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 [ijirset@gmail.com](mailto:ijirset@gmail.com)

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# Impact Assessment of Research and Innovation Initiatives within the Framework of India's National Education Policy (NEP) 2020

Mrs. Parveen Saini

Associate Professor in Zoology, Dr. BR Ambedkar Govt. College, Sri Ganganagar, Rajasthan, India

**ABSTRACT:** As India moves towards becoming a knowledge economy, the higher education system is being re-energized to provide hands-on learning experience to students, keeping in view the requirements of the fourth industrial revolution. One of the fundamental principles guiding the development of our education system as per NEP 2020 is the fostering of 'outstanding research as a corequisite for outstanding education and development'. NEP 2020 envisions the development of active research communities across disciplines as well as encouraging Research-intensive Universities (Para 10.3) through institutional restructuring and resource efficiency. NEP 2020 also supports the nurturance of research and innovation through the setting up of incubation centres, greater industry-academia linkages, and interdisciplinary research

**KEYWORDS-**assessment, research, innovation, framework, NEP

## I. INTRODUCTION

The long awaited structural reforms in the Indian education system have been finally approved and introduced by the government in the form of National Education policy 2020 (NEP 2020). This monumental, ambitious and futuristic education policy aims to revamp the dwindling education system of India. The great Greek philosopher Heraclitus (500 BCE) has rightly said that only change is constant (Graham, 2019). Therefore in this dynamic world, which is continuously evolving in terms of technology, sociology, ecology, and economy, the educational evolution and transformation becomes imperative. The revised NEP 2020, which replaced the outdated NEP 1986, has given a clear road map to address contemporary issues in education sector. The new comprehensive and holistic framework of NEP 2020 is a full package of major reforms which includes restructuring of school education system, multidisciplinary education, digitalized pedagogy, flexible undergraduate courses, equity and inclusion, training and development of competent faculty, and quality innovation and research (NEP 2020). Such restructuring and transformational changes aim to turn the rigid outmoded education system to flexible and progressive system of education. According to Quacquarelli Symonds (QS) world university ranking 2020, not even a single Indian university managed to place itself in the top 100 global universities. This needs immediate attention since universities represent the quality of teaching and research and are backbone of developing nations (QS World University & Business School Rankings, 2020). [1,2,3] NEP 2020 defines university as "a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement". Thus research is very integral part of a university and therefore this paper aims to explore the research initiatives as proposed in NEP 2020. It is believed that quality of research determines the quality of teaching and learning in an institution, which reflects in the development of nation as a whole. Thus research is not only limited to academia but has a high quotient of application to address the problems of society and industry. Further, in present knowledge dominated era, industry-university collaboration is also of paramount importance to encourage the long due pragmatic research oriented innovations. The significance of knowledge economy is no longer concealed as a key to economic development (Cloete, Bailey & Maassen, 2011; Gurukkal, 2017; Patel, 2017) and therefore this needs attention of the researchers. Various scholars have advocated that partnerships and collaborations among different society stakeholders are a way to achieve societal well being (Bhattacharya, Deb, Nair, Shukla & Yadav, 2017; Centre for International Mobility CIMO & University of Tampere, 2015; Gurukkal, 2017; Sheel & Vohra, 2014) which ultimately reflects in growth of a nation since society is a sub-set of nation. However, the lack of research credibility and transparency along with insufficient research infrastructure and funding hinders the growth of a nation and this calls for immediate attention (Bhattacharya et al., 2017; Gurukkal, 2017; Tilak, 2019; Varughese, 2017). [5,7,8] To address such issues, NEP 2020 has proposed the establishment of National Research Foundation (NRF) which aims to support and encourage quality and credible research. Thus there arises a need to understand the present state of Indian research, the benefits of robust research to nation, and challenges and loopholes embedded in the Indian research set up. To present such elaborative and critical insights of academic research, thorough analysis of NEP 2020 and extensive review of literature has been done which

