the 12th Five-Year Plan (2012–2017), just 5% of 19-24-year-old Indian workers have vocational training. USA: 52%, Germany: 75%, South Korea: 96%. These data show how urgently vocational education must be expanded in India. Thus, the current paper critically analyses the National Education Policy, 2020's ideas, new approaches, and strategies to improve vocational education in India.

(Sahajahan Ali, 2024) [14] Analysis of skill-based education under the NEP 2020 framework, including current status, future prospects, government efforts, difficulties, and methods. NEP 2020 combines practical and theoretical skills to equip India's young for 21st-century jobs. To succeed and maintain skill-based education efforts, the research emphasises tackling social stereotypes, improving curriculum development, developing industrial engagement, upgrading infrastructure, and promoting equal access. The report sheds light on these elements to influence policy assessment, execution, and reform, boosting India's development and global competitiveness.

(Patel & Agrawal, 2024) [15] Vocational education provides the foundation for skill development and produces competent students who can make a substantial contribution to a country's self-reliance. In order to create Aatmanirbhar Bharat (a self-sufficient India), the NEP 2020 has called for the introduction of vocational education starting in sixth grade, taking into account the demands of the twenty-first century. In order to support students' holistic development, NEP 2020 has also placed a strong focus on experiential learning. A self-sufficient India may result from vocational education's ability to provide a good learning environment where students can develop the skills necessary for personal development. The researchers have really attempted to list the importance of skill development and vocational education in NEP 2020 in order to create a trained labour force that would help India establish a knowledge-based economy and provide the groundwork for Aatmanirbhar Bharat (self-reliant India).

(Gedar & Yadav, 2023) [16] Seeks to determine the employment to unemployment ratio of young people graduated from the current educational system with a higher degree. A supplementary approach is used to acquire data for this descriptive research. Several learners from the vocational education system lacked defined paths to higher education, which prevented them from having any vertical mobility at all. This issue is addressed by 'the National Skills Qualifications' Framework. According to the paper's conclusion, skill-based development will be crucial to the advancement of the country and act as a bridge between knowledge and its real-world application. This will ensure that every student graduates with a working knowledge of at least one skill, which will reduce unemployment.

(Lukose & Sharma, 2023) [17] To examine stakeholders' involvement in student skill-based development and the skills kids should master. This research investigates how NEP 2020 develops student skills. Skill improvement stakeholder views are also examined in the report. The research will emphasise vocational education to improve student skills in light of NEP 2020. Five literature reviews examined student skill improvement and 21st-century competencies. The role of stakeholders like parents, teachers, educators, society, higher education institutions, and statutory stakeholders like UGC and AICTE in integrating and mainstreaming student skills gave skill-based education, also known as vocational education, meaning.

(Mathur et al., 2022) [18] The creation of possibilities for lifelong learning and the transfer of necessary practical skills via high-quality vocational and technical education are the focal points of Sustainable Development Goal 4. In India, where a sizable portion of the working-age population is jobless, TVET offers enormous promise for economic mobility and growth. Despite the quick progress achieved in building a network of formal institutions offering a broad variety of skills, TVET is now scarce in India and beset by a number of problems, which have been made worse by the ongoing COVID-19 epidemic. The study conducts a thorough examination of these problems, providing a comparison with China's and Germany's effective TVET systems and investigating prospects for TVET rehabilitation in India.

(Sharma, 2022) [19] Vocational education educates individuals to stay employed and meet economic demands. A skilled-based education. Every nation needs good vocational education. Trades education boosts the economy. Vocational education is valued in India. The government-established 'National Council for Vocational Training' advises on vocational education in India. However, India has several vocational education implementation issues. In this article, we examine the issues facing vocational education in India and the new NEP 2020 strategy to increase youth employability and sustainability.

3 Conclusion

The National Education Policy 2020 (NEP 2020) introduces a transformative vision for vocational education in India, integrating skill development into the mainstream education system. Recognising the critical role of vocational education in addressing the demands of both the formal and informal sectors, the policy aims to equip students with industry-relevant skills, enhancing their employability and self-sufficiency. By promoting vocational training at all educational levels, NEP 2020 ensures that learners acquire practical competencies, reducing the perception of vocational education as inferior to academic pathways. A key emphasis of NEP 2020 is the development of 21st-century skills, including creativity, collaboration, and essential life skills, to prepare students for dynamic work environments. The policy also focuses on strengthening teacher training programs to improve the quality of vocational education and align curricula with national skill standards. The introduction of Open and Distance Learning (ODL) through the National Institute of Open Schooling (NIOS) further expands access to vocational training, particularly for marginalised communities, school dropouts, and individuals in rural areas. By offering skill-based courses in fields such as agriculture, IT, healthcare, and manufacturing, ODL enables flexible learning opportunities beyond traditional classroom settings.

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Language Policy and Multilingualism: Assessing NEP 2020's Approach to Language Education

Ms. Sangeeta Rajaram Kadam^{1*}

¹Assistant Professor, Nirmala Institute of Education (Affiliated to Goa University), Panaji, Goa.

Abstract

A child's whole development is greatly influenced by the language that is used as the medium of education. The choice of a particular language for this purpose is difficult in a nation like India, where the population is multilingual and heterogeneous. Speaking hundreds of languages, 22 of which are recognised by the Constitution, multilingualism is an essential part of the nation's composite culture. From the study of various research's, who study on Language Policy and Multilingualism in NEP 2020 it concluded that the multilingual learners benefit from improved problem-solving skills, creativity, and a deeper understanding of different cultures, making them more globally competent. NEP 2020's emphasis on multilingual education not only preserves India's rich linguistic heritage but also promotes inclusivity and cultural pluralism. By integrating local languages into education while nurturing proficiency in multiple languages, the policy fosters national unity while preparing students for global opportunities.

Keywords: National Education Policy (NEP 2020), Language Policy, Multilingualism, Three Language Formulas, etc.

1 Introduction

According to India's 'National Education Policy (NEP) 2020', the three-language formula will remain in place with the goal of fostering multilingualism and national unity while providing for more freedom, since no state or kid would be forced to speak a particular language. As long as at least two of the three languages are indigenous to India, the choice of language will mostly be made by the state and the

* ISBN No. - 978-93-49028-49-4

students [1]. According to NEP 2020, the three-language formula will have more autonomy than it had under the two earlier education programmes, which were implemented in 1968 and 1986. States, regions, and students themselves will have total autonomy in selecting the three languages they choose to study in school, which is a significant departure from the previous two programmes. According to the policy, until class five, and ideally until class eight, education will be conducted in the home language [2]. Maths and Science are examples of ‘nontrivial concepts’ that may be understood more rapidly in the native tongue. Experts have agreed that teaching children in their native tongues throughout their early school years would be very beneficial, particularly in rural and tribal communities where school dropout rates are greatest. Since over 5 crore pupils lack basic literacy, the nation is experiencing a ‘learning crisis,’ which makes it imperative that the government take immediate action. The nation should be ready for the widespread involvement of the local community in order to accomplish this aim [3].

Along with additional difficulties including a dearth of textbooks in the child’s mother tongue, teacher preparation, and other related concerns, the policy recognises the significant disconnect between the child’s mother tongue and the language of instruction in the school [4]. Additionally, it emphasises that in situations where textbooks are unavailable, the teacher-student language in the classroom should be the child’s mother tongue. Teachers will be motivated to employ the bilingual approach, especially in areas where the children’s languages and the medium of instruction are different [5]. The goal of all these initiatives is to guarantee the ‘great cognitive benefits’ of multilingualism, exposing young infants to a variety of languages at an early age. This demonstrates unequivocally the new national education policy’s commitment to a literacy programme and education for everyone (Samagra Siksha Abhiyan), which aims to promote minor languages and dialects in a multilingual society like India in addition to achieving a 100% literacy programme [6].

A. Multilingualism in NEP 2020

1. Language Policy and Objectives

NEP 2020 will encourage multilingual education, with the mother tongue or home language serving as the primary medium of instruction until at least Grade 5, but ideally until Grade 8 and beyond. Teachers will be encouraged to use a multilingual approach, and top-notch textbooks will be made accessible in mother tongues and home languages. Children learn languages rapidly between the ages of two and eight, according to research, and multilingualism greatly enhances young kids’ cognitive abilities [7]. Both the federal and State governments will make significant efforts to employ a large number of language instructors who speak all regional languages and to utilise technology to teach and learn many languages. With no language forced on any State, the three-language formula will be used to encourage multilingualism and national cohesion. India has some of the world’s most beautiful, expressive, scientific, and rich languages, and NEP 2020 will make sure that all young Indians are aware of this [8].

2. Role of Hindi in multilingual education

The function of Hindi in multilingual education is contingent upon the particular educational framework and linguistic regulations of a particular nation or area. The Indian government recognises Hindi as an

official language, and it is one of the most commonly spoken languages in the country [9]. While exposing children to Hindi and English, multilingual education in India seeks to provide them access to instruction in their native tongue or regional language. The 2020 approval of India's National Education Policy (NEP) highlights the value of multilingualism and promotes the use of a student's mother tongue or regional language as the primary language of instruction in the early years of schooling. The policy acknowledges that children learn best in the language they are most comfortable with, which is often their mother tongue [10]. It encourages a flexible and inclusive method of teaching languages, guaranteeing that learners are fluent in a minimum of two languages, such as Hindi, English, and other regionally appropriate languages. The NEP 2020 also promotes the inclusion of Indian languages, such as Hindi, in the curriculum and instructional resources in order to foster a greater awareness and respect for the nation's linguistic diversity. It acknowledges the benefits of multilingual education for promoting effective communication, cultural awareness, and cognitive growth [8] [11].

3. Regional languages and their preservation

Regional languages and their preservation are important, according to India's National Education Policy (NEP) 2020. In addition to promoting multilingualism, NEP 2020 seeks to preserve and advance all Indian languages, especially regional ones. These are some important details about regional languages and how the NEP 2020 plans to preserve them [8]:

- **Mother Tongue as Medium of Instruction:** The strategy prioritises teaching elementary school students in their home tongue or the local language. It stipulates that the mother tongue or regional language shall be used as the primary language of teaching up to at least Grade 5.
- **Multilingualism and Language Learning:** Early exposure to a variety of languages, especially regional languages, is encouraged by NEP 2020. In order to protect linguistic variety and cultural legacy, it encourages the teaching of regional languages in schools.
- **Sanskrit and Classical Languages:** The strategy acknowledges the value of Sanskrit and other ancient languages in maintaining India's rich linguistic and cultural heritage. It promotes the study and instruction of Sanskrit and other ancient languages in educational institutions.
- **Technology and Language Preservation:** The use of technology for language promotion and preservation is highlighted in NEP 2020. It recommends producing and sharing information in regional languages via the use of digital resources, internet platforms, and other technical instruments.
- **National Institute for Pali, Persian, and Prakrit:** To develop and conserve Pali, Persian, and Prakrit—languages of great historical and cultural significance in India - the strategy suggests establishing a National Institute for these languages.
- **Translation Initiatives:** The creation of translation projects and programmes to make literature and information available in regional languages is encouraged under NEP 2020. It seeks to facilitate cross-linguistic communication and close the gap between various languages.

In general, the NEP 2020 acknowledges that regional languages are important and that their preservation is a crucial component of India's linguistic and cultural diversity. In educational institutions and society at large, the strategy seeks to promote multilingualism and guarantee that regional languages coexist peacefully with the national language or languages.

2 Literature Review

(Ray et al., 2023) [6] Examines India's NEP 2020 language policy's potential consequences. In addition to classroom observations, the researchers interviewed a prominent Odisha language specialist and questioned teachers and parents. Mother tongue education is important in early childhood learning, and maths and science are easier to understand in the mother language. In tribal areas of the state, Three Language Formulas implementation was difficult, according to the report. Teacher inadequacies and lack of training may hinder NEP 2020's language policy implementation. The survey also examined the situation of English in Indian education, since most parents wanted their children to learn English as a third or second language.

(Bashir & Jan, 2024) [12] Multiple language learning is prevalent and embedded in our school system. Multilingualism is valued and prioritised in 'the National Education Policy NEP 2020'. Language is essential for student communication, cognitive growth, and cultural understanding, as this policy acknowledges. Technology to aid language learning and teaching and multilingual educational resources are encouraged. Lack of textbooks and trained language instructors hinders the NEP 2020's multilingualism goals, according to the report. Promotion of language diversity in schools, investment in language education programmes, and support for language learners must be carefully planned and executed to achieve NEP 2020 goals and harness the power of language education to shape young minds.

(Mishra & Mishra, 2024) [13] The analysis shows that this strategy prioritises mother-tongue-based multilingual education in early education. It promotes English and other languages. The '3-language formula', the mother tongue as the medium of education, and the development of classical and regional languages are among the NEP 2020 multilingualism highlights. The literature review examines multilingual education's pros and cons. Examine the NEP 2020's potential effects on India's linguistic variety, education, and social cohesion. The paper concludes by emphasising the implementation and follow-up procedures to guarantee NEP 2020's multilingual approach's success.

(Kour, 2022) [14] India's goal for the coming century is laid out in the 2020 National Education Policy. It's objective is to provide all people with access to high-quality education, which is consistent with Agenda 2030's SDG 4. In both public and private elementary schools, the NEP places a strong focus on teaching in the home language. The language-in-education policy of NEP 2020 is examined in this essay. While it actively privatises public education and does not provide funding for it, it also aspires to accommodate historically marginalised populations.

