

Higher Education and NEP 2020

Mali Paul¹, Dr. Amalendu Paul²

¹Research Scholar, Department of Education, Diamond Harbour Women's University

²Associate Professor, Department of Education, Diamond Harbour Women's University

Abstract:

India's higher education system has undergone significant transformations since independence, yet challenges persist in achieving equitable access, quality, and relevance. The National Education Policy (NEP) 2020 aims to address these issues through holistic reforms. This paper examines the current status of higher education in India, critically evaluates the evolution of the system since independence, and assesses the implementation status of NEP 2020. Analyzing policy documents, reviews, and existing literature, the study identifies key challenges, evaluates policy initiatives, and highlights opportunities and hurdles in NEP 2020's implementation. The findings underscore the need for coordinated efforts to transform India's higher education system into an inclusive, innovative, and globally competitive ecosystem.

Keywords: Education, Higher Education, NEP-2020, Sustainable Development.

1. INTRODUCTION

Higher education is considered one of the most important pillars of future innovation, progress and development of society upon which the whole system is based. It refers to the advanced level beyond the primary and secondary levels. It typically includes education provided by universities, colleges, professional schools, and other institutions that offer specialized academic and vocational programs. Higher education focuses on in-depth learning in specific fields of study, enabling individuals to develop expertise and advanced knowledge in their chosen areas. At the higher education level, students pursue undergraduate and graduate degrees, such as Bachelor's, Master's, and Doctorate degrees, depending on their academic and career aspirations. The curriculum is more specialized and research-oriented than earlier education stages, encouraging critical thinking, analytical skills, and independent research.

The National Education Policy (NEP) 2020, approved by the Union Cabinet in July 2020, marks a significant shift in India's approach to higher education. As stated in the policy document, "NEP 2020 aims to transform India's education system by 2040, making it more holistic, flexible, multidisciplinary, and aligned with the needs of the 21st century" (NEP 2020, p. 3). This ambitious policy aims to address the challenges facing India's higher education system, including issues of access, equity, quality, and governance. Since independence, India's higher education system has undergone significant transformations, from the establishment of the University Grants Commission (UGC) in 1956 to the introduction of the National Policy on Education (NPE) in 1986.

The National Education Policy (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 higher education more holistic, flexible,

multidisciplinary, suitable to 21st century needs and aimed at bringing out the unique capabilities of each student. After the independence it gives priority to research in higher educational institutions. The new NEP introduced changes in the education system from school level to college or university level. Keeping in mind the developing scenario, education content and at the same time, will focus on key-concepts, ideas, applications and problem-solving angles. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The foreign universities are invited and allowed to open campuses in India. This will help the students experience a global quality of education in their own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically.

1.1. Definition of the terms used in the Study

1.1.1. Higher Education

Higher education refers to the level of education that follows secondary education (high school) and provides advanced academic and professional knowledge and skills. It typically includes undergraduate programs, such as bachelor's degrees, and postgraduate programs, such as master's degrees and doctoral degrees.

1.1.2. NEP 2020

NEP 2020 (The National Education Policy of India 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of the new education system of India. It replaces the previous National Policy on Education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high-quality education to all, thereby making India a global knowledge superpower. The NEP 2020 is founded on the five guiding pillars of access, equity, quality, affordability and accountability.

2. REVIEW OF RELATED LITERATURE

Chowdhury & Srivastava (2024) conducted a Study on **“Reimagining Higher Education institutions in India-in light of NEP 2020.”** This study examines the impact of NEP 2020 on the higher education system and highlights the challenges and issues currently faced by this sector in India. Ullah. (2024) had conducted research work under the title **“NEP 2020 and the Quest for Equity: Promoting Inclusion in Higher Education.”** This paper explores the key provisions of NEP 2020 that promote inclusion in higher education, including the establishment of Special Education Zones and Gender Inclusion Funds. Ashok kumar et al., (2024) researched on **“Impact of New Education Policy 2020 on Higher Education.”** This research highlights the optimism among students regarding NEP's potential to reduce inequalities and enhance access to quality education. Mehta. (2023) had conducted a research work on **“Challenges and Opportunities in Implementing the National Education Policy (NEP) 2020 in Indian Higher Education.”** This study highlights the need for a 5.3% annual expansion in higher education capacity to reach the target of 50% Gross Enrolment Ratio (GER) by 2035. It emphasizes the importance of adopting hybrid and diversified approaches, including digital universities and virtual learning ecosystems. Choudhari (2022) researched on **“A Study on National Education Policy 2020 and its Impact on Stakeholders w.r.t Higher Education Institutions of Nagpur City.”** The results of the study showed that, almost all the respondents have a positive opinion about the new education policy 2020 and they think that NEP 2020 is a good initiative taken by the government of India. Gupta & choubey (2021) conducted a study on **“Higher Education Institutions -some Guidelines for obtaining and sustaining Autonomy in the context of NEP 2020.”** In this paper, literature on autonomy related to educational institutions in India and overseas is reviewed on different dimensions perspectives and

