National Education Policy 2020: A Systematic Review of Educational Reforms and Implementation Issues

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Abstract—**The National Education Policy (NEP) 2020 is a significant reform project that aims to change India's educational system in order to solve current national and international issues. In order to analyze NEP 2020's vision, goals, and implementation framework, this paper conducts a comprehensive analysis of the literature by examining academic publications, policy documents, and research projects. The evaluation emphasizes how NEP 2020 integrates Indian Knowledge Systems, learner-centered pedagogy, skill-based and vocational education, holistic and transdisciplinary education, and substantial use of digital technology in teaching and learning. Important structural reforms are also covered, including the Academic Bank of Credits, various entry and exit choices in higher education, flexible curriculum frameworks, and modifications to assessment and evaluation systems.**

According to the literature, NEP 2020 has the ability to promote creativity, critical thinking, and lifelong learning while enhancing access, equity, and quality in education. However, a number of implementation-related issues are noted, such as infrastructure constraints, the digital divide, faculty readiness, curriculum change, and stakeholder cooperation. The study comes to the conclusion that although NEP 2020 offers a progressive and forward-thinking roadmap for educational transformation, its long-term objectives can only be met through efficient planning, capacity building, sufficient resource allocation, and ongoing cooperation between legislators, educational institutions, and educators.

Index Terms—**National Education Policy 2020, Higher Education, Indian Knowledge Systems, Academic Bank of Credits, Digital Education**

I. INTRODUCTION:

Education plays a pivotal role in national development by fostering human capital, innovation, social equity, and economic growth. In response to changing global dynamics, technological advancements, and the demand for a skilled workforce, the Government of India introduced the National Education Policy (NEP) 2020, replacing the earlier policies of 1968 and 1986. NEP 2020 envisions a comprehensive transformation of the Indian education system, from early childhood education to higher education and vocational training. This review paper aims to critically analyze the existing literature on NEP 2020 to understand its core principles, reforms, opportunities, and challenges, with particular emphasis on higher education and systemic implementation issues.

Major Reforms under NEP 2020

- Holistic and Multidisciplinary Education: Several studies emphasize the shift from rigid disciplinary boundaries to multidisciplinary and holistic education. NEP 2020 encourages institutions to offer flexible combinations of subjects across sciences, humanities, arts, and vocational domains, thereby promoting intellectual curiosity, creativity, and problem-solving skills.

- Integration of Indian Knowledge Systems (IKS): The integration of Indian Knowledge Systems is a distinctive feature of NEP 2020. Literature highlights the potential of IKS in preserving India's intellectual heritage while promoting culturally rooted and contextually relevant education. However, effective integration requires curriculum redesign, faculty training, interdisciplinary collaboration, and academic rigor.

- Digital and Technology-Enabled Education: The policy places strong emphasis on digital education, online learning platforms, and technology-enabled pedagogy. Studies note that NEP 2020 gained increased relevance during the COVID-19 pandemic. At the same time, concerns regarding the digital divide, infrastructure gaps, and unequal access remain prominent.

- Academic Bank of Credits and Flexibility: The Academic Bank of Credits (ABC) and multiple entry–exit options are viewed as student-centric reforms that enhance flexibility, mobility, and inclusivity in higher education. Literature suggests that these mechanisms can particularly benefit students from disadvantaged backgrounds, provided institutional readiness and regulatory clarity are ensured.

II. LITERATURE REVIEW

1. Mandavkar, P. (2023). The National Education Policy (NEP) 2020 aims to foster holistic development by integrating Indian Knowledge Systems (IKS) like Ayurveda, Yoga, Vedas, and traditional arts and crafts into the education curriculum. Incorporating IKS can preserve India's intellectual heritage while cultivating an inclusive, culturally grounded approach to learning. However, effective integration requires a systematic approach involving curricular interventions such as introducing foundational IKS courses, integrating IKS perspectives across disciplines, promoting research and innovation, providing experiential learning, collaborating with knowledge holders, and building faculty capacity. Key challenges include curriculum development, teacher training, addressing biases, balancing tradition and modernity, ensuring inclusivity, maintaining academic rigor, and interdisciplinary collaboration. Strategies for successful IKS integration include comprehensive curriculum design, robust teacher training, collaborative research, developing engaging teaching-learning materials, establishing IKS centers of excellence, leveraging technology, promoting awareness, fostering interdisciplinary partnerships, ensuring inclusive implementation, and continuous evaluation and refinement. Overcoming these challenges through a well-planned, collaborative approach can empower learners with holistic knowledge, cultural identity, and relevant skills for the 21st century.

