

## India's National Education Policy 2020: From Vision to Implementation

\*Kavita Devanda

### Abstract

This paper investigates the complex context of India's groundbreaking 2020 educational reform strategy. In this study, we explore the background of NEP 2020 and its overall goal of reforming India's educational system. The article then explores the problems and obstacles that come with the ambitious NEP 2020 plans. It also illuminates recommendations for carrying out NEP 2020 efficiently.

**Keywords:** Education, system, higher, policy.

### Introduction: -

Aiming to transform India's educational system into one that is contemporary, progressive, and equal, the National Education Policy 2020 is an ambitious programme. For this strategy to be effectively implemented, it will be necessary to drastically streamline decision-making processes and reorganize priorities over the next years. Considering that there are now around 350 million people in India of school-going or college-going age, the NEP requires a scale of execution that has never been tried before. Both quantitative and qualitative difficulties in doing this out are enormous. The desire for advancement of education has been at the top of India's growth. In an effort to improve upon the status quo, the New Education Policy has been drafted. It comes with some cutting-edge recommendations. The policy foresees a paradigm of all-inclusive learning that is immersive, consistent and attractive. To that end, NEP-2020 plans to introduce both non-formal and formal forms of education. The instructor and the textbooks are the primary means of teaching in a formal education setting. The goal of the new policy is to encourage students to broaden their education outside the classroom. Students will have a greater cognitive edge if they are exposed to multilingualism from the first stages of school. Data analytics, artificial intelligence, and machine learning, which are all considered promising fields of study, will be given extra attention. To replace the existing focus on the instructor, a student-centered model is being created in which students may choose their coursework.

### Assessing Impact of NEP: -

**Regulatory System of Higher Education:** The plan to establish the Higher Education Commission of India (HECI) as an umbrella agency for higher education, outside of medical and legal education, is a major shift in NEP 2020. The goal of HECI is to restructure the higher education system by dividing the funding and academic sides of the sector.

**Graded Accreditation and Graded Autonomy:** One of the fundamental characteristics of NEP 2020 is its backing of a "phasing out" approach from Affiliated Colleges to Autonomous Institutions, with the idea of "empowerment and autonomy to innovate" playing a vital role in this transition. Hope for curriculum expansion may also be seen thanks to the increasing autonomy given to institutions. It

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also states that degree-granting colleges with autonomy have the potential to develop into research- or teaching-focused universities with the right accreditations. More optimism might be felt now that plans to establish Multidisciplinary Education and Research Universities (MERUs) around the nation have been announced. Institutions dedicated to providing a multidisciplinary education for Indian students will be built in addition to the current IITs and IIMs. The NEP 2020 also proposes that the National Testing Agency become an independent, expert, and preeminent provider of entrance exams for undergraduate and graduate admissions and fellowships at the nation's colleges and universities. NTA's testing services are so comprehensive, adaptable, and reliable that most universities will adopt them as their standard entrance examinations, relieving significant pressure off of students, institutions of higher learning, and the education system as a whole. Whether or not they employ NTA tests for admissions purposes is up to each individual school. It also aids students in transferring their coursework and credits to colleges in other countries.

**Internationalization at Home:** Indian educational institutions under pressure to up their game in light of the influx of international higher education institutions made possible through NEP 2020. To achieve long-term economic development that is not dependent on finite natural resources but rather on infinite intellectual resources, India will need to make great strides in international higher education. The rationale behind this approach is that access to a world-class education close to home at a lesser cost and without the need to travel would discourage human capital flight in search of better educational and employment opportunities elsewhere. Multiple international studies have shown that international students contribute to the economy by increasing their cultural understanding, international perspective, and overall competitiveness. Working with overseas partners, domestic universities may update their curricula to reflect current trends in global education and provide students with a wider range of electives and areas of focus.

**More Holistic and Multidisciplinary Education:** According to the NEP 2020, students should be provided with opportunities to grow in all areas of their personality and potential, including their minds, hearts, bodies, and souls.

**The structure and lengths of degree programs:** The National Education Policy 2020 calls for a three- or four-year minimum for all first-time bachelor's degrees. During this time, it is possible to drop out of the programme. The Indian government would also provide assistance in creating an Academic Bank of Credit to digitally archive student performance. This will allow schools to tally the credit at the end and include it in the student's final degree total. Those who may need to drop out of the programme in the middle of it will benefit from this. Later, they may pick up where they left off without having to retake the whole course.

**NEP: Issues and Challenges: -**

**Skill Development:** The strategy places a strong emphasis on training and education, particularly in the areas of soft skills and vocational education. However, teaching people skills for particular jobs is difficult because of the risk of stereotyping whole communities that have relied on one line of work for decades. The aptitude testing results should inform the recommended occupational training. Policymakers and administrators need to reflect, while the general public has to alter its attitude towards vocational education.