levels of autonomy. Based on literature review, experiences of the authors and interaction with experts working in the autonomous institutions, guidelines for obtaining and sustaining autonomy are stated. Sawant & Sankpal (2021) conducted a study on “**National Education Policy 2020 and Higher Education: A Brief Review**”. Authors of the article intend to discuss background and emergence, to highlight vision, focus thrust areas and principle guidelines; and necessarily to bring out features, impact areas and opportunities to stakeholders as well. Finally, they are emphasizing the need for planned, systematic and careful implementation of the policy. Devi & Cheluvvaraju (2020) studied a research work on “**A Study on Awareness about the Impact of National Education Policy-2020 among the Stakeholder of Commerce and Management Disciplinary**”. The study highlights the impact of NEP 2020 on commerce and management stakeholders, highlighting drawbacks and promoting the need for effective implementation to achieve economic Growth and improve living standards. It emphasizes the importance of focusing on positive impacts and efficient work for the Country’s welfare.

3. THE RESEARCH PROBLEM

3.1. Statement of the Problem

The title of this research study is: “**Higher Education and NEP 2020.**”

3.2. Major Research Questions

- What is the status of Higher Education in India?
- How have the priorities and focus areas of India's higher education system evolved after independence?
- What is implementation status of NEP 2020 on the basis of Higher Education?

3.3. Objectives of the Study

- To identify the status of Higher Education in India;
- To critically evaluate the evolution of higher education in India after independence;
- To evaluate the implementation status of NEP 2020.

4. METHODOLOGY OF THE STUDY

4.1. METHOD

In this research work Documentary Analysis method was used.

4.2. SOURCES OF DATA

4.2.1. Primary Sources

NEP 2020 draft, WBSEP (2023) draft are primary sources for this study.

4.2.2. Secondary Sources

Different books, journal articles, review paper, research report, news articles etc. are secondary sources in this study.