resulted in identification of four major themes i.e. academia-industry research collaboration; contribution of research to promote alliance between academia and industry. This will make the academic researchers aware about the emergent issues in the industry and thus their findings would be more practical and useful to industry and policy makers. Therefore the higher education institutions are expected to encourage quality research and innovation by establishing significant linkages between industry and universities (NEP 2020). The literature suggests that various governments have supported such significant partnerships to foster innovations across nations (Rast, Khabiri & Senin, 2012). For example the Malaysian government launched the Malaysian Technology Development Corporation (MTDC) which encouraged research and innovation via university-industry liaisons (Rasiah & Govindaraju, 2009). The government has also undertaken transformation task for various Malaysian universities that aims to transform them, from mere research transmitting universities to the ones that contribute towards development and revenue generation via active university-industry collaboration (Yaakub et al., 2011). Knowledge Transfer Program (KTP) is another initiative of Ministry of Education of Malaysian government that encourages university faculty to collaborate with industry managers and promotes sharing of knowledge, innovative ideas and research findings among them (Salleh & Omar, 2013). This new alliance of academia and industry has also been the foundation of research and development in OECD (Organization for Economic Co-operation and Development) countries (Geisler and Rubenstein, 1989; Etzkowitz, 1998). For instance the Business-Higher Education Forum in USA extends membership to Fortune 500 CEOs along with college and university presidents and it aims to encourage innovation via strategic partnership between business and higher education (Business-Higher Education Forum, 2001). On similar lines, University of Warwick in England has also been involved in collaborative research projects with industry since its inception (Barnes, Pashby, & Gibbons, 2002). Thus learning from these world class examples of academia-industry research integration and collaboration can help India in developing high impact research as recommended in National Education Policy, 2020.[9,10,11]

## II. DISCUSSION

### About National Education Policy (NEP) 2020

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The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy.

The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

#### Salient features of the NEP 2020

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#### School Education

##### Ensuring Universal Access at all levels of school education

NEP 2020 emphasizes on ensuring universal access to school education at all levels- pre school to secondary. Infrastructure support, innovative education centres to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3,5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020.

##### Early Childhood Care & Education with new Curricular and Pedagogical Structure

With emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.

NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 . ECCE will be delivered through a significantly expanded and strengthened system of institutions including Anganwadis and pre-schools that will have teachers and Anganwadi



workers trained in the ECCE pedagogy and curriculum. The planning and implementation of ECCE will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.[12,13,15]

#### Attaining Foundational Literacy and Numeracy

Recognizing Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning, NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by MHRD. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025. A National Book Promotion Policy is to be formulated.

#### Reforms in school curricula and pedagogy

The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. Students will have increased flexibility and choice of subjects. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams. Vocational education will start in schools from the 6th grade, and will include internships.

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be developed by the NCERT.[17,18,19]

#### Multilingualism and the power of language

The policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula. Other classical languages and literatures of India also to be available as options. No language will be imposed on any student. Students to participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative. Several foreign languages will also be offered at the secondary level. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.

#### Assessment Reforms

NEP 2020 envisages a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.

#### Equitable and Inclusive Education

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities and disabilities. This includes setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education, with support of educators with cross disability training, resource centres, accommodations, assistive devices, appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/district will be encouraged to establish "Bal Bhavans" as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras

#### Robust Teacher Recruitment and Career Path

Teachers will be recruited through robust, transparent processes. Promotions will be merit-based, with a mechanism for multi-source periodic performance appraisals and available progression paths to become educational administrators or teacher educators. A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2020, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.

#### School Governance

Schools can be organized into complexes or clusters which will be the basic unit of governance and ensure availability of all resources including infrastructure, academic libraries and a strong professional teacher community.

#### Standard-setting and Accreditation for School Education

NEP 2020 envisages clear, separate systems for policy making, regulation, operations and academic matters. States/UTs will set up independent State School Standards Authority (SSSA). Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.

## Higher Education

### Increase GER to 50 % by 2035

NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.[20,21,22]

### Holistic Multidisciplinary Education

The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.

An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.

Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

### Regulation

Higher Education Commission of India(HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. HECI to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council( NAC) for accreditation. HECI will function through faceless intervention through technology, & will have powers to penalise HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

### Rationalised Institutional Architecture

Higher education institutions will be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from Research-intensive Universities to Teaching-intensive Universities and Autonomous degree-granting Colleges.

Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

### Motivated, Energized, and Capable Faculty

NEP makes recommendations for motivating, energizing, and building capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy, incentivising excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable

### Teacher Education[23,25]

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2020, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

### Mentoring Mission

A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

### Financial support for students

Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

### Open and Distance Learning

This will be expanded to play a significant role in increasing GER. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest quality in-class programmes.

### Online Education and Digital Education:

A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

#### Technology in education

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management

#### Promotion of Indian languages

To ensure the preservation, growth, and vibrancy of all Indian languages, NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes .

Internationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked Universities to open campuses in our country.