**Requirement of Trained Teachers:** Learning should be made an engaging and fun activity rather than a tedious regular mental working that finally generates unemployable youngsters, and this strategy can't be implemented without skilled instructors, facilitators, and support personnel, reinforced by a pool of inspirational mentors. As a result, the policy will need to design a curriculum that accommodates not just the varying ages and backgrounds of its students, but also the wide range of locations throughout which they study. Future generations of tech-savvy educators will play a

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crucial role as role models for their pupils, educating them and inspiring them to embrace new technologies.

**Management:** The goal of NEP 2020 is to help students become more prepared for the difficulties of adulthood by enhancing not just their cognitive abilities, such as their ability to think critically and solve problems using complex algorithms, but also their life skills. Changes in pedagogy and curricula are only some of the things that NEP calls for in the name of education. As a result, the effective implementation of the policy requires the development of novel approaches.

**Inter- disciplinary Higher Education:** The freedom to focus on areas of interest is only one of many benefits that will accrue from an interdisciplinary approach to education. Indian colleges have become more segregated over the years, and its faculty members have always been passionately protective of the territory associated with their particular areas of expertise. The new regulation necessitates a shift in this ingrained culture, with limited exceptions. It is not simple to execute an interdisciplinary model of higher education since it requires faculty members to not only be topic experts but also to draw from other fields. The system will only work if there is a radical transformation in culture during the next decade.

**Learning or certificate/degree:** There is still debate over the worth of certificates and degrees despite efforts to make the higher education model more flexible via the idea of numerous exits in an effort to lower the dropout rate. The Indian mind strongly links education with professional success. Therefore, the old belief that a degree is necessary to get a good job must be eliminated before the new system can be put into place. This is a harmful worldview because it discounts and discourages people from developing their other natural abilities.

**Digital connectivity:** We want internet penetration in distant places because e-learning is the way ahead, as observed during the epidemic. This will be accomplished through the use of various forms of digital infrastructure, such as virtual classrooms, online teaching models driven by experts, augmented and virtual reality technologies to make up for deficiencies in traditional classroom and laboratory facilities, standardized testing across all educational institutions, career guidance services, and in-depth professional development programs for educators. This will be a serious problem for the foreseeable future.

**Re-thinking assessment:** Examination boards will need to reevaluate the criteria they use to evaluate pupils and determine what constitutes relevant subject for assessment. The corresponding adjustments to textbooks are required.

**Curriculum and Content:** The NEP intends to implement a change from the current 10+2 framework to a 5+3+3+4 structure, with ECE included in the latter. The NEP 2020 also emphasizes streamlining the curriculum to allow room for critical thinking. It is important to reorganize all areas of teaching and learning in order to achieve these objectives. One of the obstacles to a smooth transition is adapting curricula to fit the National Curriculum Framework. Teachers should also evaluate the learning content rubric and make any adjustments to course materials.

**Examination Structure:** The NEP prefers formative to summative evaluation of student progress. Changing the evaluation method will help in keeping tabs on student progress over time. But for continuous assessment to work, classrooms and educators will need to try new forms of assessment. These strategies call for the incorporation of technology and students' and instructors' participation.

**Suggestion for NEP 2020: -**

- The Anganwadi should become a Kids Zone where children may learn about sports. It is essential that children have access to competent training in order to develop a strong character in this area.

- To facilitate the child's all-around growth at this time, it is important that they get an education via moral tales. Education on alternatives to using bags should begin now.
- Additionally, the notion of employment education can only come to fruition if evaluations are based on both textbook material and local arts promotion, cultural preservation, and small cottage enterprises.
- Providing children with internships in different parts of the nation via vocational training and entrepreneurship will help them become more familiar with the world around them.
- Strong political will and basic infrastructure are needed to put into action all the statements.
- To enhance education, universities must be made independent.
- To diversify the revised curriculum and encourage global innovation, the 200 best colleges should be allowed complete academic, administrative, and financial autonomy.
- The National Research Foundation must be set up for rapid track communications if the new strategy is to be effective in promoting research.
- More than 50,000 PhDs should be awarded from India's best universities each year to boost the country's capacity for innovation and specialized expertise.
- Both the federal government and individual states should provide incentive packages to schools in an effort to boost the Gross Enrollment Ratio.
- In the new policy, the environment, sports, culture, and R&D are prioritized. The necessary infrastructure to handle these demands is not in place. The government should thus set up a loan programme to provide institutions with substantial funding for the next twenty to thirty years.

**Conclusion:**

India's National Education Policy 2020 (NEP) marks a fundamental shift in the country's educational environment, seeking to solve different difficulties and bring in revolutionary improvements. The policy acknowledges the significance of adjusting to changing social requirements and educating students for a dynamic global environment. The goal of NEP 2020 is to create a comprehensive and interdisciplinary system of education that helps students grow in all aspects of their being, not only academically but also socially, emotionally, and physically. It emphasizes flexibility, enabling students to pick their pathways and exit points, lowering the weight of tests, and fostering critical thinking. However, the effective implementation of NEP 2020 faces significant hurdles. To boost the success of NEP 2020, it is vital to invest in teacher training, infrastructure, and digital connection, as well as foster multidisciplinary education, research, and innovation.

**\*Research Scholar  
Biyani Girls B.Ed. College  
Jaipur (Raj.)**

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