The integration of the Indian Knowledge System into the education system, as envisioned by the National Education Policy 2020, holds immense potential for the holistic development of individuals and the nation. By preserving and revitalizing this rich heritage, promoting an interdisciplinary approach, and fostering critical thinking and problem-solving skills, the IKS integrated education can contribute to the empowerment and transformation of the country. However, the successful implementation of this integration will require a comprehensive and collaborative approach that addresses the challenges and considerations outlined, while constantly adapting to the evolving needs of the modern world.

Mandavkar, P. (2023). Indian Knowledge System (IKS). Available at SSRN 4589986.

2. Singh, N., & Srivastava, N. (2022) Futuristic Education is technology driven as we have seen the pandemic situation and the terror of being completely locked again and again. The pandemic has changed the education system overnight from offline teaching to online teaching and the technological driven education system has come up with different constraint. The National Education Policy 2020 (NEP 2020), is a widespread framework for elementary education to higher education as well as vocational training in urban and rural India. The policy aims to renovate India's education structure by 2021the policy proposes several measures for promoting digital learning and enhancing infrastructure requirements. The NEP 2020 emphasizes on the advantages of technology and making the youth ready for the future to face all kinds of challenges. India being a country with socio-economic dimension and regional diversity and for proper implementation of policy, emphasis should be done on the reachability of online teaching and training to all for the betterment of society and knowledge enhancement. Present study emphasizes on the different roadblocks which are there in the way of online teaching and learning.

Singh, N., & Srivastava, N. (2022). Encumbrances in Digitization of Education: A Schema of NEP. Management Journal for Advanced Research, 2, 5-9.

3. Kumawat, H., & Sharma, M. (2021) well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently Government of India announced its new Education policy which is based

on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation towards achieving its objectives.

Kumawat, H., & Sharma, M. (2021). Study Of the Indian National Education Policy 2020 Towards Achieving Its Objectives. Ilkogretim Online, 20(2).

4. Kumar, A. (2021) The National Education Policy 2020 (NEP 2020) is formulated to revamp education system and lay down road map for new India. It was approved Indian cabinet on 29th July 2020. This paper is a maiden attempt to highlight NEP 20020 and study India 2.0 vision towards overall transformation education system to meet the challenges of 21st Century. This study is based on secondary data and exploratory in nature. Findings are based on a systematic review of existing literature. It was found that one of the main objectives of NEP 2020 is to increase student's enrollment in all educational institutions such as elementary school, professional and higher education by 2030. To achieve that it has suggested progressive reform in the existing education and governance systems. This study is preliminary review of policy document and it can be taken as base for future research with empirical data to study the impact of NEP after its implementation. NEP 2020 is expected to give big leap to higher education in India. The vision is to create India 2.0 for 21st century which is bound to take leadership role at global arena. NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. If implemented properly; then it has got everything to make India global hub in education by 2030.

Kumar, A. (2021). New education policy (NEP) 2020: A roadmap for India 2.0. University of South Florida (USF) M3 Publishing, 3(2021), 36.