#### Professional Education

All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities etc will aim to become multi-disciplinary institutions.

#### Adult Education

Policy aims to achieve 100% youth and adult literacy.

#### Financing Education

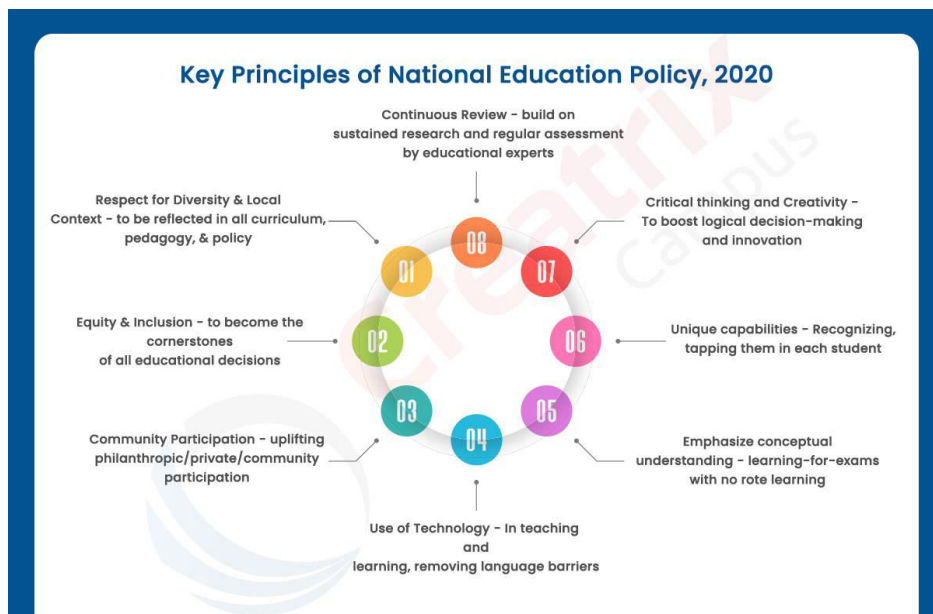
The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

#### Outcomes of NEP 2020

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- Universalization from ECCE to Secondary Education by 2030, aligning with SDG 4
- Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
- 100% GER in Pre-School to Secondary Level by 2030
- Bring Back 2 Cr Out of School Children
- Teachers to be prepared for assessment reforms by 2020
- Inclusive & Equitable Education System by 2030
- Board Exams to test core concepts and application of knowledge
- Every Child will come out of School adept in at least one Skill
- Common Standards of Learning in Public & Private Schools

### III. RESULTS



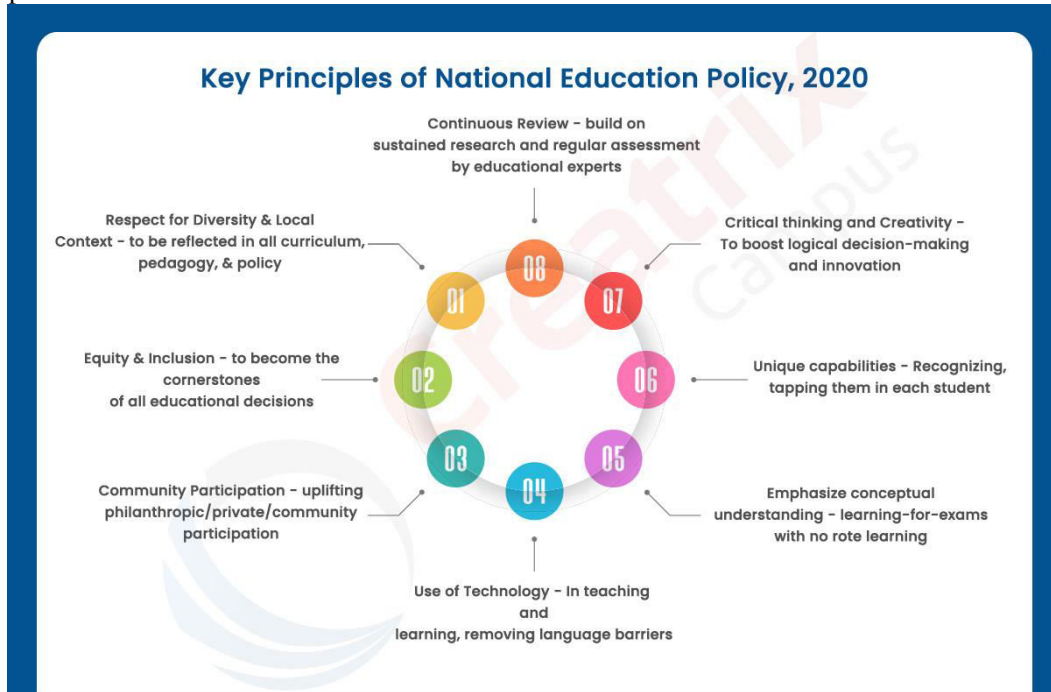
The much speculated and much-awaited The National Education Policy 2020 (NEP) has finally been approved by the Union Cabinet on May 29, 2020. It is a major overhaul with some massive amendments and reforms in schools and higher education than its previous one in the year 1986.