(Mandal & Mete, 2023) [15] Understanding the role of NEP-2020 in promoting Indian languages as well as the strategies and tactics suggested by NCF for language instruction at various school levels are the study's goals. The analysis comes to the conclusion that the actions suggested by NEP-2020 would undoubtedly aid in the preservation of India's traditional and cultural values. Students would be able to understand and appreciate India's diversity by including vernacular languages into their education from the very beginning up till class five. This would also contribute to the development of a stronger educational foundation and an improved learning environment. However, care should be taken to ensure

Ms. Sangeeta Rajaram Kadam

that instructors won't encounter difficulties and that the blending of local languages won't impede the teaching-learning process.

(Acharya, 2023) [16] Being multilingual is a significant aspect of our mixed culture. Twenty-two of the nation's hundreds of languages are recognised under the constitution. The K Kasturirangan Committee's 'National Education Policy of India 2020 (NEP 2020)' seems to have taken these concerns seriously and realistically, and it offers some innovative suggestions for teaching languages. Making students aware of the country's rich cultural legacy and encouraging multilingualism and national cohesion are key goals of the new programme. However, there may be difficulties putting such ideas into practice since there aren't many textbooks and there aren't enough qualified and experienced language instructors, among other issues. The study emphasises NEP 2020's significance in multilingual education and the power of language.

(Srivastava et al., 2024) [17] NEP-2020's provisions on 'Multilingualism and the Power of Language' are emphasised in the paper in order to better understand the programme's role in advancing multilingual education and Indian languages. Therefore, by thoroughly examining the main provisions of NEP 2020 for multilingualism and language power and reviewing pertinent literature, this paper emphasises the advantages of the strategy and framework used by the Indian government to introduce multilingualism into Indian classrooms. Lastly, the difficulties that implementers or stakeholders may have while using the multilingual method in school instruction are the main topic of the study.

(Kaur, 2023) [8] The Government of India unveiled 'the National Education Policy (NEP) 2020', a historic educational reform programme designed to revolutionise the nation's educational system. The NEP 2020 places a strong emphasis on multilingualism and the development and maintenance of regional languages in addition to Hindi. The purpose of this research study is to examine how NEP 2020 will affect Hindi in the context of encouraging multilingualism. It looks at the objectives, tactics, and difficulties of putting the NEP 2020 into practice as well as how it could affect Hindi's standing and significance as a communication and teaching language in India's educational system.

(Suri, 2023) [18] This study discusses NEP 2020's multilingualism and native Indian language promotion measures. It also examines how multilingualism might improve people's professional skills so they can be job-ready in multicultural and globalised situations. The article will also examine the pros and cons of teaching in home/mother/local/regional languages and give suggestions for its effective implementation. Finally, the article considers the policy's goal of creating a linguistically lively, diverse, value-based society built on Indian language skills and traditions.

(Mahapatra & Anderson, 2022) [19] This study critiques India's National Education Policy 2020 and suggests a paradigm for multilingual language-in-education policy implementation. It promotes egalitarianism, first language assistance, and cognitive independence. After critically reviewing NEP 2020's multilingual policy guidance, we lay out a theoretical foundation for the LFL framework based on current translanguaging theory and discuss India's much-maligned three-language formula (TLF), which underpins language policy. The paradigm is offered with regard to unique contextual issues in

India, which may imply its applicability for other multilingual environments worldwide. Thus, the LFL framework offers a more multilingual alternative to the reductive ‘Medium of Instruction’, which comes from the monolingual habitus of old language-in-education policy theory. Our framework should be critically assessed for India and other multilingual environments.

3 Conclusion

The National Education Policy (NEP) 2020 presents a transformative vision for language education in India by promoting multilingualism and fostering linguistic diversity. By allowing students flexibility in language choices, with an emphasis on Indian languages, the policy aims to enhance cognitive abilities, critical thinking, and cultural appreciation. Multilingual learners benefit from improved problem-solving skills, creativity, and a deeper understanding of different cultures, making them more globally competent. However, despite these advantages, the implementation of NEP 2020’s language policy faces significant challenges, including a shortage of textbooks, limited availability of skilled language teachers, and inadequate school infrastructure to support language diversity. To effectively implement the multilingual approach, India must invest in language education programmes, develop comprehensive learning materials, and create a supportive environment for language acquisition. While NEP 2020 provides autonomy for students to choose languages, potential issues such as absenteeism, online learning constraints, and connectivity challenges must be addressed. States must ensure that chosen languages are supported by available teachers to facilitate effective learning. NEP 2020’s emphasis on multilingual education not only preserves India’s rich linguistic heritage but also promotes inclusivity and cultural pluralism. By integrating local languages into education while nurturing proficiency in multiple languages, the policy fosters national unity while preparing students for global opportunities. If successfully implemented, NEP 2020 will create an education system where language becomes a bridge rather than a barrier, paving the way for an interconnected and culturally enriched society.

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Gender Equity in NEP 2020: A Pathway to Inclusive and Accessible Education

Dr. Alpana Dubey^{1*}

¹*HOD and Assistant Professor Commerce.*

Abstract

The National Education Policy (NEP) 2020 envisions a transformative approach to gender equity in Indian education, aiming to eliminate long-standing disparities and promote inclusivity. A key initiative under NEP 2020 is the Gender Inclusion Fund, established by the Government of India to ensure 100% enrollment of girls in schools, enhance their participation in higher education, and reduce gender gaps at all learning levels. The policy also emphasizes increasing female representation in leadership roles within educational institutions, such as principals, teachers, wardens, and physical trainers, while introducing alternative recruitment pathways for female educators, particularly in rural areas. Additionally, NEP 2020 prioritizes the safety and security of school-going girls, recognizing its importance in fostering sustained learning. By integrating gender-sensitive pedagogy and promoting equal access to education, the policy lays the foundation for an inclusive and just society. Its successful implementation holds the potential to empower individuals of all genders, ensuring their meaningful contribution to national development..

Keywords: National Education Policy (NEP 2020), Gender equity, Gender inclusion fund, Gender equality, Women's empowerment, etc.

1 Introduction

In spite of tremendous advancements in recent decades, gender inequality in Indian education has remained a chronic problem. Even though India has significantly improved gender-neutral access to education, disparities still persist in a number of areas of the educational system. Historically, girls and

* ISBN No. - 978-93-49028-49-4

women have been disadvantaged in their pursuit of education due to a complex interaction of social, economic, and cultural forces [1].

Concerns about the quality of education females get also persist. In addition to limiting girls' chances and ambitions, gender biases in curriculum content, instructional strategies, and career counselling may perpetuate stereotypes. Beyond the classroom, these prejudices often affect women's career opportunities and cultural expectations [2]. It need a diversified strategy that goes beyond just raising enrolment rates to address these discrepancies. Addressing ingrained societal norms, boosting educational standards, upgrading infrastructure, and establishing encouraging surroundings are all necessary to help ladies in pursuing their academic objectives. It is essential to comprehend the subtleties of these differences in order to create effective policies and interventions as India continues its efforts to achieve gender parity in education [3].

A. Gender equity

Respecting everyone equally, regardless of gender, is the essence of gender equality. It also entails tackling gender disparities that restrict an individual's access to better health, education, and economic opportunities because of their gender [1]. Gender equality is based on two fundamental principles: impartiality and fairness. While impartiality is defined as treating all parties equally, fairness is concerned with just treatment that is free from bias or favouritism. In its most basic form, equity refers to meeting communities where they are and distributing opportunities and resources as necessary to provide equitable results for every member of the community [4]. According to the European Institute for Gender Equality, gender equity is the provision of justice and fairness in the allocation of obligations and rewards among men, women, and all genders. Due to past perceptions of females, transgender individuals, and nonbinary persons as "weaker" or less significant than men, gender equality is crucial [5]. The gender roles and expectations of men, women, and all genders at work, home, and in society today have been shaped and altered in part by gender parity. When everyone, regardless of gender, is respected for their abilities, talents, and skills, our world is a better place [6].

B. Benefits of gender equity

Gender equality enables individuals to follow their aspirations regardless of their gender and enhances possibilities for everyone. A few advantages of gender equality are listed below.

1. Health care benefits

Due to the medical profession's preference for male anatomy in research and instruction, we cannot stress the significance of gender parity in health care enough. Congress did not enact legislation mandating that women and minorities be included in clinical trials for the research of illnesses and cures until 1993. Even now, however, physicians are more likely to write off a woman's medical discomfort as emotional or mental, or even to assume that the patient is hypochondriac. When there is true gender equality in healthcare, people of all genders are respected and given good treatment rather than having their suffering minimised because of their gender identity and physical characteristics [1], [7].

2. Workplace benefits

Employers gain when the opinions of others are valued and accepted without bias, discrimination, or partiality. Both men and women are more satisfied with their lives in an atmosphere at work that is free from injustices and embraces variety of opinion. In addition to opening up many opportunities, gender parity fosters creativity and innovation [1], [8].

3. Societal benefits

Gender equality serves as a bridge to treat everyone equally, regardless of gender identity, and it eliminates the barriers to advancement that are ingrained in our culture. By giving women greater chances to succeed in fields that are now dominated by males, it addresses issues with our labour force. It promotes cooperation in families, communities, the workplace, and politics by enabling people of all genders to share their opinions without worrying about prejudice or intolerance. On all fronts, gender parity improves community safety by lowering violence and criminal activity against women [1], [9].

C. Gender-related provisions in NEP 2020

In addition to guaranteeing that women and girls have access to education, a holistic approach to gender equality supported by NEP 2020 emphasises the quality and relevance of education for them. In order to promote more gender equality in Indian society, the strategy seeks to establish a more inclusive and fair educational system by emphasising the several facets. The NEP 2020 highlights gender inclusivity as one of its main principles [1]. The following are some of the NEP 2020 requirements pertaining to gender equity:

- **Kasturba Gandhi Balika Vidyalayas (KGBVs):** "Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), minorities, and Below Poverty Line (BPL)" households are among the socially and economically disadvantaged populations for whom these residential schools are particularly intended. By educating females, KGBVs seek to eliminate gender inequality and empower them.
- **Netaji Subhash Chandra Bose Awasiya Vidyalayas and Hostels:** These establishments provide females access to high-quality education by offering them educational possibilities.
- **Self-Défense Training for Girls:** The goal of programs such as "Rani Laxmi Bai Atmaraksha Prashikshan" is to raise girls' self-confidence and safety by teaching them self-defence techniques.
- **Scholarships and Stipends:** The PG Indira Gandhi Scholarship for Single Girl Child and the Swami Vivekanand Single Girl Child Fellowship are two of the scholarships and stipends for females that are being introduced by NEP 2020. Girls who are "children with special needs (CWSN)" are also given stipends.
- **Gender Inclusion Fund (GIF):** NEP 2020 allots cash to assist gender-inclusive projects, including the building of infrastructure, free textbooks, and uniforms.
- **Inclusion of Transgender Children:** The NEP for the first time recognises "Education for Transgender" and suggests a 25% reserve for transgender students in schools.

Dr. Alpana Dubey

- **Inclusive Education for Disabled Students:** For children with impairments, the NEP 2020 seeks to raise the Gross Enrolment Ratio (GER). It underlines that kids with disabilities should finish both primary and secondary school.

A system of education that supports gender equality, inclusivity, and empowerment is what NEP 2020 aims to establish. India hopes to create an educational environment that is more accessible and equal by putting these laws into effect. A major focus of "the National Education Policy 2020" is the advancement of gender parity in education. A number of steps are outlined in Section 6 of the policy, "Equitable and Inclusive Education," to overcome gender inequities in Indian education [10].

2 Literature Review

(Gupta, 2022) [11] If India hopes to become a more powerful, developed nation with a higher status. This can only be accomplished if persistent efforts are made to reduce the gender gap between transgender people and boys and girls. The nation has also recently achieved progress in the field of education. The "Gender Inclusion Fund" was established under the "National Education Policy (NEP)-2020" to support the growth of girls. To provide all girls access to high-quality, fair education, the GOI will set up a "Gender Inclusion Fund." The fund will prioritise achieving a record-breaking rate of higher education participation and 100% school enrolment for girls, reducing gender disparities at all levels, promoting gender equality and inclusion in society, and expanding girls' leadership potential via constructive, polite conversations.

(Punyashil S. Tembhurne, 2023) [12] To reach one's full potential, education is a prerequisite. "The New Education Policy 2020 (NEP)" was introduced, marking a shift in India's educational policy after 34 years. With a gross enrolment ratio of 100% for schooling by 2030 and 50% for higher education by 2035, this new program seeks to achieve universal education in India. The provision covers the initial steps, such as the establishment of Special Education Zones and a Gender Inclusion Fund, aimed at providing disadvantaged girls with an equal education. The objective also aims to increase women's leadership potential by means of constructive and polite discussions with female leaders in the educational system. This would assure gender equality and involvement in society, reduce gender inequalities at all levels, and result in a record higher education participation rate if it is put into reality. An effort has been made to examine the New Education Policy 2020's impact on women's education in this research.

(Mishra, 2020) [6] seeks to highlight the role that education plays in empowering women in communities and families. It addresses the ways in which education may advance the rights of women, gender equality, safety, and a reduction in gender prejudice. Women's education is deemed important, and suggestions are made in India's "National Education Policy (NEP) 2020". However, obstacles still stand in the way of its implementation. This essay will discuss the suggestions for women's education in NEP 2020 and look at possible ways to get over implementation roadblocks.

(Nandy, 2021) [13] The renowned educator Swami Vivekananda once said, "Since a bird cannot fly on one wing, there is no chance for the welfare of the world unless the condition of women is improved."