5. Dr. Somali Kumre (2023) One of the primary human life processes is education. In a biological sense, life depends on these essential important activities. Decent living is dependent on education. Without it, the person would not be able to live a meaningful life and would not be necessary to others. People get respect and acclaim with their educational background. The achievement of one's full potential, the creation of a fair and just society, and the promotion of national growth are all impacted by it, making it crucial for both social and personal lives. Indian leadership on the international arena in terms of social justice economic development, equality, and national cohesion is due to the country's ongoing rise in offering global access to better education quality. The "National Education Policy" (NEP), 2020 is GOI's first education policy for the 21st century. It intends to meet the nation's many, expanding growth imperatives. NEP 2020 is a comprehensive framework in at transforming the education system in India, with the objective of addressing the evolving needs and challenges of the countries educational landscape the policy encompasses various reforms and initiatives that aim to promote holistic development equitable access quality education and a learner centric approach and visions a shift towards a more inclusive and flexible education system that focuses on skill building, critical thinking and creativity also emphasizes the integration of technology the promotion of multi discipline learning and the nursing of an environment that posters innovation and research, following paper is a an small attempt to analyze that National Education Policy 2020 is, from point of view of opportunities and challenges the authorities might face in its implementation.

Dr. S. K. (2023). NEP 2020 - Opportunities and Challenges. International Journal for Multidisciplinary Research, 5(3).

6. The education system relies on the policies drafted by the govt. To strengthen the base of curricula and to develop a scientific temper, the Indian govt. has drafted policies from time to time. Before NEP 2020, the Indian govt. has drafted two national education policies. This is the third education policy that came after a long period. Early childhood education has been integrated into regular school

for the first time under the new policy. With increased use and deployment of current technologies, skill-based learning is being prioritized. From a global perspective, the NEP 2020 aims to bring much-needed revolutionary changes to the Indian education sector. The NEP, 2020 envisions the holistic development of the education system.

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

7. Kumari, S. (2020) The National Education Policy 2020(NEP 2020), which was approved by the Union Cabinet of India on 29th July 2020. Outline the vision of India`s new education system. The policy is a comprehensive frame work for elementary Education to higher education as well as vocational training in both rural and urban India. The policy aims to transfer India`s education system by 2030. The Teacher will require training in high quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and university all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B. Ed, M. Ed, Ph.D degree in education. By 2020, the minimum degree qualification for teacher will be teacher a range of knowledge and pedagogy and includes strong practicum learning in the form of student teaching at local school. By 2021, a New and Comprehensive National Curriculums Work for Teacher Education NCFTE 2021, will consultation with NCERT based on the principle of the national education policy 2020. The policy aims to ensure that all students at all levels of school education are taught by passionate motivated, highly qualified, professionally trained and well-equipped teachers Finally, the Teacher Education on system, stringent action will be taken against substandard stand-alone Teacher Education institutions running in the country including shutting them down if required as per NEP.

Kumari, S. (2020). NEP 2020 challenges to teachers' education. International Journal of Applied Research, 6(10), 420-424.

8. The National Education Policy (NEP) 2020, approved by the Government of India on 29 July 2020 is the third policy introduced in the higher education system since independence and reflects the vision of the new Indian higher education system. NEP will transform the education sector in the country as it focuses on making education accessible, equitable and inclusive for all learners. This article focuses on NEP 2020 and its important changes in higher education that prepare future generations to thrive and compete globally in the new digital age. This manuscript emphasizes the essential principles and key elements of the NEP.

https://www.education.gov.in/nep/about-nep#:~:text=National%20Education%20Policy%2C%202020&text=The%20Policy%20aims%20and%20aspires,beyond%20for%20all%20by%202025.

9. Aithal, S. (2020). To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The National Education Policy (NEP) 2020 recommends major changes in the Teacher Education scenario. The recommendation on teacher education is given in chapter- 15 of the NEP-2020 under Part II which details the policy changes in Higher Education. It has divided into eleven sub points. The main objectives of NEP are to "ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers" (NEP2020 -Page 42: 15.5). While analyzing the NEP 2020 more deeply, it is a curious combination of opportunities and at the same time challenges for Teacher education scenario. The present Paper tries to analyze National Education Policy 2020 with regard to the paradigm shifts in terms of Opportunities and Challenges in Teacher Education Sector.

Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. International Journal of Management, Technology, and Social Sciences (IJMTS), 5(2), 19-41.

10.   (2024, M. mohan raj, Sohna) It is a well-known fact that a well-defined, visionary and futuristic education policy is essential for any country, because education is a key factor of economic and social progress. Different countries have adopted a different education system considering their traditions and cultures. Recently, the Government of India announced the New Education Policy 2020 (NEP2020), which aims to transform our country into a sustainable, fair and vibrant information society by providing quality education to all. This is a welcome step which will bring a paradigm shift in the Indian education system and make it modern, progressive and fair. Based on the NEP 2020, this conceptual research paper focuses on Higher Education (HE). The authors of the article intend to discuss the background and genesis; highlights the vision, focus areas and guiding principles; and be sure to bring the characteristics, areas of influence and opportunities of to the interest groups as well. Finally, they emphasize planned, systematic and careful implementation of policies.

https://www.researchgate.net/publication/360347789_National_Education_Policy_2020_and_Online_and_Digital_Education_-_A_Brief_Review

11.   (2021 January Nancy Thakur1, Deepika Bajwan2, Jithin Thomas Parel3) National Educational policy 2020 plays an important role in reforming the earlier old-fashioned education system in comprehensive way. NEP2020 based on the concepts of quality, autonomy, liability, fairness, economical, holistic, multidisciplinary approach. Because of this it will bring new changes in the employment and educational scenario in all over the country. Well, no policy bears any fruit if that isn't implemented in an appropriate way. Anyways, this proposal seems to be well thought and genuine attempt to remodel Indian Educational system. As this policy highlights the integration of professional education is important part of higher education.

Thakur, Nancy & Bajwan, Deepika & Thomas Parel, Jithin. (2021). A Review of National Educational Policy 2020 and Professional Education. 2455-6211.

12.   (Dec 2023, Kandi kamla) By 2030, one large multidisciplinary college in every district this was a headline that one could not miss when the National Education Policy 2020 was announced. The headline encapsulates the bold reforms that will be implemented in the Indian higher education system. The study focuses on making education multidisciplinary is a significant step that will benefit the students, and one that will have far-reaching effects. The Government of India has done a tremendous job in creating an enabling ecosystem for offering multidisciplinary education to flourish and making a difference to students, who in turn will make an impact on the future of our country. The flexibility to choose subjects from sciences and humanities with the ability will also learn fine arts and sports which offers the students a wide range of subjects to choose without the restrictions they were faced earlier. With creative combination of subjects, cutting edge curriculum, flexible options, and multiple entry and exit options during the undergraduate course, students can explore their areas of interest and also choose careers of their choice. In addition, this kind of approach will foster intellectual curiosity, a critical thought process, self-reflection, leadership and teamwork skills, a sense of commitment, professionalism and a heightened sensitivity to one's socio-cultural environment. The introduction of multidisciplinary approaches in the field of humanities, the students would be empowered, augmenting the potentiality of human resources and this paves the way for accelerating the process of social, economic and environmental development and sustainability.

K. Kamala/Importance of Multidisciplinary Studies in Indian Higher Education/International Journal of Political Science 2023;9(1):25–30.

13.   India is celebrating its 73rd year of independence, with the goal of achieving 100 percent literacy or universal literacy in the country. It's important to consider the vision and goals that were set for independent India. The objective is for equality in the country, and hence in education. This demonstrates the need for India's educational system to be improved. In view of this, the new National Education Policy, chaired by eminent scientist Dr. K. Kasturirangan, went into effect during the Pandemic year. By delivering high

quality education to all, the National Education Policy directly contributes to the long-term transformation of our country into an equitable and thriving knowledge society. The new National Education Policy, which is a complete framework for elementary education to higher education as well as vocational training in both rural and urban India, was adopted by the Union Cabinet of India on July 29, 2020. The new strategy seeks to achieve universal education from pre-school to secondary school by 2030, with a 100% gross Enrolment Ratio (GER) in school education and a 50% GER in higher education by 2025. The education community faces numerous possibilities and obstacles in implementing NEP 2020. This paper, Impact of National Education Policy on Higher Education: Opportunities and Challenges, attempts to trace the history of India's educational system, review the NEP in relation to HE, analyze the impact of the NEP on teachers, and express the opportunities and challenges in implementing the NEP, as well as describe the road ahead to the NEP.

