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The Future of Education: Holistic Approaches in NEP 2020

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Abstract

India's education system aims for reform through the National Education Policy which seeks to resolve multiple enduring educational matters through curriculum transformation and technological integration and teacher advancement while restructuring policy frameworks. The NEP has proposed a structural modification in the courses which include a pupil centered way of teaching by integrating change, demonstrating creativity, advancement, problem solving and critical analysis of the topic and allowing a hands-on approach and policy changes tend towards a cross disciplinary fusion. The document understands the importance and dependence society has on technology to aid in enhancing the opportunities within the education sector, allowing a borderless experience and a greater understanding. Leaving cognitive learning theory behind in NEP 2020 a text-oriented approach dominates, so learning must be fun, entertaining and it must arouse interest. It's time to foster self-study at every class level. And that is only possible if students learn with textbooks or other learning resources and study at home. Students will also be able to augment their learning with intelligent tutoring systems and personalised learning environments that adapt to their individual needs. The NEP 2020 endeavors to transform Indian education through reforms regarding teacher training while implementing contemporary technology and student-centred learning practices while developing strategies for dealing with implementation challenges. It advocates for innovative advancements in curriculum and pedagogy, extensive integration of technology and most importantly, the NEP aims to promote all-round evolution. To facilitate the transition, the stakeholders and investing into developing evaluation methods. Such effective programs can provide assistance on a wide scale. Due to lack of resources, coordinating among different stakeholders, developing the curriculum, developing evaluation processes and overhauling the existing framework are some of the challenges faced while trying to implement the NEP 2020.

Keywords: Multidisciplinary, Holistic Development, Curriculum, Pedagogical Reforms

Introduction

The 2020 National Education Policy (NEP 2020) foresees education should follow Indian values to establish an egalitarian knowledge-based society. NEP 2020 aims to make India a global knowledge superpower by providing highest quality education to all.

Because of the five core pillars from the policy which include Access, Equity, Quality, Affordability and Accountability the youth are ready to confront domestic and global challenges.

National development requires education which serves three vital purposes to foster human potential and build a fair society. India needs to prioritize quality education to gain worldwide leadership status through which the country will achieve economic growth and establish social justice and equality alongside scientific advances and cultural protection. The nation's advertised human talents and resources reach their full potential and provide maximum benefit to individuals as well as society and the nation through high quality education systems.

By the forthcoming decade India maintains the position as the nation with the biggest youth segment. The outcome of quality education programs for the country's youth depends on whether India will afford such opportunities. The global education development for India established in 2015 targets 'inclusive and equitable quality education and promote lifelong learning opportunities for all' by 2030. The educational restructure will guide the nation toward this vision by delivering learning programs that will fulfill all Sustainable Development objectives in the 2030 Agenda.

The school education section within NEP 2020 emphasizes both essential cognitive subjects of foundational reading and math alongside superior cognitive abilities including critical thinking solutions alongside social abilities comprising cultural sensitivity along with empathy and perseverance with team working abilities and leadership development as well as communication capabilities. Each child should have access to pre primary education under its policies and primary students must demonstrate early literacy and numeracy skills by 2025. The analysis leads to multiple proposed reforms across all educational levels to enhance quality through a full review of 3 to 18 child-focused curriculums with a 5+3+3+4 structure and new assessment techniques while updating teaching methods and revising regulatory practices. This policy additionally expands public educational spending and incorporates technological capabilities and vocational and adult education as main components. The policy advises the curriculum needs to become easier to understand while focusing on essential content through an all-encompassing approach based on discussions.

Having several goals for transforming the education of India, the NEP 2020 is now propagated. In line with the above, a main goal is to make sure that education for all children is equitable and inclusive and that no one is left behind. This initiative serves to close the educational discrepancy between rural areas and cities and reduce gender inequality in learning. Providing quality education functions as the main goal to establish equal educational possibilities for children.

The NEP 2020 establishes an adjustable educational system which welcomes all learners. Students will gain freedom to select their education focus by picking their preferred subjects as they explore satisfying subjects and fields of study. Students who have special needs automatically receive equal opportunities for admission and receive quality education together with essential support under the policy framework.

Holistic Development in Education

Today, 29th July was the fourth anniversary of the launch of National Education Policy 2020 (NEP) by India. So, this is a policy to create 21st century talent such as critical and complex thinking, problem solving, creativity, adaptableness, and people management. NEP 2020 primarily promotes inquiry based holistic, discovery based and analysis based learning, which is away from nomenclature but towards meaning for holistic development of students. In order to adapt to the digital revolution and changing macro-environmental conditions, the future workforce is being reformed and is in need of new capabilities in knowing, doing and being, according to researchers.

Social, emotional, physical, mental and intellectual development of an individual is as termed holistic development. Education in a holistic approach is when the student is developed all around with an all dimensional process since all the processes of the student are biological, cognitive and affective. However, the current holistic education model includes the learning mind, body, and spirit. With multiple entries options and a multi-disciplinary four year bachelor’s program, the program presents itself to students for the holistic development of the students. This is to produce rational, compassionate, caring and ethical persons with skills that will get them gainful employment.