National Education Policy 2020: The Key To Development In India (Volume-2)

Women may contribute significantly to the growth of the family and the country as a whole. One important step towards women's empowerment is education. According to government studies, there are still certain obstacles to gender discrimination and women's rights in the twenty-first century. Based on "the Global Gender Gap Index 2020", this article highlights the important challenge that Indian women continue to face, even beyond the literacy rate. However, the government's new programs and regulations, together with their comprehensive education and optimism, guarantee women's futures will be varied and desired.

(Parihar et al., 2024) [14] This study compares Indian educational institutions using an overview of the New Policy 2020. It finds that our system is flawed and that we still have a long way to go before we achieve SDGs 4 and 5. The researchers have also suggested several ways to improve our educational system and make it more inclusive and equitable. Additionally, they look at the Education 2030 Framework's recommendations for 'Refurbishing Public Education in India with an intent to make It Gender-Inclusive.' Finally, they suggest a multi-sectoral strategy to empower women as a prerequisite.

(Khan, 2023) [15] The research looks at how the strategy addresses gender differences in learning results, retention rates, and educational access. Additionally, it looks at how the NEP combats gender stereotypes and fosters a climate that is welcoming and empowering for all students, regardless of gender. The success of initiatives like curricular revisions, teacher preparation, and the establishment of inclusive and safe spaces in educational institutions is examined in detail. Additionally, the study highlights the shortcomings and difficulties in putting the NEP 2020 into practice with regard to women's empowerment and gender equality. These include concerns about putting policies into effect, enhancing instructors' ability, and monitoring systems for gauging advancement.

(Mohan et al., 2024) [1] With policies targeted at increasing female enrolment and retention, developing gender-sensitive curriculum, and placing more women in leadership positions in education, NEP 2020 seeks to overcome historical gender imbalances. In addition to analysing contemporary issues including cultural norms and financial obstacles, the report offers stakeholders practical suggestions. Innovative strategies to dispel gender stereotypes and raise understanding among administrators, instructors, and students are examined. This study adds to the continuing discussion on changing India's educational system by evaluating the chances and obstacles to reaching the gender equality objectives of NEP 2020. The results imply that while the policy offers a strong basis for change, concerted efforts, ongoing dedication, and cultural shifts are necessary for its effectiveness, which might affect societal gender equality in general.

(Khobung, 2023) [8] In academics, gender is a recurring topic. As a result, a great deal of study has been done on this topic for a long time, and several upcoming works have been generated. Additionally, it still plays a significant role in public policy procedures that aim to advance society's progress towards equity. One such document that aimed to include gender concerns from several viewpoints is National Education Policy 2020. Topics like the Curricular Integration of Essential Subjects, Skills, and Capabilities; Service Environment and Culture; and School-Level Inclusive and Equitable Education all represent it. Governments may adopt a number of actions to advance gender equality in higher education under the

subject of "Learning for All." In addition to providing a short overview of previous national educational policy, this study elaborates on these elements.

3 Conclusion

The National Education Policy (NEP) 2020 marks a significant step toward gender equity in education by promoting gender-sensitive pedagogy, equal access to learning opportunities, and the dismantling of subject-wise stereotypes. However, achieving true gender equity in Indian education requires a multi-faceted approach involving sustained efforts, stakeholder collaboration, and a shift in cultural attitudes toward gender roles. The policy recognizes education as a powerful tool for empowering girls and women, ensuring they receive equal opportunities to develop their potential and contribute meaningfully to society. A key initiative under NEP 2020 is the establishment of a Gender Inclusion Fund by the Government of India (GOI) to support equitable and quality education for girls. This fund aims to ensure 100% enrollment of girls in schools, increase their participation in higher education, and address gender gaps at all levels of learning. Additionally, NEP 2020 highlights the importance of increasing female representation in leadership positions within educational institutions, including principals, teachers, wardens, and physical trainers. Addressing the gender imbalance among teachers, particularly in rural areas, the policy proposes alternative recruitment pathways for female educators while maintaining merit and professional qualifications. Moreover, NEP 2020 prioritizes the safety and security of school-going girls, both inside and outside educational institutions, recognizing the critical role a secure environment plays in promoting sustained learning. Gender equity is not merely a policy objective but a fundamental principle that must shape the entire educational system. By ensuring inclusive and accessible education for all, NEP 2020 paves the way for a more progressive, equitable, and just society. The successful implementation of these measures promises transformative benefits, fostering a future where education empowers every individual, irrespective of gender, to thrive and contribute to national development.

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National Education Policy 2020 and Sustainable Development Goals: A Roadmap for Education Reform in India

Dr. Shakera Parveen^{1*}

¹ Associate Professor, LQ-7, University Staff Quarters, Mirza Ghalib Road, Maulana Azad National Urdu University
Gachibowli Hyderabad 500032, Telangana State India.

Abstract

A vital human right, education gives individuals the information and skills they need to enhance their health and well-being, expand their work opportunities, and combat poverty. Education policy is the means by which high-quality education, the cornerstone and foundation of every society's growth, may be achieved. Research the papers that discuss the Sustainable Development Goals and the national education strategy for 2020. Based on a study of the literature, it was determined that NEP 2020, which aligns with the 2030 Goals for Sustainable Development, aims to establish India as a global knowledge centre by promoting technology-driven, flexible, and interdisciplinary education. SDG 4 provides a universal blueprint that guides education policies to prioritize foundational literacy, inclusivity, and digital learning. Higher education institutions are essential to this shift because they include sustainability ideas into their courses, giving students the abilities, information, and moral perspective they need to tackle global issues. Furthermore, teacher training programs must be strengthened to incorporate SDGs into education, ensuring that educators are well-prepared to impart sustainability-driven learning.

Keywords: National education policy 2020 (NEP 2020), Sustainable development goals, Digital learning, Teacher training programs.

1 Introduction

With the potential to change the educational landscape of the country for future generations, "the

* ISBN No. - 978-93-49028-49-4

National Education Policy (NEP) 2020" is a ray of hope in India's fight for educational reform. The ambitious goal and comprehensive plan of NEP 2020 not only address the shortcomings of the current system but also envision a future where each student have access to an excellent education [1]. The Sustainable Development Goals, or SDGs, are a global plan set by the United Nations to create a more sustainable and fair society by 2030. SDG 4 stands out among these objectives as a pillar, highlighting the significance of high-quality education as a driving force for advancement in all spheres of development. The SDGs and NEP 2020 provide a rare chance to align national education strategies with international sustainable development goals [2]. In addition to achieving its educational goals, India may make a substantial contribution to the larger aims of gender equality, poverty eradication, environmental sustainability, and social inclusion by coordinating NEP 2020 with the SDGs. This essay aims to investigate the relationship between NEP 2020 and the SDGs, with an emphasis on how bringing both frameworks into alignment might help India achieve equitable and high-quality education. In order to identify the possibilities, problems, and synergies that come with this alignment, this study will thoroughly analyse the main goals, characteristics, and planned changes of NEP 2020 in addition to the educational targets and indicators of the SDGs [3].

A. Significance of Sustainable development goals (SDG-4)

Initiatives by modern international governments to improve living circumstances globally seem to be based on sustainable development goals. A long-term sustainability strategy, these SDGs are especially committed to advancing sustainable development. More specifically, compared to its predecessors, the Millennium Development Goals, the SDGs are more inclusive and successful. In order to provide wealth to the world and ensure its preservation, the United Nations members decided to design a plan. Today, "the Sustainable Development Goals (SDGs)" are the name given to the framework [4]. Rich and poor nations alike are being urged to move quickly to establish international cooperation by means of these SDGs. "Poverty, gender equality, economic growth, climate change, and excellent education" are just a few of the concerns that these SDGs seek to address. For sustainable development to be achieved by 2030, all countries must pledge to adopt global goals [5]. The United Nations established a department to provide significant assistance to countries in their pursuit of sustainability. The exploration of SDG 4 insights is the primary subject of this study. We also want to examine the implementation and achievement of SDG 4 as it stands now. Furthermore, we're dedicated to examining the several important steps the Indian government has done to meet SDG 4 objectives [6].

Universal education has long been a major component of the "Sustainable Development Goals". Around the world, education for sustainable development, or ESD, is becoming more and more recognised as a vital component of excellent education and a major facilitator of sustainable development [7]. SDG 4, which has seven objectives and three implementation methods, seeks to provide everyone access to high-quality, inclusive, egalitarian education and to opportunities for lifelong learning. Despite the fact that the objectives were developed via a protracted consultation process headed by member nations, the commercial sector, research organisations, endowments, educators, unions, civic society, intergovernmental organisations, and regional organisations were all involved [8]. UNESCO, UN-

Dr. Shakera Parveen

DESA, UNEP, Global Compact, and UNU subsequently partnered to form "the Higher Education Sustainability Initiative (HESI)", which aims to promote teaching and research on sustainable development at higher education institutions. This include supporting local sustainable practices and greening campuses. In addition to helping institutions in making sustainability a part of their academic administration, strategy, management, and operations, GAP and HESI want to provide a hand as they craft community-wide sustainability plans. The next paragraphs provide an explanation of SDG 4's specifics and its elements [9].

B. Aligning SDG and NEP

In an effort to improve human and environmental well-being, two important frameworks are the Sustainable Development Goals (SDGs) and "the National Education Policy 2020 (NEP 2020)". Education may be changed to become more fair, sustainable, and relevant by bringing the SDGs and NEP 2020 into alignment. This will help pupils develop into conscientious citizens of the world who will work to improve everyone's future [10]. In order to update the country's educational system, the Indian government created the NEP 2020 policy framework, which was based on "the Sustainable Development Goals (SDGs)" set forward by the UN in 2015. Education might become more equitable, sustainable, and relevant if the SDGs and NEP 2020 are in line [11].

C. Impact of SDG and NEP on Education

Aligning the Sustainable Development Goals (SDGs) with "the National Education Policy 2020 (NEP 2020)" may have a revolutionary impact on education and society at large by teaches learners to be responsible global citizens who can contribute to the creation of a brighter future for everyone. High-quality, inclusive, and relevant education may be ensured by aligning SDGs with NEP [12]. This might enhance learning outcomes and prepare students to meet the challenges of the 21st century, while also advancing sustainability education and fostering responsible global citizenship by helping them comprehend environmental issues and their consequences on society [13]. By acknowledging the diversity of students and their needs, aligning SDGs and NEP can support social inclusion and gender equality in education, as well as innovation and entrepreneurship in the classroom and the development of skills that are applicable to the world's evolving needs. Additionally, it promotes sustainable development and aids in the accomplishment of the SDGs by ensuring that education is in line with the global development objectives [10].

2 Literature Review

(Sunita, 2022) [14] After three decades, the present Indian government has finally enacted "the National Education Policy (NEP-2020)". Long-term development and the enhancement of the nation's educational system are the aim of this strategy. NEP 2020, provides a path forward for a better India. The NEP 2020 and Goal 4 of the UN Sustainable Development objectives (SDG 2030) are compatible because both acknowledge that long-term progress towards those objectives requires a strong educational foundation. Everyone in the country will be more capable of contributing to the development of the country with the aid of NEP 2020. From pre-primary to higher education, India's educational system will need to be

National Education Policy 2020: The Key To Development In India (Volume-2)

completely modernised, including curriculum and institutional change, in order to make progress towards "the Sustainable Development Goals (SDGs)".

(Patil, 2022) [15] The NEP 2020 is a roadmap for a future India that reforms education. The NEP 2020 aligns with Goal 4 of the UNSDG 2030, which states that excellent education underpins sustainable development. The skills and knowledge gained via NEP 2020 will benefit all people. Lifelong learning for sustainable development is essential to great education. Sustainable development education cultivates the behaviours, attitudes, abilities, and knowledge necessary to create a sustainable future. In addition to providing knowledge, skills, and values, it empowers students of all ages to address global concerns such as inequality, climate change, loss of biodiversity, and unsustainable resource usage. In order to better society and save the environment, it empowers students of all ages to act both individually and collectively and make informed decisions. It addresses intellectual, socio-emotional, and behavioural learning, content, results, pedagogy, and the learning environment.

(Sonawane, 2022) [16] The goal of educational sustainable development is to solve development difficulties by imparting the requisite values, information, skills, and attitudes. UNESCO has established learning goals and criteria for the "Education Sustainable Goal," and tools and information have been created to help stakeholders, educators, planners, and others. In order to acquire the necessary skill set from early childhood care to secondary school, these ESD objectives must be implemented via educational institutions. Through the implementation of educational reforms, adjustments, and new ideas, "the National Education Policy-2020" has recognised and approved almost all of the SDG-2030 goals. This essay aims to provide more detail about NEP-2020 and upcoming opportunities and challenges connected to sustainable development in education. Additionally, provide an agenda for an action plan addressing socioeconomic issues in education and a roadmap to sustainable growth via implementation tactics.

(Radha & Arumugam, 2023) [10] Enhancing learning outcomes, encouraging innovation and research, and expanding access to high-quality education are all goals that the SDGs and NEP 2020 have in common. By include the SDGs in their operations and curriculum, Indian higher education institutions may help their students acquire the knowledge, skills, and attitudes needed to promote sustainable development both at home and abroad. The article also offers instances of Indian higher education establishments that have embraced the SDGs and integrated them into their operations and courses. It is anticipated that NEP 2020's linkage with the SDGs would promote the SDGs' incorporation into Indian higher education even further.

(Ghai, 2023) [6] Universal education has long been an important component of the "sustainable development goal (SDGs-4)". Around the world, education for sustainable development, or ESD, is becoming more and more recognised as a vital component of excellent education and a major facilitator of sustainable development. SDG-4, which has seven targets and three implementation methods, seeks to provide everyone access to high-quality, inclusive, egalitarian education and to opportunities for lifelong learning. One of the most significant goals of the SDG is to provide pupils with an excellent education (SDG 4).