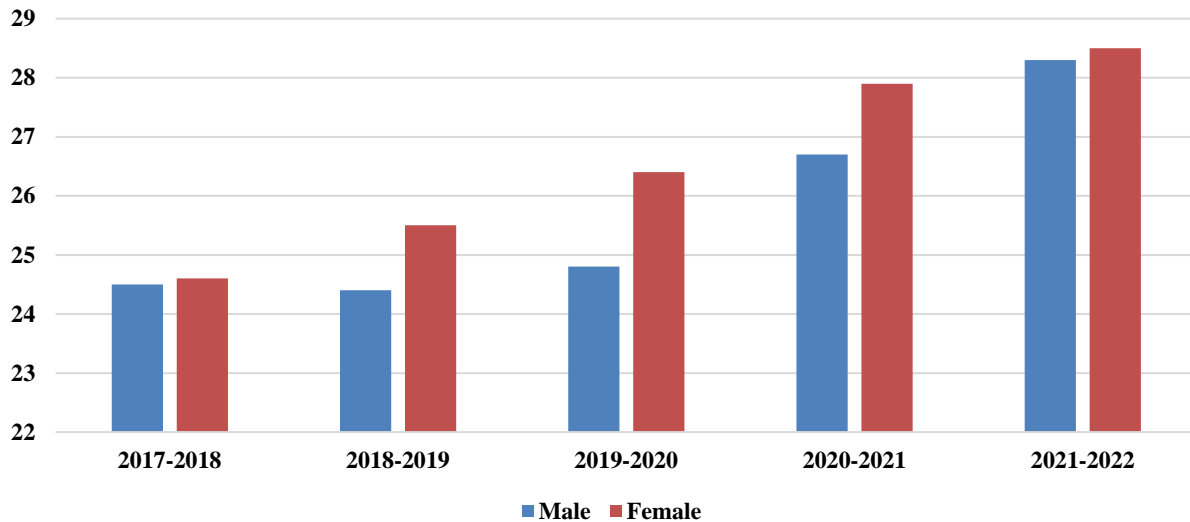
5. DOCUMENTARY ANALYSIS OF THE DEVELOPMENT OF HIGHER EDUCATION

5.1. The Status of Higher Education in India

Gross Enrolment Ratio at Higher Education Levels

Year	Total GER	Male GER	Female GER
2017-18	24.6	24.5	24.6
2018-19	24.9	24.4	25.5
2019-20	25.6	24.8	26.4
2020-21	27.3	26.7	27.9
2021-22	28.4	28.3	28.5

Figure 1: GER at All India Level: Higher Education



The Gender Parity Index (GPI) in higher education showed notable fluctuations from 2017 to 2022. In 2017-18, the GPI was 1.01, indicating near gender parity. However, from 2018 to 2020, there was a steady increase, with the GPI rising to 1.06 in 2019-20. This signified a higher enrollment rate of females compared to males.

Enrolment at Various levels of Education

Programme	2017-18	2018-19	2019-20	2020-21	2021-22
Ph.D.	161412	160170	202550	211852	212864
Postgraduate	4114310	4042522	4312535	4716649	5217753
Undergraduate	29016350	29829075	30647287	32657509	34139233
Integrated	195777	241126	300373	385541	460579
Diploma	2707934	2699395	2672562	2979320	2916445

Level- wise Enrollment and compound Annual Growth Rate (CAGR) during the period 2017-2018 to 2021-2022 for Under Graduate level is 4.1 and Post Graduate level is 5.9.

5.2. The Evolution of Higher Education in India after Independence

5.2.1. University Education Commission (1948-49)

- Ph.D. student should not become a narrow specialist, but grasp of his or her subject should be characterized both by breadth and depth.
- University teachers should give the community punctuality, efficiency and devotion to duty in relation to their teaching work, and new ideas and newer methods in relation to their research work.

5.2.2. Education Commission (1964-66)

- Professional Degrees: All degrees which lead in a professional qualification (M.A, M.sc, M.com, B.com, B.Ed, M.B.B.S,LL.B ,etc).

- General Degrees: All degrees other than professional ones.
- Undergraduate: All courses leading to the first degree.
- Post-graduate: All courses beyond the first degree (excluding certain first degrees given after the degree e.g. B.Ed.).

5.2.3. Committee on Rural Higher Education (1967-69)

- provide courses in higher education specially suited to rural needs; and short courses of varying duration certain fields of special relevance to the rural population.
- undertake problem-oriented research in the fields in which the rural institutes provide courses of study.
- provide undergraduates and/or postgraduate courses leading w degree/diploma in humanities, social sciences, natural sciences, technology, agriculture, health and sanitation and other fields of knowledge.
- organize vocational courses of varying duration for training nara youth in agriculture, agro-industries and crafts.

5.2.4. National Policy on Education (1968)

- The number of whole-time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.
- Considerable care is needed in establishing new universities. They should be started only after an adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.
- Special attention should be given to the organization of post-graduate courses and to the improvement of standards of training and research at this level.
- Centres of advanced study should be strengthened and a small number of 'clusters of centres' aiming at the highest possible standards in research and training should be established.

5.2.5. The National Policy on Education (NPE- 1986)

The objective of the education policy is not only to develop human resources to serve the economy but also to foster important values. The policy envisions education for equality that acknowledges the diverse socio-cultural systems of the people and inspires the younger generation towards international cooperation and peaceful coexistence. Regarding higher education, the policy expresses significant concerns regarding the state of colleges and universities and emphasizes the need for consolidation and expansion of facilities. The NPE (Government of India, 1986) proposes that higher education should be more dynamic than ever before. The key components of the programmes and strategies to infuse the required dynamism into the higher education system include:

- (i) Consolidation and Expansion of Institutions
- (ii) Development of Autonomous Colleges and Departments
- (iii) Redesigning of Courses
- (iv) Training of Teacher
- (v) Strengthening Research
- (vi) Improvements in Efficiency
- (vii) Creation of structures for coordination at the State and National levels
- (viii) Mobility
- (ix) Finances
- (x) Review and Monitoring