The proposed format for the three-four-year undergraduate degree will have several important features:

- Students will take major and minor courses in their fields of choice, as well as open elective courses from other fields. They would be exposed to various co-curricular courses, such as sports and fitness, yoga instruction, cultural activities, applied arts and performing arts.
- Immersion and transformative modules including field projects, rural projects, on-the-job training and community involvement projects will align with the major subject; there will be courses and modules specially designed for skill enhancement, ability enhancement and modern Indian languages.
- Values education will comprise environmental science, digital and technology solutions and awareness of India.

NEP 2020 strongly underscores holistic education and holistic development. The broader curriculum outlined by NEP 2020 will need a more experiential, integrated and holistic approach. NEP 2020 provides for more interactive teaching and learning as it needed a shift from just completing syllabus towards competency-based education with increased focus on achieving learning outcomes. In addition, the assessment for each subject is to be designed in alignment with the learning objectives and competencies the course intends to achieve.

Curriculum And Pedagogical Reforms

NCERT has introduced two parts of National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPEECE) in the new education policy for children up to age eight.

- A subframe for children 0 to 3 years of age.
- For children of the 3 to 8 age

In this manner, the NCPFECCE is going to be blended with local traditional like, stories, art, poetry, games and sports in education. The objective of this is to make the play based as well as the activity based learning of the children enjoyable and enjoyable as well as an activity based learning. An early age would be the time in which it would try to capitalize on children’s playful nature and turn the playfulness into learning to infuse the imagination along with its natural curiosity, especially in young students. The framework also emphasizes parents and community participation in the whole process of developing and learning of children.

The way of education made for 5+3+3+4 course of education is an example of how one could offer improved access, admissions, responsibility, and universalization at preschool level and yet provide high quality education. Right to Education Act is extended in terms so far as the people of age between 3 to 18 are incorporated. It has come up with creative solutions for an improved education.

Fostering experiential, discovery-oriented and multidisciplinary learning through an integrated curriculum.

Encouraging project-based, student-centered learning and allowing teachers the discretion to apply innovative pedagogies.

Use of technology inside the classroom to enrich the learning experiences and

- Promoting high quality holistic education with curriculum flexibility, innovative courses and increased faculty autonomy.
- Setting up of the start up incubation centers, technology development centers and research centers would promote innovation amongst the students.
- Allowing faculty to conduct innovative teaching, research and service and supporting their professional development.
- Leading in training professionals in fields like AI, big data analytics and machine learning, integrating these into undergraduate education.
- As a platform for free exchange of ideas on how technological use can enrich learning, assessment, planning and administration. They are these innovative approaches which seek to reshuffle education in an engaging, holistic and in congruence with the demands of the 21st century.

Teacher Education and Professional Development

The following theoretical stances on the function and significance of teachers in the educational system influence the planned teacher education reforms under NEP 2020:

- It asserts that the teachers have a major role in connotation to the social or cultural environment of the learning environment vis a vis learning and development of the students.
- As highlighted in NEP 2020, there is a shift towards a more learner centric education system that require teachers to be skillful and knowledgeable to be able to carry out student centric learning.
- This method of instruction places a strong emphasis on the necessity of teachers acting as knowledge facilitators in order to encourage students' active participation and interpretation of the material they have learned. Such views have been found to be influenced by altruistic drive and the perception of teaching as a job.
- Reflective practice should be promoted in effective teacher education programs so that educators can continuously assess and enhance their pedagogical approaches.

The theoretical frameworks highlight the vital role that teachers play in providing high-quality instruction and encouraging student achievement and they offer a strong basis for the teacher education reforms that are suggested in NEP 2020. NEP 2020 seeks to create a highly qualified, driven and introspective teaching workforce that can provide high-quality instruction and promote students' holistic development by coordinating the suggested teacher education changes with these theoretical viewpoints.

The Role of Teachers

- Worthy of note is the fact that teachers are fundamental in shaping the future of our children and nation. While historically quite respected in India, only the best ever became teachers. They were given the resources society provided us with to give knowledge, skill and ethics. However, the current quality of teacher. Well, one has to restore respect and status for the teaching profession to attract the best individuals.
- Created of merit based scholarships for quality 4 year integrated B.Ed. programmes for outstanding students, in particular, rural areas. The scholarships these students would have will pave a way for local job opportunities mainly to female students, who will be able to be living role models in the local community. Among those incentives there will be local housing or increased housing allowances for rural teaching positions.

- Transfer of teachers will be restricted to excessive levels to allow the continuity of students’ role models and educational settings, and the transfer will be in the special cases through a transparent web application.
- The goal is to maximize teachers’ effectiveness and ensure they are part of vibrant, inclusive communities. Professional development is a lifelong process, starting with initial teacher education and continuing through retirement, encompassing pre-service, induction and continuous professional development phases.