Dr. Shakera Parveen

(Ghai, 2023) [17] There has been a paradigm change in the field of education, and India has to adjust. The NEP 2020 is a deliberate attempt to change India's educational system, acknowledging the need of a thorough overhaul. Its objective is to analyse the policy's provisions and how they could improve education at the school and university levels. The research will also look at the difficulties in putting these laws into practice within India's current educational system.

(Sharma, 2024) [18] This article examines the connections between SDG 4 and NEP 2020, which seek to improve education globally and nationally. SDG 4 and India's ambitious strategy NEP 2020 support education sector transformation. It discusses how NEP 2020's focus on fundamental literacy, vocational training, and technology for learning helps achieve SDG 4 at the national level. The document emphasises global and national cooperation to achieve great education. This article analyses SDG 4 and NEP 2020 to better understand how to achieve the common goal of excellent education for sustainable development.

(Kirmani et al., 2024) [3] In India's educational history, "the National Education Policy (NEP) 2020" marks a significant turning point with the aim of revitalising and reforming the nation's educational system. With an emphasis on its main characteristics, goals, and consequences for sustainable development, this study offers a thorough examination of NEP 2020. In order to promote equitable and high-quality education in India, this study examines how NEP 2020 may be in line with "the Sustainable Development Goals (SDGs)" set out by the UN. By carefully analysing the provisions of NEP 2020 and how they relate to certain SDGs, this article finds possibilities, obstacles, and synergies for promoting sustainable development in India via education.

3 Conclusion

As the cornerstone of sustainable development, accessible and equitable quality education for everyone is emphasised in Goal 4 of the "Sustainable Development Goals (SDG 2030)", which is closely aligned with the National Education Policy (NEP) 2020. By integrating SDG targets into its framework, NEP 2020 supports India's self-reliance campaign, aiming to empower citizens through skill enhancement and knowledge development. The policy's emphasis on flexible, holistic, and future-ready education ensures that both school and higher education systems are aligned with 21st-century needs, fostering a dynamic knowledge-based society and strengthening India's position as a global knowledge leader. NEP 2020 is focused on inclusive practices, technological integration, and basic literacy, all of which are promoted by SDG 4, which acts as a global blueprint for educational reform. Colleges and universities in India may help students get involved in sustainable development by incorporating sustainability principles into course work. Additionally, strengthening teacher training programs will ensure that educators are well-equipped to incorporate SDGs into their teaching, preparing future generations to address global sustainability challenges. The importance of ICT integration and digital education in improving learning experiences has been further brought to light by the COVID-19 pandemic. NEP 2020 recognizes this shift, advocating for technology-driven learning models to improve accessibility and adaptability in education. By leveraging innovative teaching methods, interdisciplinary learning, and sustainability-

driven policies, NEP 2020 lays a strong foundation for an inclusive, equitable, and sustainable educational ecosystem that contributes to India's long-term development goals.

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National Education Policy 2020: Transforming India's Education System for Sustainable Development

Dr. K. Karthikeyan^{1*}

¹Professor / EEE, Ramco Institute of Technology, Rajapalayam - 626117.

Abstract

The National Education Policy (NEP) 2020 aims to revolutionize India's education system by 2030, replacing the 1986 policy and introducing a flexible, student-centered approach. It follows a "5+3+3+4" structure, emphasizing entrepreneurship, digital skills, and vocational training at both school and university levels. NEP 2020 promotes multiple entry and exit points, fostering research, innovation, and employability through apprenticeships and skill-based education. Discussed the various literature's work in transforming India's educational system for sustainable development by employing NEP 2020 policy. It concluded that NIPUN Bharat scheme was launched to achieve foundational literacy and numeracy by 2026-27. The policy integrates technology-driven learning, including digital healthcare education, telemedicine training, and data analytics, ensuring better healthcare outcomes. With a non-binding linguistic framework, it supports multilingual education, enhancing inclusivity. Additionally, NEP 2020 focuses on improving school infrastructure, flexible curricula, and digital platforms to create a sustainable and globally competitive education system. By fostering quality education and innovation, NEP 2020 is a blueprint for India's educational and sustainable development goals.

Keywords: National Education Policy (NEP) 2020, Digital skills, Vocational training, NIPUN Bharat scheme, Early childhood education, Digital healthcare education, Telemedicine training, etc.

1 Introduction

In order to equip the next generation to thrive and compete in the digital age, "the National Education

* ISBN No. - 978-93-49028-49-4

Policy (NEP) 2020" focusses on reforming higher education. India's educational system's future goals are outlined in "the National Education Policy (NEP 2020)", which was published on July 29, 2020. NEP 2020 is built on five pillars: quality, equality, accountability, affordability, and accessibility to ensure ongoing progress [1], [2]. It was created to satisfy the needs of the populace since the economy and society need knowledge, which meant that developing new abilities on an ongoing basis was necessary. Accordingly, NEP 2020 aims to fulfil "the Sustainable Development Goals 2030" of the UN by offering high-quality education and fostering possibilities for lifelong learning for everyone, which will lead to full and productive work and decent labour [3]. A comprehensive framework for reforming India's secondary and primary school institutions by 2040 is established under the new policy, which takes the place of the previous "National Policy on Education from 1986". The article places a lot of focus on digital literacy, written communication, problem-solving, professional exposure, multidisciplinary, and logical thinking (Digital Learning Network, 2021) [4].

There are four divisions and 27 chapters in the National Education Policy 2020. The Indian government included a number of obstacles and requirements in the policy that prevent children from receiving an education [5]. The plan starts with an introduction that covers topics such as the fundamental requirements of children, how to realise one's potential, the development of justice and equality in community, national development, high-quality education, scientific progress, cultural preservation, and national integration [6]. Additionally, it describes Goal 4 of the 2030 Agenda for India, which was implemented in 2030. In addition to promoting possibilities for lifelong learning, Goal 4 will ensure that all children get a high-quality, inclusive, and equitable education by 2030. The plan also takes into account how the global economy and job opportunities are changing quickly, which puts a premium on students' capacity for learning. By 2040, India aims to provide high-quality education as well [7].

A. National Education Policy 2020

The goal of NEP 2020 is to change the system to accommodate India's demands in the twenty-first century. The groundbreaking study *Learning: The Treasure Within* was released by UNESCO more than twenty years ago for the International Commission on Education for the 21st Century. It promoted an integrated global perspective for education and learning, which had a long-lasting impact on our educational policy [8]. It is necessary to review the report and the educational strategies implemented in light of free market economic reforms and the socioeconomic changes that have occurred in societies during the 1990s. Emphasising the idea of "learning to be," which highlights a person's freedom to develop in a particular area of innate interest, refer to it as a passion, and realise their life's ambition, was one of the major suggestions made to the education system [9]. Since this argument is also reinforced by the NEP2020 recommendations, our policymakers in the northeast area should reiterate it in the years to come. Flexibility is one of the core tenets of NEP 2020, allowing students to choose their own learning pathways and programs, and therefore, their own life paths based on their interests and skills. The NEP 2020 provides guidance in this area by recommending an interdisciplinary program structure [10], [11].

B. Role of nep 2020 in transforming the educational field

In addition to teaching students traditional knowledge and moral principles, the New Education Policy (NEP) 2020 seeks to promote students' computational skills, design thinking, coding, digital literacy, and ethical reasoning, among other things [12]. In order to solve shortcomings in the current educational system, early childhood education is given priority in the NEP 2020. Additionally, the incidence of school dropouts in higher grade levels has increased by 11%, which is noteworthy given that children aged 6 to 16 attend school at a 75% attendance rate [13]. Concerns about money, family status, caste, and location differences, as well as the absence of an engaging learning environment offered by schools, all contribute to kids' waning interest in learning. The following areas are addressed under NEP 2020 [14]:

1. **Curriculum flexibility:** The NEP 2020 places a strong focus on curricular flexibility, which is important for a successful educational system. As a result, students will have the freedom to choose an academic track that suits their passions and interests thanks to this flexible curriculum. As intended by the NEP 2020, IITs have also introduced new fields that cut beyond conventional divides.

Furthermore, starting with the academic year 2022–2023, all Kendriya Vidyalayas must have students who are six years of age or older to be admitted to Class I under the NEP 2020. The importance of pupils' holistic development in fostering their cognitive, socioemotional, and physical skills is recognised by NEP 2020. The curriculum encourages an interdisciplinary approach that encourages students to research several fields and develop all-encompassing skills.

2. **Pedagogical innovations:** Accessible, inclusive, and equitable education is promoted under NEP 2020. Students who get instruction in an inclusive classroom are better able to comprehend the material.
 - **Flipped classroom pedagogy:** In a flexible learning environment, this methodology encourages students to work hard on activity-based assignments that help them acquire transferable skills.
 - **Art-integrated learning pedagogy:** By evaluating pupils' needs and potential, this method encourages their holistic development. Students use a variety of creative genres and create connections across subjects under this method. Additionally, they actively explore, develop, and share their creativity and expertise.
 - **Project-based learning pedagogy:** Through collaborative efforts, online engagement, and reflective practice, this approach promotes 21st-century skills and lifelong learning. Students apply concepts to situations in real life.
 - **Cutting-edge pedagogy:** Using technology to provide students with engaging learning experiences is encouraged by this method.
 - **Critical pedagogical approach:** By presenting pupils with challenges to solve, this technique encourages critical thinking in them. Students gain knowledge by doing research.

2 Literature Review

(Khan & Khan, 2024) [15] looks at NEP 2020 with four main goals in mind: comprehending the changes it proposes to make to the current educational system, determining the policy's main priorities and areas of focus, investigating the novel ideas it offers, and assessing implementation challenges. The research clarifies NEP 2020's dedication to diversity, critical thinking, and adaptability via a thorough examination of policy papers, emphasising its noteworthy changes in curriculum development, teacher preparation, and technological integration. The research also offers important insights into the administrative, budgetary, and infrastructure issues that are likely to impede the policy's effective implementation. This evaluation adds to current debates about the effects of the policy and provides creative, internationally recognised solutions to improve educational quality and deal with upcoming issues in the Indian educational system.

(HAMID & SHARMA, 2024) [16] Flexible learning trajectories and programs allow students to pick their life pathways based on their interests and skills, which is one of the core tenets of NEP 2020. In this regard, the NEP 2020 provides guidance, as It suggests a program structure that is transdisciplinary. Our education officials may begin this path by embracing the urgent need for integrative thinking. Re-examining our regional education policy is urgently needed in order to create an atmosphere in which people may use their education and skills to get jobs, raise their quality of living, and support the social advancement of the community. The study recommended a few steps to maintain high-quality education while encouraging teachers to adapt to the changing nature of the workforce.

(Verma, 2024) [17] India's health professional education might undergo a transformation thanks to the innovative National Education Policy 2020. NEP 2020 equips health workers for the future by promoting a multidisciplinary approach, supporting research and innovation, incorporating technology, and placing a strong emphasis on ethical practice. It gives them the values, information, and abilities they need to spearhead the country's healthcare reform movement.

(Kumar et al., 2025) [18] It presents a slew of new changes, such as kid-centered curriculum creation, career progression, and educational technology. With the creation of the "National Research Foundation (NRF)" and increased focus on vocational training, research and employment prospects are meant to be enhanced. By 2035, NEP 2020 hopes to raise the Gross Enrolment Ratio (GER) in universities and colleges to 50% while encouraging the use of technology. It highlights how crucial it is to collaborate and communicate with communities and other pertinent bodies in order to improve their capabilities. The ultimate goal is to develop people who are capable of meeting the demands of the modern economy while maintaining high moral standards and tolerance for other cultures. The NEP 2020 is assessed in this research along with the implementation problems and obstacles that might prevent it from being accomplished.

(Dhillon, 2021)[4] Each learning level must include a set of skills and values, from pre-school to college. NEP has made many changes and improvements to have a practical and long-term impact on higher education. NEP, 2020's main recommendation is to turn HEIs into large multidisciplinary universities

and groupings. This will unfragment higher education. Takshashila, Nalanda, Vallabhi, and Vikramshila, ancient Indian institutions that drew hundreds of international students to study in a vibrant multidisciplinary atmosphere, inspired this project. To restore India's rich tradition of skilled and imaginative people, this transition is essential. Through financing, incentives, and processes, HEIs will assist other HEIs improve, contribute to diverse areas of practice, participate in community service, produce professors for the higher education system, and more. NEP 2020 and its impact on Indian higher education will be the topic of this article.

(Betsurmath & Chidambaram, 2024)[19] To implement revolutionary changes in the school and higher education sectors, the Indian government unveiled "the National Education Policy 2020 (NEP 2020) in July 2020". The key components of the NEP 2020 and the readiness measures for its successful implementation in Indian educational institutions have been outlined in this article. Despite the effects of the COVID-19 pandemic, NEP 2020 was implemented successfully because to proactive planning, cooperation between public and private organisations, and industry. Notably, the change management strategy, which has persisted throughout India's educational history, was essential to keeping up with technological developments and promoting expansion in the country's higher education sector.

(Jain & Uppal, 2023)[14] In order to drastically alter the educational environment in both rural and urban India by 2030, the Union Cabinet of India announced the New Education Policy 2020 to replace the preceding New Education Policy 1986. The non-binding nature of NEP's language policy allows governments and educational institutions a great deal of discretion. The current NEP 2020 emphasises student-centered learning and entrepreneurship using the "5+3+3+4" formula. The importance of NEP 2020 in providing children with a comprehensive education will be covered in this essay. By emphasising this New Educational Policy, the study will clarify topics such as NEP 2020: its inception, execution, curriculum adaptability, implementation issues, and innovative teaching methods. By looking at these topics, we can better understand how the NEP 2020 will change the educational landscape.