5.2.6. Cabe Committee or Janardhana Reddy Committee (1992)

- It is not advisable to set up a national level statutory mechanism to regulate the opening of non-standard and sub-standard universities and colleges. The proliferation of colleges without adequate facilities can be curbed to a large extent if the universities exercise rigorous control and insist on creation of necessary infrastructure and educational facilities before granting affiliation and if the State Governments respect the decision of the universities in these matters. The establishment and operationalisation of State Councils of Higher Education will go a long way in the planned development of higher education.
- A Central Council of Rural Institutes is necessary to provide the much needed fillip to rural education on Gandhian lines; it should be set up immediately.

5.2.7. The National Knowledge Commission Report (2006)

- Higher education has made a significant contribution to economic development, social progress and political democracy in independent India. But there is serious cause for concern at this juncture. The proportion of our population, in the relevant age group, that enters the world of higher education is about 7 per cent. The opportunities for higher education in terms of the number of places in universities are simply not adequate in relation to our needs. Large segments of our population just do not have access to higher education. What is more, the quality of higher education in most of our universities leaves much to be desired.
- At the outset, we would also like to stress that foundations are critical. We believe that an emphasis on expansion and reform of our school system is necessary to ensure that every child has an equal opportunity to enter the world of higher education.

5.2.9. National Education Policy (2020)

- Regulatory Reformation in Higher Education: With the exception of medical and legal education, the Higher Education Commission of India (HECI) was established as the primary regulating body, marking a significant change brought about by NEP 2020. The academic and funding functions will be divided by HECL, which will also rationalize the regulatory structure. A higher level of regulatory efficiency is promised by the creation of specialized verticals within HECI, such as the National Higher Education Regulatory Council (NHERC), General Education Council (GEC), Higher Education Grants Council (HEGC), and National Accreditation Council (NAC).
- Autonomy Advancement and Accreditation Maturation: A progressive transition from affiliated colleges to autonomous entities is supported by NEP 2020, which fervently advocates for increased autonomy for educational institutions. This clause envisions the potential transformation of autonomous degree-granting colleges into research-or teaching-intensive universities in addition to allowing for the enrichment of the curriculum. In order to provide a comprehensive education on par with prestigious institutions, multidisciplinary education and research universities (MERUs) were established.
- Streamlined Admissions and Academic Progression: The creation of a single admission assessment is a revolutionary step in reducing the strain of several competitive exams. All student candidates stand to benefit from this tactical move, which will level the playing field. Additionally, the creation of an Academic Bank of Credits (ABC) makes it easier to accumulate credits for courses that have been passed, allowing for flexible credit transfer across schools and allowing students to smoothly resume their study.
- Encouraging Global Educational Engagement: NEP 2020 invites international colleges and universities to open campuses in India. The challenge posed by this overture is for local institutions to improve the standard of education they provide. The goal of the strategy is to promote global

involvement. Improve educational possibilities, and give students local access to top-notch instruction.

- **Holistic and Multidisciplinary Learning Paradigm:** The NEP emphasizes the value of an extensive and diverse approach to education with the goal of maximizing human potential in all of its forms. By 2030, it intends for districts all around the country to have interdisciplinary higher education institutions (HEIs). This method fosters the development of well-rounded people by integrating intellectual, aesthetic, social, physical, emotional, and moral growth.

5.3. Implementation Status of NEP 2020

5.3.1. Karnataka

Karnataka became the first state to implement NEP 2020 from the academic year 2021-2022, with its own set of educational reforms. Karnataka has made significant progress in implementing the National Education Policy (NEP) 2020, with a focus on transforming higher education. Here are some key updates:

- **State Education Policy (SEP) 2025:** Karnataka adopted its own SEP in 2025, rejecting NEP 2020's three-language formula and introducing a two-language approach (Kannada or mother tongue + English).
- **Four-Year Undergraduate Program:** Karnataka introduced a four-year undergraduate program in 2025, allowing students to choose minors from other branches and emphasizing language and life skills.
- **E-Attendance System:** The state will make e-attendance mandatory for students from the 2026-27 academic year, using facial recognition technology to track attendance.
- **Karnataka Education Commission:** A task force recommended establishing this commission to implement NEP 2020 smoothly over the next decade.