14. (May 2023, Students' learning outcomes are contingent upon the performance of their instructors, and teachers 'performance is impacted by several aspects related to their teaching profession. Since middle school is the time when a child learns, grows, and develops, elementary school instructors are quite important in shaping this student's character. Students in middle school will engage on experiential learning in the arts, social sciences, sciences, and humanities with NEP, 2020. This article does a systematic assessment of the literature in an effort to investigate how different aspects of elementary schoolteachers' careers affect their performance. The review covers research publications that were indexed in the WoS, Scopus, and Google Scholar databases were published between 2000 and 2023. Using the search terms "Teacher Performance" AND "Elementary," 251 research papers were found for the first phase of the study. To ensure the quality of the review, we disregarded press articles and papers written in languages other than English. We chose 52 research publications for this review by adhering to the2020 Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA) declaration after carefully evaluating each record in

light of the study's goal and scope. Five key elements were identified by the study as being connected to teachers' successful performance in the areas of principal leadership, work environment, teacher motivation, training and development, and school resources. These elements play a critical role in developing more dedicated and effective instructors who will have a greater influence on the learning outcomes of the pupils. This study also gives the impression that there are plenty of options to improve instructors' performance in the teaching profession. On the other hand, the research was confined to a small number of databases and a short time period, which may indicate areas for further investigation.

Debbarma, Daniel & Momin, Prof. (2024). Factors Influencing the Performance of Elementary School Teachers: a Systematic Review. 10.21203/rs.3.rs-4450710/v1.

15. (Nijil Jacob) Education is a nation's greatest asset. The higher education system has a substantial impact on the country's overall growth, which includes industrial, social, and economic development. A developed country is invariably an educated country. After the United States and China, India has the world's third-largest higher education system. Since its independence, India has made a tremendous development in the sphere of education. Although there have been many problems to India's higher education system, there have also been many possibilities to overcome these challenges and make higher education far better. Greater openness and accountability are required, as is the role of colleges and universities in the new millennium, and increasing scientific study on how individuals learn. India requires highly qualified and educated individuals to propel our economy ahead. The current objective of Indian higher educational institutions, such as colleges and universities, is to empower young people for self-reliance and financial independence by providing quality-based education in education, research, and other areas. This research paper discusses the major difficulties that India is now dealing with in higher education, as well as some government efforts to solve those issues through the New Educational Policy (NEP) 2020.

Jacob, N. New Educational Policy (Nep) 2020: A Roadmap to Knowledge Economy in India. Quality Enhancement of Institutions of Higher Learning: Transformational Role of Nep 2020, 20.

16. (Rabia Khan) Education is an important tool that imparts knowledge to enhance one's life. The process of education comprises various steps depending upon the standard of education. Improvement within the quality, efficiency, and equity of education, to a substantial extent, depends on the nexus of teaching and learning, which is successively influenced by the quality of education system in a country. Education, which plays a significant role in holding the ethics and culture of the society, has been taken into consideration by the government of India by introducing the NEP (new education policy) 2020. This paper mainly focuses on the New Education Policy 2020, which is indeed what India needed as we were following the previous pattern that is primarily related to mugging up of the books. The new policy so implemented on the whole is commendable and must be appreciated, the same has been explained in detail in this paper.

Khan, R., & Shazli, B. Study of New Education Policy of India 2020–A Descriptive Analysis. Quality Enhancement of Institutions of Higher Learning: Transformational Role of Nep 2020, 30.