This revival after a gap of 34 years is much needed. With time and advancement, there has to be a transformation in all sectors and education is no exception. Creating a fresh, diversified, inclusive, and advanced educational vision was, therefore, necessary and urgent. [26]

Union Minister Prakash Javadekar in his address in the press conference affirms that "Union Cabinet chaired by Prime Minister Narendra Modi has approved the new education policy for the 21st century. It is important as for 34 years there were no changes in the education policy. I am confident that this will be welcomed by the entire society and nation as well as the world's educators."

The key points from the National Education Policy NEP as shared by the Secretary of Higher Education and Secretary of School Education will have futuristic implications for the students of India and the nation as a whole. Let us see the key takeaways of the NEP, how it is different from the current system, look into how it is going to impact the students, its benefits, shortcomings, and the way forward.

## Key Principles of NEP



## Key Takeaways

1. Highlighting the National mission on education which is to focus on basic literacy and basic numeracy
2. The major reformations in pedagogical structure will not have any rigid separation between streams
3. The separations between vocational, academic, curricular, and extra-curricular studies will be expelled
4. Board exams will test the knowledge acquired instead of rote learning

## Higher Education

1. NEP's main target concerning higher education is to hit the target of a 50% gross enrollment ratio by 2035 with provision for multiple entry/exit.
2. In cases during multiple entries and exits, certificates would be given after the first year, for diploma, it's after the second year, and for the degree, it's after three-four years.
3. Discontinuation of MPhil courses
4. Only one regulator authority for HE in the country with separate verticals for approval and finance. The regulator will work on the 'Online Self Disclosure Based Transparent System'.
5. All HEI, other than Law and medical colleges will be run by the same authorities. Shared rules for both private and public higher educational institutions.
6. A four-year degree program can then do an MA and then a Ph.D. directly without an MPhil.

## How is it different from the current system

The NEP 2020 breaks away from its predecessors in many ways. Unlike its predecessor, the 2020 NEP is built on ground pillars including access, equity, quality, affordability, and accountability. Its amendments aim to look realistic and towards the fast pacing future.





The big changes in board exams, new curriculum structure, coding lessons, regulation, holistic multidisciplinary education, Early Childhood Care & Education with new Curricular and Pedagogical Structure, Multilingualism, Assessment Reforms, Online Education and Digital Education is new from the existing policy.

All these initiatives layout the clear-sighted vision of NEP, with no social group being left behind and making the Indian education system a global destination.

How is it going to impact the students?

A boost in the GER ratio with universal access to education

We all are aware that higher education in India has reached an accent point. Despite many policy measures, many students continue to be out of the education system.

As per the news quoted in Financial Express, in India, we have around 3.74 crore students enrolled in 51,649 institutions with a GER of 26.3. The MHRD 2018-2019 report states that 91 lakh students graduate per year, which is officially the largest education system in the world.

The major impact of NEP 2020 would be to provide increased access, equity, and quality, all in a single row. With the universalization of school education from preschool to the secondary level, there would nearly be two crore children brought back to school, showing 100% of increased GER [gross enrolment ratio] by the year 2030.[24,25,26]

Reformed pedagogy and curriculum

The standard 10+2 system is now divided into 5+3+3+4 format. NEP's this move exposes students to multilevel, play-, activity-, and interactive-based classroom learning with more exposure to experiential learning and critical thinking.

Improved quality in learning

There is going to be an improved quality in the learning of multidisciplinary colleges including vacation and general education. Research would improve due to the formation of the National Research Foundation (NRF) which focuses on building a strong research culture across higher education.