Implementation Challenges: Despite progress, delays in implementation have raised concerns, with stakeholders hoping for rollout starting in the 2026-27 academic year.

5.3.2. Kerala

Kerala known for its high literacy rate, Kerala is gradually integrating aspects of NEP 2020, but hasn't implemented it fully. Kerala's implementation status of NEP 2020 is a mix of progress and hesitation. The state has been cautious about adopting the policy, initially expressing disagreements with certain provisions. However, in a significant shift, Kerala joined the PM SHRI scheme in October 2025, which aims to create model schools showcasing NEP practices.

Key Developments

- **Teacher Regularization:** Kerala has decided to regularize over 20,000 teacher posts, benefiting provisional and daily-wage teachers.
- **K-TET Eligibility:** The state has granted temporary approval to teachers without K-TET eligibility, subject to clearing the test within two years.
- **Curriculum Framework:** Kerala has framed its own curriculum framework (KCF 2023), incorporating national-level changes while retaining autonomy over education policies.
- **Funding:** The state has secured, Rs.1476.13 crore in funding, including arrears for Samagra Shiksha and PM SHRI initiatives.

Challenges and Concerns:

- **Autonomy:** Kerala emphasizes retaining autonomy over education policies, ensuring no compromise on secularism and scientific outlook.
- **Funding Constraints:** The state faces financial crunch, making it essential to secure central funds.
- **Implementation Pace:** Progress has been slow, with concerns about uneven adoption and potential deviations from the state's educational vision.

5.3.3. Tamil Nadu

Tamil Nadu has been vocal about its opposition to the National Education Policy (NEP) 2020, primarily due to the three-language formula, which contradicts the state's long-standing two-language policy of Tamil and English. The state government, led by Chief Minister M.K. Stalin, has expressed concerns that the NEP's implementation would lead to the imposition of Hindi and undermine the state's linguistic and cultural identity.

Key Developments:

- **State Education Policy (SEP) 2025:** Tamil Nadu has introduced its own SEP, focusing on bilingual education, removal of public exams for Class 11, and curriculum redesign.
- **Opposition to NEP:** The state government has consistently opposed the NEP, citing concerns over language policy, curriculum changes, and potential impact on dropout rates.
- **Funding Dispute:** The Union Government has withheld Rs. 2,152 crore in Samagra Shiksha funds, citing non-compliance with NEP guidelines.

Implementation Challenges:

- **Rural Infrastructure:** Rural schools face inadequate infrastructure, teacher shortages, and limited access to digital resources, making NEP implementation challenging.
- **Language Barriers:** The three-language policy may burden students, particularly in rural areas, and undermine the state's bilingual education efforts.

5.3.4. Gujarat

Gujarat is making significant strides in implementing the National Education Policy (NEP) 2020, focusing on transforming its education system.

- **Alignment with NEP 2020:** Gujarat has adopted the 5+3+3+4 structure, shifting from the traditional 10+2 model to competency-based, experiential, and multidisciplinary learning.
- **Decentralization:** The state is decentralizing its education system, empowering district-level officials to oversee school reforms and infrastructure development.
- **Teacher Support:** Gujarat plans to relieve teachers of non-academic duties, allowing them to focus on teaching, with a goal to reduce administrative burdens by 2026-27.
- **Infrastructure:** The state is expanding its schooling network, with 53,604 institutions across 34 districts, and prioritizing secondary school development.
- **Funding:** Gujarat has received Rs.540.56 crore under the Samagra Shiksha scheme, with a total allocation of Rs. 45,830.21 crore for 2024-25.

5.3.5. Maharashtra

Maharashtra is making significant progress in implementing the National Education Policy (NEP) 2020, with a focus on transforming its education system.

- **Phased Implementation:** The state has started implementing NEP 2020 from the 2025-26 academic year, beginning with Class 1, and will gradually cover all classes by 2028-29.
- **Curriculum Changes:** Maharashtra has adopted the 5+3+3+4 structure, replacing the traditional 10+2 model, with a focus on holistic, flexible, and student-centric learning.
- **Hindi as a Mandatory Third Language:** Hindi will be compulsory for students in Classes 1 to 5, alongside Marathi and English, to promote linguistic diversity and cultural integration.
- **CBSE Curriculum:** The state will adopt the Central Board of Secondary Education (CBSE) curriculum framework for Classes 3 to 12, with localized content reflecting Maharashtra's culture and context.
- **Teacher Training:** The government aims to train 80% of teachers in new pedagogical methods and digital tools by 2025 to support the transition.