(Sonawane, 2022)[20] A crucial part of SDG-2030 is education for sustainable development. Educational Sustainable Development provides understanding, skills, values, and attitudes to solve development problems. After setting learning goals and criteria for the 'Education Sustainable Goal', UNESCO created complementary information and tools for stakeholders, educators, planners, etc. Educational institutions should adopt ESD aims to build early childhood and secondary education skills. Through educational reforms, changes, and new concepts, the National Education Policy-2020 has incorporated practically all SDG-2030 targets. In this study, NEP-2020 and future educational sustainable development challenges are discussed. Implementation techniques and an action plan for education's socio-economic issues may lead to sustainable development.

3 Conclusion

The National Education Policy (NEP) 2020 envisions a comprehensive transformation of India's education system to meet 21st-century challenges. By emphasizing foundational literacy and numeracy, the policy ensures a strong educational base, supported by initiatives like NIPUN Bharat, aiming for

literacy and numeracy proficiency by 2026-27. NEP 2020 also integrates digital skills, vocational training, and entrepreneurship education at both school and university levels to enhance employability and innovation. Teacher training is a key focus, with structured programs like Diploma in Elementary Education (D.El.Ed). and Bachelor of Education (B.Ed.), though early childhood educators remain underserved. The policy acknowledges the critical role of early childhood education and stresses the need for improved teacher preparation in this sector. Additionally, NEP 2020 promotes digital healthcare education, telemedicine training, and data analytics in medical curricula to improve healthcare outcomes. With its flexible curricula, research-driven approach, and emphasis on digital education, NEP 2020 seeks to create an inclusive, skill-oriented, and sustainable educational ecosystem. By improving school infrastructure, introducing vocational courses, and fostering innovation, the policy paves the way for a high-quality, future-ready education system that contributes to national progress and sustainable development.

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Transforming Higher Education in India: A Review of the National Education Policy 2020's Impact

Dr. Ashay Devidas Shende^{1*}, Dr. Arpan A. Deshmukh²

¹Assistant Professor, Department of Civil Engineering, K.D.K. College of Engineering, Nagpur, Maharashtra.

²Assistant Professor, Department of Civil Engineering, G H Raison College of Engineering & Management, Pune, Maharashtra.

Abstract

Higher education is being approached from a different perspective thanks to "the National Education Policy (NEP) 2020", a historic overhaul in India's educational system. This study explores the many ways that NEP 2020 will affect students, higher education institutions, and the educational environment overall. According to the examination of several studies, cooperation between governmental organisations, academic institutions, students, industry partners, and the general public will be necessary for the NEP 2020 influence on higher education to be successful. NEP 2020 also brings about a significant change with the creation of Multidisciplinary Education and Research Universities (MERUs), which are based on U.S. and U.K. institutions and provide high-quality education in many fields. Furthermore, since the pandemic-driven digital revolution, "Open Distance Learning (ODL)", which presently serves 11% of students in higher education, is anticipated to grow rapidly.

Keywords: National Education Policy 2020 (NEP 2020), Open Distance Learning (ODL), National Higher Education Regulatory Authority (NHERA), Higher education, Digital transformation, Multidisciplinary education, etc.

1 Introduction

To reform the country's educational system, the Indian government created "the National Education Policy 2020 (NEP)", an extensive policy framework. Higher education is one of the many facets of education that it encompasses. The NEP has the ability to have a big effect and seeks to significantly

* ISBN No. - 978-93-49028-49-4

alter the higher education industry. These are a few of the main ways that the NEP has affected higher education [1]. Additionally, this strategy promotes a multidisciplinary approach to higher education by letting students choose courses from many fields. This method allows students to pursue a variety of professional choices and promotes their overall development. It encourages the convergence of academic and extracurricular activities, professional and vocational education, and the arts and sciences [2]. As a result, NEP suggests reorganising undergraduate programs to provide students more freedom and options. Students may tailor their education and develop skills related to their job aspirations because to this flexibility. By establishing a strong structure for certification, the NEP aims to improve the quality of higher education [3]. It seeks to create "the National Higher Education Regulatory Authority (NHERA)", an independent organisation, to supervise the accreditation process and guarantee that schools uphold quality standards. Better teaching and learning outcomes will result from this focus on quality assurance [4].

A. Background of the New Education Policy-2020

Under Prime Minister Narendra Modi's leadership, the federal Cabinet enacted "the National Education Policy 2020" on July 29, 2020. On December 15, 2018, "Dr. K. Kasturi Rangan, a former chairman of the Indian Space Research Organisation", headed the Committee for Draft National Education Policy in presenting the Draft National Education Policy 2019 to the Ministry of Human Resource Development [5]. The National Education Policy is divided into four parts: Part I covers school education; Part II covers university education; Part III talks "Other Key Areas of Focus," which includes online education, adult education, and the promotion of Indian languages; and Part IV, "Making it Happen," addresses the policy's execution. Under NEP, a 5+3+3+4 curricular framework will take the place of the 10+2 framework. With three years of pre-schooling or Anganwadi, the new system calls for twelve years of schooling. The period between the ages of three and six is widely acknowledged as critical to a child's mental development [6].

B. Transformational Reforms in Higher Education

When given financial independence and educational framework, organisations and institutions will be able to expand their departments and offer more courses. However, universities will inevitably turn to the students if they do not get support from government agencies. The cost of tuition will rise significantly for all students enrolled in that university, not just those in that specific department [7]. Due to this and another feature of NEP, which is several options for leaving university, dropout rates will increase. If a student chooses to drop out of school in the middle of their course under the multiple exit and entrance option, they will be given the proper certification for the credits they have earned up to that point, which will be digitally recorded in an "Academic Bank of Credit (ABC)" [8]. A bachelor's degree, bachelor's degree with research, certificate, and diploma will be awarded for each year of a four-year program. More students will leave out each year as a consequence of financial autonomy placing a financial strain on them and making certification available [9]. This leads to a huge gap between pupils who can afford it and those who can't. Students with more financial resources will have more educational

possibilities and be able to take advantage of better prospects. This would once again result in the Right to Education Act being diluted [10].

C. Multidisciplinary Educational System

In light of these and other issues preventing the nation's higher education institutions from operating effectively and advancing, the policy calls for a "complete overhaul" of the system. Naturally, the policy makers would advocate a redesign of curriculum, pedagogy, assessment, and educational administration. The strategy, it should be noted, proposes a somewhat fundamental overhaul of the higher education system. Autonomy, adaptability, and multidisciplinary are essential components of this change [11]. These essential components provide this educational stage life and freshness. Since the courses would be credit-based, the decision to remove the rigid barriers between disciplines and to allow students to freely join and depart will really liberate them. They are free to decide what they want to learn, how they want to learn it, and when. These days, one may choose to study music and physics or Sanskrit and maths. An institutional or formal contact between the social sciences, humanities, and sciences was not possible due to the previous, very rigid, stream segregation. Individuals were unable to grow in a healthy way as a result [12]. In order to develop towards holistic and diverse education, the Policy's plan to combine engineering courses with the arts and humanities at universities like IIT will undoubtedly inspire all creative beings. The development of human abilities—intellectual, artistic, social, physical, emotional, and moral—should result from this all-encompassing strategy [13]. Regarding multidisciplinary, the policy's main goal is to stop higher education from being fragmented by reorganising institutions into sizable clusters of multidisciplinary universities, colleges, and higher education institutions (HEIs), sometimes known as knowledge hubs. While the goal of all such multidisciplinary institutions is to participate in "teaching, research, and community engagement," some would become more focused on teaching, while others would focus more on research [14].

2 Literature Review

(Ashokkumar et al., 2025)[15] With the goal of changing the educational landscape of the nation, "the National Education Policy 2020 (NEP 2020)" represents a critical turning point in India's educational system. This study offers a thorough examination of NEP 2020, examining how it aligns with international trends in education, how it emphasises competency-based progression, and how it can affect teacher preparation, student learning results, and educational infrastructure. The policy's scientific relevance stems from its capacity to advance quality, innovation, and justice in Indian education, resolving long-standing issues and equipping students for the challenges of the twenty-first century.

(Kurien & Chandramana, 2020)[16] Amidst the global negativity brought on by the COVID-19 epidemic, the Government of India's announcement of "the New Education Policy (NEP 2020)" was a welcome shift and new information. Many were completely unprepared by the announcement of NEP 2020. Many educationists were surprised by the modifications that NEP 2020 suggested. Even both college and high school education have been equally impacted by the education policy, the majority of this article is on the National Education Policy 2020 and its implications on higher education. The key

National Education Policy 2020: The Key To Development In India (Volume-2)

elements of NEP are also described in this study, together with an analysis of their implications for the current educational system.

(Rashmi & D.N, 2023) [4] With the goal of drastically changing the higher education business, NEP is poised to make a major splash. From 2018 to 2035, the NEP plans to increase the GER in higher education (including vocational education) from 26.3% to 50%, and from 2030 to 2030, it will rise to 100% in nursery through secondary school. Examining the effects of National Education Policy 2020 on rural education and identifying the difficulties encountered by Karnataka higher education instructors are the goals of this research. Secondary data has been gathered in order to achieve this goal. According to the current study, NEP 2020 has the potential to revolutionise higher education by encouraging inclusive education, research, flexibility, transdisciplinary learning, and innovation. Its effective use may create a higher education system that is prepared for the future and gives students the information and abilities they need.

(Naik & M.Radhika, 2022)[5] The new plan aims to make elementary and secondary education available to all students by 2030 and to raise "the Gross Enrolment Ratio (GER)" of college students to 50% by 2025. The education community has both possibilities and problems when NEP 2020 is implemented. This paper traces the educational system in India, reviews the National Education Policy (NEP) in light of higher education (HE), analyses the NEP's effects on educators, highlights the benefits and drawbacks of implementing the NEP, and describes the steps taken to introduce the NEP.

(Barman & Rabbani, 2024)[17] Well-considered and innovative educational strategies that enhance the economic and social situation are essential at all levels of schooling. Sharing specialised information and skills would help the country flourish. The aim of this research is to examine how the higher education system is affected by NEP 2020. This research used secondary, descriptive data that were analysed in line with the investigation's objective. Researchers collected the material in this case from a number of sources, including books, journals, reports, newspapers, and websites. The higher education system in India must be modernised, according to NEP 2020. NEP 2020 will result in a significant development in higher education in India.

(C, 2022) [13] Covering both urban and rural areas, "the new National Education Policy" was adopted by the Indian Union Cabinet on July 29, 2020. One hundred percent gross enrolment in K-12 schools and fifty percent in postsecondary institutions by 2030 and 2025, respectively, are the goals of the new strategy. In implementing NEP 2020, education has several opportunities and challenges. Opportunities and Difficulties Associated with the National Education Policy's Effect on Higher Education looks at India's educational past, the effects of the NEP on educators, the difficulties in implementing the NEP, and the NEP's prospects.

(Dhokare et al., 2022)[18] A multidimensional effect of NEP 2020 on higher education institutions, students, and the educational environment is examined in this research report. To meet policy objectives, institutions are modifying their curriculum, teaching methods, and evaluation methods, according to the report. Faculty growth, infrastructural improvement, and financial sustainability are all examined to

highlight difficulties and triumphs. Exploring the policy's impact on regional inequalities and the digital divide, successes and places for improvement are discussed. How autonomy and regulation interact in higher education institutions reveals the challenges of preserving educational standards while stimulating innovation.

3 Conclusion

With a focus on teacher preparation, regulatory changes, and early childhood care, "the National Education Policy (NEP) 2020" aims to reshape higher education in India. The policy acknowledges the growing need for digital skills and interdisciplinary education, preparing students for a rapidly evolving global economy. However, its success depends on addressing key challenges such as funding, faculty development, equitable access, and regulatory frameworks. Ensuring regional balance, effective assessment methods, and accountability will be crucial. Indian universities are characterised by interdisciplinary islands of brilliance, including IIT, IIM, and AIIM. A major shift under NEP 2020 is the establishment of Multidisciplinary Education and Research Universities (MERUs), modeled after institutions in the U.S. and U.K., to provide quality education across diverse disciplines. Additionally, Open Distance Learning (ODL), currently serving 11% of higher education students, is expected to expand significantly, particularly after the pandemic-driven digital transformation. Collaboration between government bodies, institutions, industry, and society will be essential for successful implementation. Continuous monitoring, dialogue, and adaptation will ensure that NEP 2020's vision for accessible, inclusive, and high-quality higher education becomes a reality, contributing to India's educational and economic progress.

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Incorporating Technology in Education: An Evaluation of NEP 2020's Vision for Digital Learning

Dr. Gururaja CS^{1*}

¹Assistant Professor, Department of Education, Central University of Kashmir.

Abstract

"The National Education Policy 2020 (NEP 2020)" seeks to use digital efforts to transform education in India. The way ahead is digital education, which uses digital gadgets and technology to provide instruction. Everywhere in the nation, digital education improved the comfort of learners. The internet is having an impact on the whole planet, and the current era is driven by digital technology. Another name for digital education is an e-learning platform. In this study, review the various literature's on NEP 2020's vision for digital learning and explore the importance of digital technology in education. According to its findings, "the National Education Policy (NEP) 2020" represents a significant advancement in India's educational digitalisation, with the goal of closing the digital divide and advancing fair access to high-quality education via technology. Recognising that competent teachers are crucial for successful technology integration in the classroom, the strategy places an emphasis on improving teacher training, building digital infrastructure, and creating high-quality digital material.