Inclusive efforts for building equity

NEP 2020 has the gender inclusion fund for improving equity for the disadvantaged regions in our country. The policy is going to be a great aid for SC [scheduled caste], ST [scheduled tribe], and other disadvantaged sections. Thanks to the Special Education Zones setup for the backward regions. With Balika Vidhyalayas and tribal welfare pre schools and, there's going to be a lot of out-of-school girl children and those never enrolled in the mainstream.

Multiple entry and exit System

There is greater flexibility associated with this academic bank of credits framework, which allows the higher education sector to give multiple entries and exit options for students. Hence students can opt sabbatical and then rejoin after some time, without missing their credits.

Progress in Digital Learning

The ramp-up in digital learning by the National Education Technology Forum NETF with e-courses will help students and the institution ready with complete preparedness even in the times of COVID. Students would experience a newer level of teaching with online courses, blended learning, and digital repositories.

They get more collaborative and prepped up for the future.

Education via local language

Children adapt to learning a new language quickly between 2-8 years, hence the multilingualism reform in NEP 2020 is certain to cultivate their cognitive benefits even at the Foundational Stage.

Real-world experience for students

This new policy gives students increased flexibility and choice of subjects to learn across the arts, humanities, sciences, sports, and vocational subjects. The departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, etc from Grade 6 will allow students to master a new skill, trade, or even a business.

They get better exposure to working along with an architect, a designer, an entrepreneur, maybe even an astronaut.

Innovative Pedagogy

Children will ultimately fall in love with the innovative pedagogical learning that transforms the teaching/learning process. What more would they need other than experiential learning, integrated pedagogy, peer tutoring, equal weightage, bagless days, and the textbooks with local content and flavor

Benefits of NEP 2020

- Universalization of Access – from ECCE to Secondary
- Students acquire more practical knowledge than the mere rote learning
- The student will have increased flexibility in the choice of subjects to study
- Reduction of curriculum content and to promote essential learning and critical thinking
- Students nurture a scientific temper even during young age
- With rich and quality education, by the time students complete their higher secondary education, they will become at par with the global standards
- More global exposure with foreign colleges being set up in our home country
- India to attract more foreign students for education
- Added importance is given to practical assignments and skill development
- Exposure to music, arts, and literature to students
- Students gain greater exposure to vocational skills and Coding being taught from Class 6
- The way for a new wave of learning with critical thinking along with discovery, discussions, and analysis
- A specific and action-oriented policy that is outcomes-driven
- Emphasizes quality in higher education
- Stresses on research and funding to private institutions
- Improved Quality and achievement of learning outcomes – Foundational Literacy & Numeracy (FLN)
- Focus on 21st-century skills in teaching, learning, and assessment
- Students overcome the language barrier in learning

The shortcomings of NEP 2020

To many, the NEP reform is considered as a boon to our entire gamut of education. To the other few, it carries some challenges visible in it. Here are some;

1. The Policy talks about exits for children to drop out and re-enroll and at the same time initiates the Right To Education till class 12. The better way would be by removing the 'exits' as a normal way-out and making education a compulsory venture for students below 18.
2. Leave alone the digital aid, most children are not provided access to basic education. How would these children, without basic aid suppose to study from 'digital open schools' on computers?
3. Nothing is mentioned about how the digitalization of classrooms is going to take place.
4. Talking about the quality of education taught in schools, NEP has drafted out elaborate plans for shaping new teachers through Continuous Development Program (CDP), what would happen to the older teachers and their capacity building? Any mention?

5. No reference to sports and other physical activities including dance, karate, and yoga as a significant part of academics.

The way forward - NEP 2020

Come what may, the New National Education Policy NEP promotes a participatory, holistic, and inclusive approach into education. The policy released is the result of field experiences, factual research, feedback from stakeholders, and lessons learned from best practices. Its progressive march is a shift to a more scientific approach to education.

The authorized structure without a doubt caters to the cognitive development of the child, gives them social and physical awareness. If implemented with the same inspiration, the new structure can make India become one of the leading countries in the world and make our children and youth realize potential and contribute to national development. [22,23]

#### IV. CONCLUSIONS

The NEP's dreams, vision, and goals are big. As a higher education institute, how are you going to transform your higher education institution in NEP's route? How are you going to accommodate these revolutionary changes in your higher education institutions to become one of India's global knowledge superpower?

The curriculum, learning outcomes, competencies, has a long way to go. Inculcating your students with 21st-century skills in teaching, learning, and AI-based assessments and integration of technology for innovative pedagogy is possible with Creatrix Campus end-to-end higher education software.[25]

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