Challenges

- **Teacher Shortages:** Revised teacher approval rules may lead to 620 government-run schools in Maharashtra potentially not receiving sanctioned teacher posts.
- **Infrastructure:** Ensuring adequate infrastructure and resources to support the new curriculum and teaching methods.

5.3.6. Delhi

Delhi is actively implementing the National Education Policy (NEP) 2020, with a focus on transforming its education system.

- **Nodal Teachers:** The Delhi government has initiated the nomination of nodal teachers in schools to facilitate the implementation of NEP 2020. These teachers will undergo a three-day training program to enhance their understanding of NEP components and leadership skills.
- **Curriculum Structure:** Delhi is adopting the 5+3+3+4 structure, replacing the traditional 10+2 model, with a focus on holistic, flexible, and student-centric learning.
- **CM Shri Schools:** The Delhi government has established 75 CM Shri Schools, providing modern facilities and technologically advanced education to students from economically weaker backgrounds.
- **Digital Infrastructure:** AI-enabled smart classrooms are being established in these schools, equipped with interactive panels, digital learning content, and modern learning tools.
- **Teacher Training:** The government aims to train teachers in new pedagogical methods and digital tools to support the transition.

5.3.7. West Bengal

West Bengal has made progress in implementing the National Education Policy (NEP) 2020, particularly in colleges, where it introduced the four-year undergraduate program from the 2023-24 academic session. The state government has also established a 10-member committee to develop a State Education Policy (SEP) 2023, proposing significant amendments to NEP 2020.

Key Initiatives:

- **State Education Policy (SEP) 2023:** West Bengal's SEP 2023 introduces a compulsory three-language formula, internship opportunities for school students, and initiatives to uplift underrepresented groups.

- **NEP Implementation in Colleges:** Colleges in West Bengal have adopted NEP 2020 guidelines, with workshops organized for staff to enhance understanding of the new education framework.
- **Funding Issues:** The state government has expressed concerns over funding, with Rs. 1,804.09 crore pending from the Centre under the Samagra Shiksha scheme.

Challenges:

- **Language Policy:** West Bengal has disagreed with NEP 2020's three-language formula, proposing a flexible approach emphasizing the medium of instruction.
- **Infrastructure Deficits:** The state faces challenges in digital integration, with only 24.2% of schools having functional computers and 18.6% having internet access.

5.3.8. Punjab

Punjab is making significant progress in implementing the National Education Policy (NEP) 2020, focusing on improving education quality and accessibility. Here are some key updates:

Key Initiatives

- **Multilingual Education:** Punjab has introduced Sanskrit, French, German, and Urdu as optional subjects at the senior secondary level, promoting language diversity.
- **Mother Tongue Focus:** Punjabi is the medium of instruction in early grades, with Hindi and English also offered.
- **Digital Infrastructure:** The state has developed teaching-learning materials in Punjabi, Hindi, and English, and translated teacher training modules.
- **School Excellence:** Punjab has established 117 Schools of Eminence in 23 districts, aiming to provide quality education.
- **Assessment Reforms:** The state has adopted evaluations based on learning outcomes and participates in national assessments like the National Achievement Survey (NAS).

Challenges and Concerns

- **Privatization Concerns:** Some experts criticize NEP 2020 for promoting digitalization, potentially leading to privatization and corporate interference.
- **Teacher Shortages:** The policy's failure to address teacher shortages is a recurring critique.
- **Funding:** Critics argue that NEP 2020's ambitious goals lack a clear funding roadmap, risking uneven rollout.

5.3.9. Uttar Pradesh

Uttar Pradesh has made significant strides in implementing the National Education Policy (NEP) 2020, focusing on improving education quality and accessibility.

Key Initiatives

- **Multidisciplinary Education:** UP has introduced multidisciplinary learning, allowing students to explore various subjects and develop a holistic understanding.
- **Academic Bank of Credit (ABC):** Over 41 lakh students are registered under the ABC framework, enabling them to earn credits and transfer them across institutions.
- **Digital Empowerment:** The state has established smart classrooms, e-libraries, and ERP-based governance systems in universities and colleges.