Keywords: National Education Policy (NEP 2020), Digital education, or Digital learning, Digital technologies, Digital classrooms, Atamnirbhar Bharat, National Education Technology Forum (NETF), etc.

1 Introduction

Introducing The goal of NEP 2020, a program for reforming the Indian educational system, is to use new technologies and employ digital technology to create a better and innovative method of instruction.

* ISBN No. - 978-93-49028-49-4

Aiming for quality and reach across a range of regional contexts, NEP 2020 lays out a roadmap for integrating technology into India's educational system in response to growing awareness of the emerging future of digital learning [1]. The ultimate goal of NEP 2020's modernisation of education is the integration of digital technologies into the teaching and learning process. As such, it seeks to close the gaps in academics and equality by providing students with technology that can be used in a variety of ways to enhance their learning. Through the use of technology in various learning contexts, the policy highlights the need of educating students for a rapidly changing world [2], [3]. Using electronic devices like computers, tablets, and mobile phones to study is known as online learning. As one of the main initiatives of the plan, the main goal of this policy is to create robust digital platforms and systems. In order for people in remote locations to benefit from the recently introduced digital teaching tools, this entails expanding internet coverage and providing devices to pupils in need [4]. NEP 2020 also emphasises creating and using high-quality digital material and implementing innovative teaching-learning strategies to raise student engagement and understanding. Digital learning and the use of digital tools in the classroom are explicitly emphasised in India's National Education Policy (NEP) 2020. The policy recognises the important contribution that technology can make to improving the quality, flexibility, and accessibility of education [5], [6]

A. Need for digital technologies in education

Already, the use of digital technology has become necessary due to the globalisation of education. It was possible to hold lessons, share materials, administer assessments, and oversee the daily operations of educational institutions using online platforms. But these venues were used in a proactive manner [7]. To preserve the system, educational institutions have been forced to transition to online teaching because to the COVID-19 epidemic. This issue might be handled by the developed world. Even Nevertheless, developing countries work very hard to meet this need. During this crucial period, digital technology have been the educational industry's rescuer [8]. The importance of the educational system being internationally linked is highlighted by this global problem. Students may improve professionally relevant abilities, such as problem-solving, thinking structure construction, and process knowledge, with the use of digital technologies. They are also preparing for a more dynamic and unpredictable future in which technology will play a crucial role [9]. Students' success in the workplace will be largely dependent on the skills and traits they acquire. Digital technology and instructional materials improve the classroom atmosphere and make the teaching-learning process more interesting. On top of that, they make it possible for schools to be more adaptable and personalise lessons for each student [10], [11].

B. Digital classroom

Mobile phones, social networking, and multimedia are examples of the technology tools or platforms that are used for education in digital classrooms. The use of digital technology during learning has improved and changed the educational environment of today. Students may learn swiftly and efficiently using digital learning, which uses technology to satisfy the whole curriculum [12]. Teaching through the incorporation of technology is the only emphasis of the digital classroom. Students utilise Chromebooks, laptops, tablets, and other internet-connected gadgets. Instead of having students take notes on what the

teacher has taught, the bulk of the material is delivered to them online via an engaging and interactive platform [13]. In spite of its many components, education is fundamentally a communication medium. New channels of communication have emerged as a consequence of the internet, expanding the possibilities for the dissemination and availability of educational content. These online resources and media facilitate learning. Fig. 1 illustrates some aspects of a digital classroom [14].

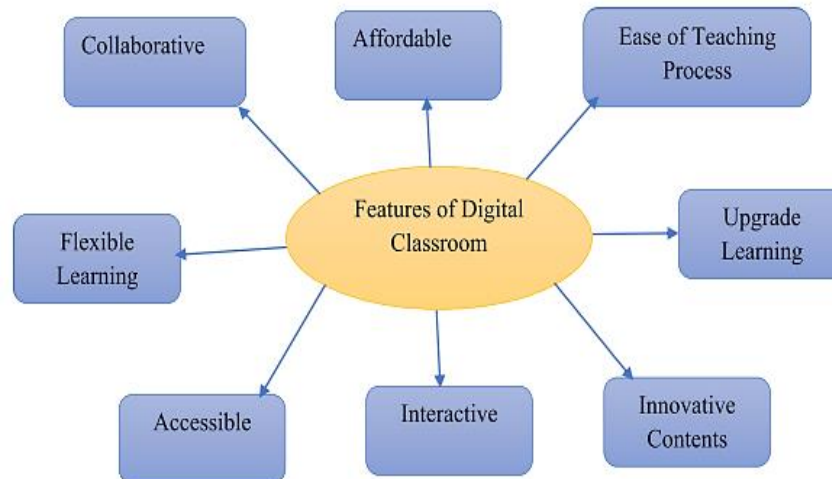


Figure 1 Features of Digital Classroom [14]

2 Literature Review

(Jha et al., 2020)[15] Policymakers might realise and release the nation's intrinsic potential and call for "the Atamnirbhar Bharat" amid the bleak COVID-19 environment. The long-standing demand for a new educational paradigm would be satisfied, according to this article, if "the National Education Policy" allowed for the inclusive use of technology in the classroom and created an independent India. This study analyses the National Education Policy and how it creates an enabling environment for a 'Atamnirbhar bharat' via huge ICT thrust in the form of e-learning. Understanding the school system and the necessity for a 21st-century National school Policy are also discussed.

(Ghosh, 2023) [10] To guarantee inclusive and excellent education for everyone, provide a thorough study of the ways in which technology may be used in education, resolving challenges and extending the reach of current digital platforms and ICT-based educational initiatives. In order to determine the goals that technology may accomplish in the area of education and to examine the suggestions put out by NEP 2020 concerning the incorporation of technology in education, the researcher in this article carried out a study. It also emphasises how difficult it will be to put NEP 2020's ideas for integrating technology into education into practice. The descriptive aspect of this research depends on the examination of qualitative data.

(Malik, 2023)[16] NEP 2020 aims to reform and reorganise the nation's educational system and

framework. In India's educational system, however, the COVID-19 epidemic has brought forth unforeseen difficulties. Colleges and universities have begun using online learning platforms and remote learning. Digital learning has become the main alternative since the educational pattern has abruptly altered. This abrupt change and excessive reliance on technology have not been without its limitations. The NEP 2020 strategy, as anticipated, suggests a number of actions to advance digital learning and improve infrastructural needs. Nevertheless, given India's socioeconomic and geographical variety, there are a number of barriers to accessibility and the potential for broad adoption of online teaching and learning, some of which are covered in this study article.

(Iyer & Kalyandurgmath, 2022)[17] The best way to use and develop the nation's enormous resources and abilities for the good of its citizens, society, the nation, and the world is to provide universal access to high-quality education. The goals of India's future educational system are outlined in "the National Education Policy 2020 (NEP 2020)", which was approved by the Union Cabinet on July 29, 2020. NEP 2020 aims to provide a comprehensive framework for both vocational training and basic through higher education. The current conceptual research article focusses on the preceding two national education policies, as well as the history and development of NEP 2020, its vision, key characteristics, and the use of technology. It also discusses the challenges and its alignment with the promotion of STEM (science, technology, engineering, and mathematics) education.

(Vats, 2024)[5] By using digital technology, NEP 2020 seeks to transform the Indian educational system and improve educational fairness, quality, and accessibility. With the goal of closing academic and equitable inequalities, the strategy places a strong emphasis on modernising education using digital means. Expanding digital infrastructure, creating top-notch digital material, and improving teacher preparation for successful technology adoption are important goals. In order to guarantee equitable and inclusive digital learning environments, the paper addresses the potential and difficulties brought about by NEP 2020, emphasising the need of strong infrastructure, ongoing teacher training, and bridging the digital divide. The research highlights how NEP 2020 has the ability to completely change India's educational system and equip students for a technologically sophisticated future.

(Vats & Malik, 2024)[18] Digital learning aids NEP 2020 by ensuring equal access to excellent education. Improves teaching approaches and helps teachers provide curriculum-aligned information. These gains are offset by infrastructural issues and teacher training needed to employ digital technologies. To achieve NEP 2020's inclusive education objective, several problems must be overcome. Free online courses from SWAYAM democratise education across disciplines and levels. Additionally, virtual laboratories provide hands-on scientific study to supplement classroom instruction. These programs enhance learning and prepare pupils for a tech-driven future. The report recommends NEP 2020 digital learning optimisation options. To maximise digital education advantages, it emphasises ongoing infrastructure and teacher development. NEP 2020 may turn classrooms into dynamic learning centres using digital platforms and tools to ensure every student gets a quality, personalised education.

(Dalal, 2023)[19] An independent organisation called "the National Education Technology Forum (NETF)" need to be set up to promote the free flow of ideas on how to use technology to enhance

instruction, assessment, planning, and administration in both higher education and the classroom. Diksha lets users download digital textbooks, NCERT e-content, question banks, and more. Students may transfer credits via the Academic Bank of Credits, which NEP 2020 encourages. Although digitalisation of education is beneficial, it is plagued by a lack of internet access in rural regions, technical issues, the digital divide, environmental infrastructure, and social interactions. Students may overcome these challenges with digital skills, consistent internet, and determination. Future depends solely on digital education. Sharing is beneficial and is cheap, simple, and fair with digital technology.

(Kadge & Jain, 2022)[20] Because education promotes social and economic advancement, a nation must have clear, forward-thinking policies for education at the high school and college levels. A new education policy was recently presented by the Indian government, based on the suggestions of an expert panel headed by "Dr. Kasturirangan, the former chairman of the Indian Space Research Organisation (ISRO)". This essay focusses on a number of technology topics included in the 2020 National Education Policy. The pros and downsides of NEP 2020 are examined, along with a number of innovations and anticipated effects on the Indian higher education system. Finally, a few recommendations are made for its successful use in order to accomplish its goals from a technical standpoint.

3 Conclusion

With the goal of closing the digital gap and advancing fair access to high-quality education via technology, "the National Education Policy (NEP) 2020" is a revolutionary step in India's educational digitalisation. Recognising that competent teachers are crucial for successful technology integration in the classroom, the strategy gives top priority to building digital infrastructure, creating high-quality digital material, and improving teacher training. But addressing the infrastructure, training, and equity challenges is essential to NEP 2020's success in digital learning. India can build a digital learning environment that is inclusive and prepared for the future by making investments in strong digital infrastructure, guaranteeing teachers' ongoing professional development, and granting fair access to technology. The policy also acknowledges emerging technologies like AI, blockchain, and adaptive learning as key drivers of change in education. To sustain this transformation, a monitoring and mentoring framework must be established, ensuring effective implementation. Ultimately, NEP 2020's vision for digital learning aligns with India's goal of building a self-reliant and globally competitive education system, fostering universal access, job creation, and skill development.

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Dr. Gururaja CS

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NEP 2020 and the Rise of Holistic Education: A Comparative Study with Global Education Models

Dr. S. Chetan Kumar^{1*}

¹*Associate Professor.*

Abstract

Education is the primary source of morals and values in pupils, and a strong educational system is crucial to a country's progress. Between the Vedic and contemporary eras, the Indian educational system has advanced significantly. Its dynamic nature is the most valued aspect of any system. India adopted the New Education Policy, 2020 in response to this viewpoint. This research centres on a comparative analysis of the global education model and NEP 2020. An analysis of NEP 2020 in relation to international education models from Finland, the United States, and Germany demonstrates India's attempts to conform to global best practices. It comes to the conclusion that the Finland educational system is flexible as comparable to NEP 2020 in that both emphasise student-centered learning and holistic methods. The US educational system is also reflected in NEP 2020, which supports India's progress towards international educational competitiveness. Despite its historical emphasis on STEM courses and rote learning, India's educational system is beset by issues including inadequate facilities, poor teacher pay, and a lack of practical training. On the other hand, Germany's approach of vocational and practical training provides insightful information.

Keywords: New Education Policy, 2020 (NEP 2020), Global education models, Vocational training, Holistic education, Multidisciplinary education, etc.

1 Introduction

One of the most powerful tools for enacting social change and bringing about the accomplishment of desired objectives is policy. Since the early days of India's post-independence push for planned growth,

* ISBN No. - 978-93-49028-49-4

higher education has been under the policy spotlight. An innovative and forward-thinking plan for revitalising the Indian higher education system is presented in the National Education Policy–2020 [1]. The 2020 National Education Policy, which is based on the fundamental principles of Access, Equity, Quality, Affordability, and Accountability, calls for "groundbreaking reforms that aim at paradigm shift by providing our learners, educators, and schools with the right abilities and skills and creating a supportive and refreshed education eco-system for a vibrant new India." According to the policy paper, the NEP-2020 was created to solve the issues that the Indian higher education sector is now facing [2]. Consequently, the nation's higher education system has grown slowly, insufficiently, and unevenly. Even with the significant rise in higher education enrolment in recent decades, the present gross enrolment ratio is still much below the ideal level and lags well behind industrialised nations. Disparities of several types, including geographical, social, gender, and economic, have resulted from the uncontrolled expansion of higher education [3], [4].

To promote internationalisation and India as a study destination NEP 2020 calls for a number of actions, which include, among other things, encouraging top-performing Indian universities to open campuses abroad, facilitating research and teaching collaborations, faculty and student exchanges, and the signing of pertinent, mutually beneficial MOUs with foreign nations; establishing an International Student Office at each HEI to welcome and assist international students; counting credits earned at foreign universities, where appropriate, in accordance with each HEI's requirements; and offering courses and programs in subjects like Indology, Indian Languages, AYUSH systems of medicine, yoga, or the arts, among others [4], [5].