17. (Kiran Viswanathan) Distance Education, Online Education, Open Universities, Virtual Classrooms, etc. are some of the terms that are being discussed a lot in the field of education today. Educational institutions were the first to be closed after the outbreak of the Covid-19 pandemic in India. NEP 2020 is intended to be implemented before this. This article discusses how Open and Distance learning is going to fulfil the aim of New Education Policy, 2020. The impact of Distance Education is going to be seen in the field of higher education. According to the new policy, there is a need to discuss whether the General Enrolment Ratio will be increased along with flexibility of study methods in the higher education sector. It should be understood that many people are reluctant to enrol in courses through Distance Education as there is still a lingering doubt whether Distance Education is considered at par with other regular courses. Open Universities provide learning opportunities for those who have stopped halfway through their studies regardless of age. This article also discusses its possibilities. The purpose of this article is to present the matter in brief based on the above points.

18. (Dr. Devika Sharma) The National Education Policy 2020 has delivered a masterstroke in policy reform. It can lead Indians into a new reality in which employment opportunities will be aplenty. It aims to deliver on equity and inclusion, while emphasizing on conceptual understanding over rote learning and a personalized learning experience in contrast to a one-size-fits-all approach. It will now be up to the educational ecosystem to support it through to actualization. The new technology may be acting as a stimulus for enhancing learning among young learners. Digital Initiative by Ministry of Human Resource development has further utilized technology in the most constructive ways and has revolutionized the Education system with advanced pedagogical methods and Information and communication technology. Digitization has made it possible to reach every nook and corner of the country and globally too with the use of technology and keep the pace of teaching-learning process going on. This paper explores how NEP 2020s potential can be materialized by technology which can make teaching learning process effective and innovative. It is the only tool which helped the young learners to remain normal, feel normal and behave normally during the lockdown and in combating the pandemic stress in their own way. This tool kept them connected and helped them to accept the new normal. It is not the technology that are responsible but the person or student himself. Willpower and self-control are the two things that most of the students of this generation lack. They don't know when to stop. This is the reason why they get distracted and instead of studying or using that time positively in something that would help them in their future or help them give a head start to their career, they end up wasting it. Ordinarily, training is one among the last enterprises to roll out broad improvement, clutching out of date strategies and practices. In this paper, the different pattern in modern education system framework is examined.

Sharma, d. Materializing nep 2020s potential: transforming education through technology. Quality enhancement of

institutions of higher learning: transformational role of nep 2020, 89.

19. Establishment and operation of academic bank of credits (abc) in higher education: Academic Bank of Credits is essentially a credit-based, and highly flexible, student-centric facility. A Registered HEI may fix its Course fee based on the number of credits of a course for which the student is enrolled. The HEI shall pay a fee for registration as an eligible institution under these Regulations, which shall be determined with the prior approval of the Central Government or the UGC, as the case may be.

Naveen, H. M. (2021). Establishment and Operation of Academic Bank of Credits (ABC) in Higher Education. International Journal of Engineering Applied Science and Technology, 6(5), 166-169.

20. Flexibility in new education policy (nep) 2020 and its significance for learner: Multiple Entry and Exit system through Academic Bank of Credit (ABC) is advantageous for learner from weak economic background, girls' students who marry early and students whose parent's job transfer periodically. New Board examination pattern can reduce the exam related stress of the students. It aims at carrying out the actual assessment of the students by employing Objective and Descriptive question type. In multilingualism system the importance of mother/home/local language is emphasized. Learning through mother tongue enables to build strong educational foundation for the child. It develops their communication skills and also becomes active participants in the learning process. Challenges in implementation and skepticism on the part of some stakeholders is seen however; the positive side should be expected. For further study on this area, problem and challenges on implementation of NEP 2020 may be undertaken.

Terang, A. (2022). Flexibility In New Education Policy (NEP) 2020 and its Significance for Learner. Towards Excellence, 14(3).