- **Vocational Education:** UP offers vocational education from Class 9 onwards, integrating it with the National Curriculum Framework for Secondary Education (NCF-SE).
- **Teacher Training:** The government has reformed teacher recruitment, shifting to written examinations and abolishing interviews.

Infrastructure and Enrolment

- **Operation Kayakalp:** Over 1.33 lakh schools have been upgraded with facilities like drinking water, toilets, and electricity.
- **Enrolment Drive:** Initiatives like School Chalo Abhiyan and Sharda Programme have increased enrolment, with 7.77 lakh children admitted to council schools in 2024-25.
- **Gross Enrolment Ratio (GER):** UP aims to boost its GER from 25% to 50% in the next decade.

Challenges and Future Plans

- **Implementation:** UP faces challenges in adopting experiential learning and competency-based education.
- **Resource Allocation:** The state government has allocated Rs.580 crore for Kasturba Gandhi Balika Vidyalayas and Rs.300 crore for smart classes.

5.3.10. Odisha

Odisha is actively implementing the National Education Policy (NEP) 2020, focusing on transforming its education system.

Key Initiatives

- **Teacher Recruitment and Regularization:** The state plans to regularize schematic primary teachers and fill 44,433 new posts over the next three years.
- **Free Textbooks:** Every student in Classes 1-10 will receive free textbooks, expanding beyond SC/ST students.
- **Institutional Strengthening:** SCERT will be upgraded on the NCERT model, and the Textbook Publication & Marketing Directorate will be reinforced.
- **Tribal Education:** Instruction in tribal mother tongues will be promoted, with a multilingual education centre coming up in Koraput.
- **Digital Governance:** Approvals for private schools will be processed through a fully online system.
- **Four-Year Undergraduate Programs:** Odisha has introduced four-year undergraduate programs, replacing traditional three-year courses, offering certificates, diplomas, degrees, and honours degrees.
- **Skill Development:** The state has approved skill development courses, multidisciplinary courses, vocational courses, and value-added courses.

Future Plans

- **AI Curriculum:** Odisha targets introducing AI curriculum in 90% of schools by 2036.
- **Digital Infrastructure:** The state aims to achieve 90% internet penetration by 2029 and 130% by 2036.

6. FINDINGS

In the post-independence period, the various educational policies, from the concept of Higher education to the infrastructure, curriculum and various recommendations, were contemporary.

- i. The policy is based on the pillars of Access, Equity, Quality, and Affordability & Accountability and will transform India into a vibrant knowledge hub. NEP 2020 emphasis systematic and institutional improvements to regulate govern and promote multidisciplinary academic and research in India.
- ii. The NEP 2020 aims at making India a global knowledge superpower.
- iii. The implementation status of different states is mentioned.

7. EDUCATIONAL IMPLICATIONS

The National Education policy (NEP) 2020 has significant implications for education in India, aiming to transform the system from school level to higher education. Key changes include a new curricular and pedagogical structure, increased emphasis on foundational literacy and numeracy, vocational training, and multidisciplinary learning. The policy also focuses on promoting equity, access, and quality in education, with a strong emphasis on technology integration and teacher professional development.

7.1. Merits of New Education Policy 2020:

- **Flexibility:** The policy adopts a flexible, student-centric approach, allowing students to select their courses, pace of learning, and mode of delivery.
- **Multiple Entry and Exit Points:** It provides opportunities for students to enter or exit courses at different stages, enabling them to pursue varied educational paths based on their interests and circumstances.
- **Investment in Research:** There is a strong emphasis on building a robust research and innovation ecosystem through increased investment in research and development, fostering collaborations between academia and industry.
- **Job-Oriented Training:** Vocational training is integrated into higher education to equip students with practical skills necessary for the job market.
- **Teacher Development:** NEP 2020 prioritizes comprehensive teacher training programs to enhance teaching quality and promote continuous professional development among educators.
- **Technological integration:** The policies to leverage technology to enhance teaching and learning experiences, including the development of online courses, open educational resources, and e-learning platforms.