A. Multidisciplinary and Holistic Education

For a very long time, people have believed that education is essential to success in life. However, it is essential that our teaching strategies change along with us as we continue to develop and broaden our knowledge of learning. In recent years, the interdisciplinary and holistic model has been a popular method. In addition to dismantling conventional disciplinary barriers, this approach encourages students to study in a flexible setting [6]. It enables individuals to study a range of topics and domains, from the humanities, languages, and social sciences to the sciences and mathematics, while cultivating integrated abilities such as intellectual, aesthetic, social, physical, emotional, and moral. The days of students wondering whether they could study psychology and mathematics at the same time are long gone [7]. With a comprehensive and interdisciplinary curriculum, their interests and future professional aspirations are the only factors considered in this selection. This method, which looks at a subject from many angles, not only promotes a comprehensive view of the world but also stimulates critical and creative thinking. As education develops further, a multidisciplinary and comprehensive approach must be used to provide our children a well-rounded and flexible education [8].

B. Focus on Holistic education in NEP-2020

The new approach to education is a comprehensive idea that supports a child's cognitive abilities and overall development. By using the most latest information, processes, and technology, it is a means of

modernising the traditional educational method and helping students keep up to date with international trends while also enhancing their education and productivity [9]. The new policy encourages quality, conceptual understanding, and hands-on experiences, as opposed to old rote learning approaches. All of the human abilities—intellectual, artistic, social, physical, emotional, and moral—would be developed in an integrated way via an interdisciplinary and comprehensive education. A quality education will help create well-rounded people with essential 21st-century skills in the social sciences, language families, professional, technical, and vocational domains; an ethic of social engagement; soft skills like debate, discussion, and communication; and rigorous specialisation in one or more chosen fields [10]. Over time, all undergraduate programs—including those in professional, professional, and vocational fields—will adopt this kind of all-encompassing education as their approach. As so eloquently shown in India's past, a thorough and multidisciplinary education is in fact necessary for Indian education to lead the nation into the twenty-first century and the fourth industrialisation [11]. A more comprehensive and multidisciplinary curriculum that incorporates more arts and humanities will be adopted by engineering institutions, such as IITs. Everyone will try to include more vocational themes and soft skills, while students in the arts and humanities will try to study more science [12].

2 Literature Review

(Azim & Ajahar, 2022) [13] This research examines Indian and Japanese higher education. Our most significant and promising instrument for building a sustainable and educated community that gives equal opportunity and human rights to everyone regardless of caste, region, religion, creed, ethnicity, etc. is education. The greatest level of education allows people to use their abilities and knowledge to specialise. That knowledge and expertise improves our human resources to manage, control, and maintain the country and the world. Indian and Japanese culture, tradition, arts, science, technology, and education are rich. Although the countries vary in many ways, their higher education enrolment rates are low compared to other advanced nations or their school education. This research will investigate why higher education is unpopular and India and Japan's educational standards.

(Amandeep, 2023) [4] In order to regain its rightful position as one of the world's top higher education systems, India pledged to modernise and revitalise the system under "the new National Education Policy (NEP), 2020". The NEP places a lot of emphasis on raising the bar for higher education quality worldwide. Furthermore, it emphasises the need of bringing in more foreign students in order to fulfil the objective of "internationalisation at home." In order to assist India regain its position as a Vishwa Guru, this strategy recognises the urgent need to market it as a "global study destination providing premium education at affordable costs." This paper aims to provide readers an overview of the National Education Policy-2020, including its background, objectives, implementation problems and obstacles, and hopes for the future.

(Yoneda, 2020) [14] This literature study discusses Japan's inclusive education system. In Japan, special schools for disabled pupils were first created. Special-needs classes in ordinary schools and eventually access for disabled students to regular schools changed the paradigm. Teaching children with learning

impairments in normal schools and adjusting the curriculum to their needs are also priorities of this reform. Still, parents and kids have some setting freedom. Japanese inclusive education aims to help people with intellectual, developmental, and other impairments live independently and participate in society. The inclusive education system has changed from finding the appropriate place to teach and assist disabled students to providing curriculum that matches their requirements.

(Uderani et al., 2023) [15] Determine how the policies, curriculum, teaching strategies, and results of the different educational systems vary and how they are comparable. examines the economic, social, and historical factors that have influenced the evolution of education in the two nations. A mix of policy analysis and literature study was done to collect data. The results show that, while having robust educational institutions, Germany and India diverge greatly in how they handle curriculum development, teacher preparation, and the use of technology in the classroom. In order to enhance their educational systems, each nation might learn from the other in the areas highlighted in the paper's conclusion, which also offers implications for policy and practice.

(Lavanya, 2024) [16] In an effort to better address the demands of a contemporary, knowledge-driven economy, "the New Education Policy (NEP) 2020" represents a dramatic change in the way higher education is governed in India. Several higher education governance models are compared in this research article with an emphasis on their suitability, efficacy, and conformity to NEP 2020. Through an analysis of both conventional and modern governance models, this study investigates how various models might support the NEP's goals, which include more autonomy, better accountability, and higher educational quality.

(Sharma et al., 2024) [17] promote the New Education Policy: 2020's multidisciplinary nature. The researcher will discuss the necessity of a holistic approach to education in a child's "all round development" and whether today's interdisciplinary approach is relevant to global education. This study will help readers understand the government's NEP 2020 launch, education policy development, and education history. The researcher employed philosophical research methods to explain his philosophy of education and life. This study is the first to recognise the importance of a holistic approach to education in the present curriculum and system. This will show readers the significance of interdisciplinary education for survival, the ultimate purpose of all education.

(Kumar et al., 2022) [18] encourages early childhood care education until NEP 2020. It also examines how the new 5+3+3+4 education framework promotes holistic development. Flexible, multicultural, multidimensional early childhood care education includes activity and exploration. based learning that strengthens children's morality and emotions. NEW 2020 aimed to relaunch the ECCE program since 85% of youngsters show ongoing cognitive quick growth before six years. ECCE includes food, nutrition, physical well-being, sociability, cognition, ethics, body, and aesthetics. Research was qualitative in this study. All around India, villages have Anganwadi childcare centres. Knowledgeably, politely, and freely, ECCE students learn.

(Jain & Gupta, 2024) [19] Examining a range of elements, including objectives, frameworks, methods,

and implementation tactics, is necessary when analysing and contrasting educational systems in various nations. One such policy that saw substantial modifications was India's National Education Policy (NEP) 2020. Let's quickly review the main elements of NEP 2020 before contrasting it with the educational strategies of a few other nations in order to do a comparative analysis.

3 Conclusion

Every nation's distinct economic, cultural, and social background has an impact on its educational system. Addressing these contextual elements and modifying strategies appropriately are essential to the execution of policies. Every nation's continuous assessments and modifications to address the changing demands of its educational system must be taken into account. India and Japan, two culturally rich nations, have sustainable school education systems with well-structured administrations. Higher education plays a crucial role in shaping societies, and both nations have seen significant progress in education since independence. A comparison of NEP 2020 with global education models, including Finland, the USA, and Germany, highlights India's efforts to align with the world's best practices. The Finland education system, known for its flexibility, shares similarities with NEP 2020, emphasizing holistic learning and student-centric approaches. Likewise, NEP 2020 reflects elements of the US education system, reinforcing India's trajectory towards global educational competitiveness. While India's education system has traditionally emphasized rote learning and STEM subjects, it faces challenges such as infrastructure gaps, low teacher salaries, and limited vocational training. In contrast, Germany's practical and vocational training model offers valuable insights. NEP 2020 aims to bridge these gaps by integrating technology, expanding vocational education, and fostering a holistic learning approach. By adopting global best practices, enhancing vocational education, and modernizing curricula, NEP 2020 positions India on a path toward transforming education for a sustainable and competitive future.

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The Future of Teacher Education Under NEP 2020: A Review of Key Reforms

Dr. M. SARASIJA^{1*}

¹*Professor Dept of Orthodontics MRIDS, Private practice at HOLISTIC DENTAL CLINIC Kharkhana Secunderabad.*

Abstract

Teaching is one of the noblest professions, shaping the future of both students and the nation. Teacher education is essential for developing competent educators equipped to meet professional challenges. NEP 2020 introduces transformative reforms to enhance teacher training quality and effectiveness. Key reforms include mandatory Continuing Professional Development (CPD), strengthened accreditation processes, mentorship programs, technology-integrated pedagogies, and digital literacy training. The policy emphasizes research-based practices, inclusive education, diversity training, global exposure, and international collaborations. A shift from knowledge-based to performance-based assessments ensures better competency evaluation. Additionally, government support and policy alignment play a crucial role in effective implementation. This review analyzes various literature on NEP 2020's vision for teacher education, concluding that these reforms aim to empower educators, improve training standards, and create a more dynamic, inclusive, and globally competitive teaching framework.

Keywords: National Education Policy 2020 (NEP 2020), Continuing Professional Development (CPD), Digital literacy training, Teacher education, Skill development, etc.

1 Introduction

Some modifications have been made to the Indian educational system throughout the years, but they have often happened slowly and with little impact. This is what the new "National Education Policy 2020" seeks to solve by suggesting a thorough reform of the educational system, with an emphasis on teacher preparation. The need of changing teacher education programs to properly prepare teachers for

* ISBN No. - 978-93-49028-49-4

the classroom of the twenty-first century has been brought to light by NEP 2020 [1]. The policy recognises how important educators are in determining the future of both the country and its pupils. However, the Indian educational system must undergo substantial structural changes in order for this idea to be implemented properly. A significant obstacle is the need of moving away from the prevailing "coaching culture" and rote memorisation in favour of a more comprehensive, inclusive, and integrated approach to education [2]. Redesigning the curriculum is necessary to provide students the critical-thinking, creative, problem-solving, and other 21st-century abilities they need. The NEP 2020 suggests changes to teacher education programs to address these issues, such as augmenting overall infrastructure, expanding access to appropriate resources, and boosting teachers' technological skills. But the enormity of the undertaking is intimidating [3]. The program calls for the creation of several new educational institutions in order to double the gross enrolment ratio in higher education by 2035. The efficient implementation of the program also requires refocusing financial resources and streamlining decision-making procedures. It is imperative that the many problems and difficulties that have been highlighted be addressed as India sets out on this enormous path of reforming its educational system. Only then will NEP 2020 be able to serve as a true beacon of hope for the next generation of Indians [4], [5].

A. Teacher education in NEP 2020

Among the seventeen Sustainable Development Goals that all United Nations Member States endorsed in 2015, the Government of India embraced the fourth one, SDG4 Education. Significant modifications to the Teacher Education scenario are suggested by "the National Education Policy (NEP) 2020" [6]. There are eleven subpoints inside it. By relocating the teacher education system into multidisciplinary universities and colleges, the NEP aims to guarantee that teachers receive the best possible training in content, pedagogy, and practice. By 2030, the 4-year integrated B.Ed. program offered by these multidisciplinary HEIs will be the minimum degree required of school teachers [7]. A closer look at NEP 2020 reveals an odd mix of benefits and difficulties for the teacher education landscape. All stages of teacher preparation—foundational, preparatory, middle, and secondary—will be offered inside the university/higher education system as a four-year integrated B.Ed. program that combines pedagogy, content, and hands-on training [8], [9].

B. Aim of the National Teacher Policy (NTP)

The goal of "the National Teacher Policy (NTP)" is to make teaching as professional as professions like the medical, technical, legal, and accounting domains. In addition to aiding learning, teachers are essential in motivating their pupils and encouraging a love of learning. They are transformative agents that provide their students vital direction in life [10]. No matter their caste, gender, or disability, every student is guaranteed a top-notch education because to the NTP's emphasis on practical learning over just academic teaching. Additionally, as India hasn't had any professional or disciplinary organisations for teachers, the policy supports their creation. Teachers and school officials must become thought leaders who share their perspectives on the changes that the educational system has to undergo. There hasn't been much discussion or writing on these topics from school administrators, however [11].

The goal of education has been redefined with an emphasis on global competency as we navigate an increasingly linked world. It should be possible for every student to prosper in the global economy and make a significant contribution as a global citizen. Our educational approach has to become more inventive and creative in order to meet the challenges of the twenty-first century [12]. Quality and justice must come first even as we face the difficulties of guaranteeing quantity in education. Since they are the focal point of the educational process, teachers are essential to maintaining high standards in education. High-quality teacher educators are thus desperately needed. The learning and teaching processes are intertwined for educators. Teaching has a unique set of difficulties, just like any other career. To make the learning process interesting and successful, teachers must be skilled at recognising the requirements of their pupils, including their strengths, shortcomings, and challenges [13], [14].

2 Literature Review

(Babu, 2023) [15] Educational improvements are included in NEP 2020 from elementary to higher education. The NEP emphasises teacher training, test reform, early childhood care, and education regulation. Comprehensive reform of teacher education is needed now. At all levels, length, and structures of education, professional preparation and continued professional development of teachers must be more integrated. Teacher education must be university-level and longer and more rigorous due to the complexity and importance of teaching as a vocation. Teacher quality affects classroom quality most. Education revolves around them. Excellent teacher educators are needed. Teaching and learning are more exciting and qualitative when teachers understand children's needs, shortcomings, weaknesses, challenges, issues, and strengths.