21. A Review cum Survey Based Analysis of Myths and Reality of Education in India The article was successful in gauging opinion of people sitting in education sectors regarding NEP, 2020 and was also able to spread awareness to a set of population as 101 participants were actively engaged in furnishing the survey. In first aspect the ministry needs to set review committee that will be headed by higher education Department officials. Almost academic schedules which have been disturbed due to Covid - 19 need to be addressed and officiating dignitaries have to be invited on one platform to work out on flaws of NEP,2020. So, this way, NEP has to work on grassroots level to understand the basic infrastructure prevailing in India being a developing country. We can't jump directly to decisions and implement new policy in days or years. It takes long time to establish particular trend in cultural traditional India.

22. New Education Policy (NEP) 2020: A Roadmap for India 2.0: The article reflects the higher education policy derived from the National education policy (NEP 2020) from the developing country's perspective by conceptually integrating the views of the policy document and from the other author's articles. The study explores the existing NEP and its importance for developing countries like ours. The country with the highest youth population in the world needs an education policy to up skill our youth trading. The balance among all stakeholders is the biggest challenge and its implementation needs constant effort and monitoring by regulatory bodies of higher education.

23. (Kishor Sayaji Mandale, 2023) The Academic Bank of Credits (ABC) is an innovative idea to promote higher education accessibility and success in the world today. It is a global, online database that stores academic credit records of students, enabling institutions to verify course and subject details and provide a more efficient and secure system for storing, tracking, and evaluating student credits. Overall, the Academic Bank of Credits (ABC) provides numerous benefits to students. It facilitates flexible study options, rewards students for taking additional courses and activities, and eliminates the need for students to apply for individual classes. As such, the ABC program is a welcome initiative that can help students pursue higher education.

Killedar, Sangram. (2023). Benefits of the Academic Bank of Credits (ABC) According to New Education Policy (NEP 2020).

24. Indian Knowledge has widely contributed to the field of medicine, art, literature, science and social sciences. The Indian Knowledge System (IKS) is a system introduced via the National Education Policy (NEP) 2020 as a part of the curriculum of higher education. The objective of reviving traditional knowledge is not only being emphasized on the national level but also internationally through United Nations Permanent Forum on Indigenous Issues in the 2019 session. This Forum is aimed at identifying and sharing successful practices and lessons learned in the advancement of indigenous people's rights, as well as formulating policy. During the colonial era, Britishers regarded the Indian education system as superstitious and this widely held belief is largely attributable to the faulty education system in India, which has undermined the teaching of ancient Indian knowledge and scientific accomplishments. University Grant Commission (UGC) has now noted the recommendation of the NEP 2020 and introduced a draft on Indian Knowledge System at the Undergraduate and Postgraduate levels.

25. (2023, sept. sandhya Tiwari) This research article is the outcome of a study conducted to critically analyze the credibility of the Indian Knowledge System (IKS) and indigenous resource inclusion at various levels of the teaching and learning process for inculcating socio-emotional intelligence. Socio-emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as understand and relate effectively to the emotions of others. This article begins with a discussion of the meaning of Socio-Emotional Intelligence (SEI) and the status of SEI skills among learners in India. It also discusses the various initiatives to inculcate Socio-emotional skills through education and the challenges in their implementation. After having presented the credibility component, the article presents an elaborate account of teaching SEI through references and select lines taken from the Indian Epicsi.e. the Ramayana and the Mahabharata and, select lines from the Bhaghvad Gita. Towards the end, the conclusion and findings are presented that are indicative of the future course of action and the high level of impact of IKS in curricula on the lines of the recommendations proposed in NEP2020.

This article serves as a valuable resource for educators, policymakers, and other stakeholders interested in promoting the holistic development of individuals through education.
Tiwari, D. S. (2023). Indian Knowledge System (IKS) as a Significant Corpus of Resources Useful for Personal and Professional Development.

III. CONCLUSION

This review paper concludes that NEP 2020 is a progressive and transformative policy with the potential to reshape India's education system into an equitable, inclusive, and knowledge-driven ecosystem. Addressing implementation challenges through capacity building, technological infrastructure development, stakeholder collaboration, and sustained policy commitment is essential to realize its long-term objectives. Future research should focus on empirical evaluation of NEP 2020's impact at institutional and learner levels.

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