Teacher professional development is defined as increased teaching experience and systematic examination of teaching practice brought about by increased experience. Continuing Professional Development (CPD) is activities that are planned to update existing knowledge or introduce new learning one way or the other, online or offline. CPD is more broad than career development and staff development/in service training. CPD is, however, unlike in service training which includes short effective workshops or courses as in the case of training and development but a long term process with normal, systematically planned opportunities and experiences for growth and development as teaching profession.

Significance of Continuing Professional Development (CPD)

- CPD impacts significantly teachers’ attitude and beliefs as a driving factor, directly determining practice, influencing students to some extent as well.
- It keeps teachers well-informed of the new developments in the field of knowledge and technology within their profession.
- CPD ensures that the teacher’s capabilities remain abreast of the current professional standards and also enhances their knowledge and skills.
- It keeps the instructors abreast with and aware of changing trends within the profession using a creative approach.
- CPD will, therefore develop both interpersonal and intrapersonal skills for creating enthusiasm and determination to carry out changes in work positively.

Use of Technology in Education

However, with technology alone, we may not see a technology driven revolution in the education, but when used appropriately in a transformed educational approach can definitely provide the benefits of it.

But, different educational problems do not need different technological solutions. In the fields of IT, manufacturing, warehousing, marketing, logistics, finance and human resource development, interactions of technology with the sectors are common. Information communication technology was widespread mainly due to the sophistication of media application and the availability of electronic consumer devices such as camera or audio visual equipment. Regardless of whether affordability is the prime issue, there has been great documentation of the penetration of technology into education in the industrialized cultures.

India’s Leadership in Technology

India is a global leader in information and a communication technology, as well as other advanced areas such as the space. The country has been put on the path of becoming the digitally empowered society and knowledge economy with the Digital India Campaign. It will be a critical enabler of that transformation and technology will transform the educational process and results tremendously. And this is so the two technology and education is reciprocal at all levels.

Impact of Technological Development

Education has reacted so swiftly to the development of technology and of the ideas behind it, by the tech savvy teachers and the tech savvy entrepreneurs — including Student Cyber Entrepreneurs, and in the likely case that this rate of technological development continues at a rapid pace, it is certain that technology will impact upon education in many ways, more of which have not yet been speculated. To change not only what students learn, but how they learn, newer technologies such as artificial intelligence and machine learning, blockchains, smart boards and handheld computers, adaptive computer testing for student development, and other educational software and hardware will be used. In these areas extensive research will have to be made as to technological as well as educational fronts.

Educational Software and E-Content

As a means of education related software we will produce and release for teachers and students of different levels. This software is an important feature, which will be available in all major indian languages and it will be user accessible to all students residing in remote areas as well as Divyang students. To support the DIKSHA and other education technology efforts, all the states as well as NCERT, crore, CBSE and NIOS would generate the teaching learning e content in the regional languages. In e-Content, Teacher's Professional Development may be conducted through the platform. It will be uploaded and reinforced in CTET. In addition to this, in the schools, suitable equipment through which e content can be integrated in the teaching learning practices will be provided to teachers. To allow the content providers to make user friendly and of high quality the content and integrate and enhance the content with technology based education platform like DIKSHA/SWAYAM for higher education and school education with the user reviews.

Challenges and Implementation Strategies

Being a big and visionary policy, it is called as the NEP 2020, a large and visionary policy of transforming the higher education sector of India. However, the implementation of the programme has its challenges such as lack of funds, shortage of trained teachers, inadequate infrastructure as well as opposition to change. These challenges included as:

- As per NEP 2020, vocational education is subsumed within regular higher education system and various options of adjustments and discharge at the end of the period of study are given to the students.
- It is aimed for the enhancement of employability and skill development, yet simultaneously reducing the stigma connected with vocational education.
- They are lacking adequate quantity of trained vocational teachers and trainers to impart theoretical with practical knowledge to students.
- The stakeholders that have come together in the design and delivery of vocational education, including higher education institutions, industry, government and civil society, are not coordinated and not collaborating.

The National Education Policy 2020 is a revolutionary Policy meant for the transformation of India's education system. However, the policy has many positive aspects, but at the same time there are numerous challenges that must be dealt with. Implementation, funding, language controversy, teacher training and development, assessment system, inclusivity, private sector involvement, financial limitation, collaboration, teaching methodology, curriculum framework, evaluation methods are some of the key challenges.

Conclusion

The NEP 2020 is a future vision of the education reform in India. NEP 2020 will focus on the holistic development, new and innovative curricula and pedagogical reforms, an improved teacher

education, integration of technology, and addressing implementation issues to bring about a more inclusive, engaging and effective education system for the 21st century.

Achieving the aim of NEP 2020 will rely on the combined efforts of policy-makers, educators, students and the community. The journey towards reimagining a new education system will surely face some challenge, but determination, collaboration and shared vision can, therefore, create an environment wherein every student has opportunities and prospects to thrive and succeed.

As we begin implementing NEP 2020, it will be important to stay flexible and responsive to the needs of an education system in flux. There will be constant review and feedback in order to make the policy more refined and improved for its long-term sustainability. Only when students are supported under the framework of principles of NEP 2020 and their long-term vision by the people responsible for guiding education can bring back a better brighter future to next-generation learners.

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