(Kumar, 2024) [16] Kings admired teachers because they taught children value, knowledge, creativity, compassion, ethics, life skills, and social responsibility. All educational institutions need teacher education programs to train effective and skilled instructors. In addition to pedagogy, teacher education programs should teach attitudes, motivation, perception, appreciation, and value orientation. Despite their differences, prospective teachers must learn to be successful in their jobs via this curriculum. From ancient times to the present, teacher education has changed. As change agents, teachers face new difficulties. Technology and science need teachers to adapt. Teachers' roles and responsibilities have evolved dramatically, as has teacher education. In light of NEP 2020, this report discusses teacher education's revival.

(Kaur, 2024) [13] It emphasises on teacher training, the examination system, early childhood education, and education regulation. Complete reform of teacher education is needed now. It's crucial to link professional training with continuous professional growth throughout schooling, focussing on length, structure, and level. This requires growing teacher education while ensuring quality and equality. High-quality teacher educators are essential because teachers shape classroom quality. For an engaging and successful learning environment, instructors must recognise and address their students' unique needs, abilities, and problems. This article examines teacher education difficulties and NEP 2020 changes.

(Maity & Jana, 2023) [17] Teacher education fosters teacher competency and ability to fulfil professional demands and overcome problems. The policies, principles, and processes of teacher education give future teachers with knowledge, information, attitudes, behaviour, and skills to succeed in school and society. Teachers' education institutes provide all the necessary pre-service and in-service training to revitalise the profession, which is now struggling. For future teachers, the NEP 2020 suggests some solutions. The quality and implementation of teacher education have improved greatly due to this new policy.

(Kumari, 2024) [4] analyses, using the policy's main goals and the body of current scholarly research as a guide, the many possibilities and difficulties that the NEP 2020 presents for teacher preparation programs. The study examines the possible advantages of the suggested modifications, including the use of educational technology, improved hands-on training, and the integration of interdisciplinary learning. It also draws attention to the difficulties in putting these reforms into practice, such as the need for structural adjustments within teacher education institutions, infrastructure limitations, and resource distribution. In order to successfully and sustainably alter teacher training programs and bring them into line with the transformational vision of NEP 2020, the report ends by describing the crucial actions and interventions that must be taken.

(Somdyuti Rakshit & Mete, 2022) [18] Our nation's destiny and the future of our children are really shaped by our teachers. All other occupations are taught via the profession of teaching. In India, teachers had the highest regard in society due to their noble function. The final report of the Government of India's National Education Policy 2020 (NEP-2020) was recently released by the "Ministry of Human Resource Development (MHRD)". NEP-2020 split teacher education into two sections: one under higher education and the other under school education. In order to strengthen the teacher education program in India, NEP-2020 designed something fresh for instructors.

3 Conclusion

NEP 2020 introduces key reforms to enhance teacher education, ensuring educators are well-equipped for modern challenges. Mandatory Continuing Professional Development (CPD), accreditation strengthening, mentorship programs, and technology integration are pivotal in improving teacher training. A shift toward performance-based assessments, inclusive education, and international collaborations further enriches the system. India's 7.14% unemployment rate (January 2023) highlights the need for skilled teachers to guide youth productively. To address this, structured training, a clear teacher education syllabus, defined training durations, and standardized entrance examinations are crucial. Reforming private teacher education institutions is essential, as many prioritize degrees over quality training. Strict regulations must ensure pedagogical excellence. Raising the socio-economic status of teachers is vital to attract talent, and in-service educators must receive support for stress management, student well-being, and skill development. Training should cultivate critical thinking, decision-making, and self-learning habits among students, reducing dependence on teachers. By prioritizing quality training, policy alignment, and government support, NEP 2020 lays the foundation

for a robust, future-ready teacher education system, ultimately shaping a more competent and progressive society.

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Dr. M. SARASIJA

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NEP 2020 and Sustainable Development of Education in India: A Comprehensive Review

Mr. Shashikant Sudarshan Upadhye^{1*}

¹HOD (D.PHARM), Annasaheb Dange College of B. Pharmacy, Ashta.

Abstract

When the Indian government unveiled "the National Education Policy (NEP) 2020", almost every segment of society welcomed the announcement. After 1986, the education policy underwent a significant shift. Because of this, everyone saw this government decision as an optimistic and constructive move that not only signals a significant shift in the area of education but was also deemed suitable to address the difficulties posed by the present global educational system. In this study, review the various literature's work on NEP and sustainable development of Indian education. It concluded that the NEP 2020 marks a transformative shift in India's education system, aiming to empower students with knowledge, skills, and human values essential for addressing present and future societal challenges. By integrating digitalization, vocational education, interdisciplinary learning, and emerging technologies such as AI, 3D printing, and biotechnology, the policy enhances employability and fosters innovation. NEP 2020 also promotes flexibility in curriculum, multilingualism, and continuous assessment reforms, ensuring a holistic and skill-based learning approach.

Keywords: National Education Policy 2020 (NEP 2020), Indian education system, Digitalization, Vocational education, Sustainable development goals (SDGs), etc.

1 Introduction

In a growing nation like India, education is essential, particularly higher education, since it fosters the growth of human capital. India's higher education sector has expanded significantly since the country's independence. Through the dissemination of advanced skills and competency, it promotes national

* ISBN No. - 978-93-49028-49-4

Mr. Shashikant Sudarshan Upadhye

growth [1]. Globalisation, faculty support, research development, the number of undergraduate degree exits, and curriculum integration with flexibility are all factors to consider. In India, these are a few of the elements that influence the quality of education. To begin with, since post-secondary education institutions often coordinate access based on geographic location, students who are geographically challenged may have certain challenges when it comes to pursuing further education and earning an advanced degree [2]. Second, a lot of schools lack the resources and innovations necessary to draw in and keep students who are interested in the newest developments in education. Even the educational services of career placement and counselling are of extremely poor quality. The majority of colleges and universities lack research and innovation, which exacerbates this issue [3]. Another factor contributing to the issue is the higher education institutions' misdirected leadership and lack of management skills. However, the social structure has been defined by time-wasting and ineffectual committees as well as a weak regulatory framework that impedes curricular reform. Together, these factors show that improving the quality of higher education in India is fraught with difficulties [4].

National Education Policy (NEP) 2020 and Sustainable Development

The National Education Policy (NEP) 2020 was established with the goal of updating the nation's educational system, including its governance and regulations, in order to create a new system that addresses the SDGs and the 21st-century educational vision. It also emphasises upholding India's rich traditions and values [5]. The NEP (2020) policy may meet its objectives and aims on time if it is applied methodically. In light of accomplishing SDG 4, "Quality Education," which calls for universal access to inclusive and equitable education, this education policy has a more comprehensive and inclusive vision for the educational system, but one of its primary goals is "Education for Sustainable Development (ESD)" [6]. The goal of NEP (2020) is to provide full and integrated environmental education that covers a variety of topics related to climate change, waste management, environmental preservation, and sustainable development and living. NEP places particular emphasis on training that may educate educators about environmental sustainability and sustainable development [7]. Additionally, it mandated that environmental education be taught in schools. NEP (2020) aims to advance education in a manner that will create long-term jobs and strengthen the national economy. Therefore, this policy is very compatible with SDG-4 and the 2030 Agenda for Sustainable Development. By strengthening each student's individual capacities and making school and college education more comprehensive, adaptable, and interdisciplinary in accordance with the demands of the twenty-first century, it also seeks to turn India into a thriving knowledge society and worldwide knowledge powerhouse [8].

Enhancing Vocational Education and Training

Developing a trained workforce that can meet the needs of the changing economy is the goal of NEP 2020, which places a strong emphasis on integrating vocational education from an early age. This is consistent with SDG 4's objective of significantly raising the proportion of people and children with the necessary skills for employment, respectable occupations, and entrepreneurship [9]. The National Skill Development Mission and the "Skill India" campaign are excellent examples of this kind of effort. The mission offers courses that are in line with industry standards in an effort to provide millions of young

people in India vocational training. Students are equipped for work in their chosen professions and get practical experience thanks to the program's partnerships with other institutions and companies [7].

Leveraging Technology for Education

NEP 2020's emphasis on technology integration in education is reflected in initiatives like the "Diksha" platform, a creative step towards achieving SDG 4's goal of significantly increasing the number of qualified teachers and the adoption of "information and communications technology (ICT)" for education [10]. Across grades and courses, "Diksha" is a nationwide digital infrastructure for educators that provides tools for professional development, learning, and instruction. The platform enhances the quality of education by giving instructors access to a vast array of learning resources and technologies, which supports their ongoing professional development [11].

2 Literature Review

(Murali Korada, 2023) [12] A pool of educators who will mould the future generation is created via teacher education. All programs for teacher education must be held at composite multidisciplinary institutions as it requires interdisciplinary inputs and instruction in both high-quality subject and pedagogy. To reflect a truly global citizen, the Policy aims to develop knowledge, abilities, beliefs, and dispositions that encourage responsible commitment to human rights, sustainable development and living, and global well-being. It also aims to instill in the students a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds. But at the same time, smooth coordination and integration across all educational levels and institutions are also required.

(Bhat, 2024) [13] A major turning point is the National Education Policy (NEP) 2020, which seeks to revitalise Indian education by implementing a more flexible and comprehensive learning environment that equips students for the challenges of the twenty-first century. The goal of the strategy is to rectify past inequalities and provide every student the resources they need to succeed in a world that is becoming more complicated by putting a fresh emphasis on early childhood care and education. The comprehensive, inclusive, and progressive strategy of NEP 2020 has the potential to completely transform education in the nation. NEP wants to equip the country's students to succeed in the global ecclesiastical environment by addressing important issues, embracing technology, and advocating for a flexible and learner-centric educational system.

(G. Mishra & Kumar, 2024) [14] The importance of sustainable development in higher education is acknowledged in the National Education Policy 2020. Achieving excellence in knowledge, abilities, and competences is the main goal of higher education. There are distinctions between efforts for social growth and social result, even though all Higher Education (HE) systems aim for excellence in research and instruction. In the context of "National Education Policy 2020 (NEP 2020)", the study's conclusions will also be pertinent and instructive for regulatory bodies and institutions of higher learning to review their current policy framework. The significance of the findings is further supported by the fact that the Indian educational system, especially higher education, is experiencing significant changes as a result of NEP 2020, which places a strong emphasis on social values and multidisciplinary education.

Mr. Shashikant Sudarshan Upadhye

(Radha & Arumugam, 2023) [15] Higher education establishments in India may assist their students in acquiring the information, abilities, and attitudes necessary to support sustainable development both domestically and internationally by incorporating the SDGs into their operations and curriculum. Additionally, the article offers instances of Indian higher education establishments that have embraced the SDGs and integrated them into their operations and curriculum. The SDGs' incorporation into Indian higher education is anticipated to be further promoted by NEP 2020's connection with the goals.

(Sharma, 2024) [4] The old educational model has to alter, particularly in the modern world. Protecting job prospects and the state of the economy as a whole need this transformation. The breadth of the policy, multilingualism, curricular variety, changes in assessment, teacher training, and technology are all examples of the possible ramifications that the research looks at. It examines the difficulties encountered when putting the policy into practice and how to overcome them, including the problem of allocating resources, handling change-averseness, quality control, teacher shortages, closing the digital divide, and guaranteeing assistance for kids with a range of needs. With this research study, a thorough review of the literature yields insightful results about the challenges and opportunities of achieving NEP 2020.

(O. Mishra, 2024) [16] examines the National Education Policy's (NEP) revolutionary role in changing Indian higher education. This paper emphasises how the NEP aims to solve long-standing structural inadequacies while harmonising with modern educational paradigms by critically analysing the policy's goals, implementation difficulties, and expected results. This study clarifies the NEP's potential to transform educational landscapes, empower different stakeholders, and advance India towards a knowledge-driven future by analysing its characteristics, prospects, and problems.

(Pathak, 2022) [11] grow as individuals without skill development, which is a fundamental aspect of our everyday lives. global issues brought on by the COVID-19 pandemic. The introduction of NEP-2020 was completely unexpected since many educationists were not prepared for the changes that the report suggested. Although school and college education have been equally influenced by education policy, the primary emphasis of this article is on national educational policy and skill development. This essay also discusses the subtle aspects of new skill development and education policies and analyses their effects on the current educational system.

(Singh & Baghel, 2020) [10] Developing intelligent, imaginative, and well-rounded people should be the goal of high-quality higher education. It also helps children develop their moral and constitutional values, scientific temper, intellectual curiosity, and creativity, as well as their ability to study one or more specialised subjects in-depth. The general consensus that emerges is that the new system will allow students to grow and be creative, giving them the information and skills they need to succeed on a global scale. Additionally, the educational system will be more adaptable due to the many ways students might enter and depart.

3 Conclusion

NEP 2020 marks a transformative shift in India's education system, aiming to empower students with knowledge, skills, and human values essential for addressing present and future societal challenges. By

integrating digitalization, vocational education, interdisciplinary learning, and emerging technologies such as AI, 3D printing, and biotechnology, the policy enhances employability and fosters innovation. NEP 2020 also promotes flexibility in curriculum, multilingualism, and continuous assessment reforms, ensuring a holistic and skill-based learning approach. A strong emphasis on teacher training and professional development ensures educators are well-equipped to implement these reforms effectively. The policy prioritizes inclusive education, providing equal opportunities for all, including marginalized communities. Furthermore, by incorporating Sustainable Development Goals (SDGs) into the curriculum, NEP 2020 prepares students to contribute to global sustainability efforts. With a comprehensive and integrated approach, NEP 2020 is a roadmap for creating a resilient and future-ready education system. Its success lies in effective implementation, policy alignment, and continued investment in education infrastructure. By embracing these reforms, India can nurture a generation of skilled, adaptable, and socially responsible individuals, driving sustainable development both nationally and globally.

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Mr. Shashikant Sudarshan Upadhye

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