7.2. Limitations of the New Education Policy 2020

- **Challenges in Implementation:** Despite the ambitious goals of NEP 2020, there are several obstacles in the way of its execution, particularly in light of India's heterogeneous socioeconomic environment.
- **Language and Medium of Instruction:** The encouragement of mother tongue instruction through Grade 5 by NEP is controversial.
- **Teacher Shortage and Quality Control:** If India wants to succeed, it needs storage teaching staffs that has received training in the updated NEP curriculum and techniques. However, given the existing teacher shortage and inadequate pay for instructors, achieving NEP's ambitious goals would be challenging.
- **Financial Constraints:** NEP implementation will require substantial funding, particularly for digital materials, infrastructure upgrades, and teacher training.

8. CONCLUSION

India is a democratic and multicultural country, where we can realize the great lines “The combination of different languages, different styles wear is great” given by Atul Prasad Sen. The National Education Policy 2020 is the great initiative in our educational system from the foundation level to higher level and lifelong education, focuses on every field of life. NEP 2020 marching towards achieving such goals by creating various innovative policies to improve the quality, affordability, attractiveness and enhancing the supply by opening up the school and higher education for the Govt. and private sectors. School education is the main base of every country, where from students learn their basic education and get permit for admission in higher education. These new initiatives will start from the academic session 2021-23 and continue until 2030. Based on this policy the Indian education system is moving from teacher centric to learner centric particular to all-round development, marks centric to skills centric, information centric to knowledge centric, examination centric to experimental centric.

REFERENCES:

1. Agarwal, A. 7 Role of NEP 2020 towards the Digitalization, Privatization and Globalization of Higher Education in India. Navigating the Digital Landscape, 96.
2. Choudhri, D. (2022). A study on National Education Policy-2020 and its Impact on stakeholders w.r.t Education Institutions, Nagpur city. International Journal of Reasearch Publication and Reviews 3 (2) 330-394, <http://www.tjrpr.com/>
3. Gradekar, B .B Impact of National Education Policy 2020 on Higher education: As case study of Maharastra state. (11-13)
4. Jana, S. K. (2024) Higher Education in west Bengal-An Overview. [https:// mpra.ub. uni-muenchen, de/121212/](https://mpra.ub.uni-muenchen.de/121212/)
5. Lakshmi, V. V., & Ugandhar, T. Problems, Obstacles, and Suggestions for Improving the Quality of Higher Education Institutions in NEP.
6. Manivasakan, S. (2021) National Education Policy 2020-A view point with Respect to Higher Education International Journal of All Research Education and scientific Method (IJARESM), 9 (5), 964-967, <http://www.ijanesm.com/>
7. Naidu, M. Venkaiah (8 August 2020). "The New Education Policy 2020 is set to be a landmark in India's history of education". Times of India Blog.
8. Pathak, R., & Pathak, R. (2021). National Education Policy 2020: can it improve faculty motivation and academic outcomes in India. International Research Journal of Modernization in Engineering Technology and Science, 3(4), 573-579.
9. Sarna, K. K., & Puri, s. & kochar, K.S.(201) National Education Policy-2020: A Critical Review HANS SHODH SUDHA, 1(3),8-13
10. Sing. M,& swaroop. A & singh, A. (2024) Upcoming Challenges :Adapting NEP-2020 in State of Uttar Pradesh, International Journal of creative Research Thoughts (IJCRT) 12(5) 2320-2882 [http:// WWW.Ijcert.org](http://WWW.Ijcert.org).
11. Swant, R. G.& Sankalp, U. B(2021), National education Policy 2000 and higher education: A brief review International Journal of creative Reseach Thoughts (IJCRT), 9(1), 3456-3460 [http://www. Ijent.org/](http://www.Ijent.org/)
12. Tilak J.B. (2001) Higher Education and Development in Kerala, 8-12. <http://WWW.csesindia.org>
13. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
14. <https://www.orfonline.org/expert-speak/national-education-policy-2020-policy-times/>

15. <https://www.highereducationdigest.com/the-impact-of-national-education-policy-2020-on-professional-education/>
16. <http://bweducation.businessworld.in/article/NEP-2020-Impact-On-Higher-Education-/06-01-2026-305999/>
17. <https://timesofindia.indiatimes.com/readersblog/theaitics/implications-of-the-national-education-policy-2020-on-higher-education-in-india-2-24729/>
18. <https://www.hindustantimes.com/india-news/pm-modi-s-address-at-conclave-on-transformational-reforms-in-higher-education-under-national-education-policy-highlights/story-dehOW8q8ZRrONbbFSRjg0H.html>