

# The Book Review of Transforming Education: A Critical Review of the National Education Policy 2020

An Analytical Book Review on Policy Vision, Implementation and Challenges

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## Abstract

This paper presents a critical review of the book *Transforming Education: The National Education Policy 2020*, which examines the vision, structure, and transformative potential of India's National Education Policy (NEP) 2020. The book provides a comprehensive overview of the policy's key dimensions, which include foundational education and multidisciplinary learning and technology integration and teacher empowerment and inclusive education. The Indian education system needs to adopt competency-based and skill-oriented education because the system currently uses rote learning methods to teach students. The education system uses traditional learning methods to teach students.

The review evaluates the strengths of the book in systematically explaining policy provisions and its forward-looking approach toward educational reform. The study results show important research limitations because the researchers failed to provide any empirical data and they conducted their study with limited field experience and they did not include viewpoints from different stakeholder groups. The analysis demonstrates that the book succeeds in presenting the NEP 2020 theoretical framework but it fails to provide an in-depth evaluation of implementation difficulties which occur in different social and economic and geographical situations.

The paper concludes that although NEP 2020 holds transformative potential, its success depends largely on effective execution, resource availability, and institutional preparedness. The policy needs a practice-oriented approach which depends on evidence to show its actual effects on the Indian education system.

## Keywords:

National Education Policy 2020, Educational Reform, Multidisciplinary Learning, Policy Implementation, Indian Education System, Critical Review, Inclusive Education

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**Authors/Editors:** Kavita Roy, Khritish Swargiary

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**About the Authors/Editors:** This book is edited by two authors, as mentioned below, with some details.

**Kavita Roy:** Kavita Roy works as a researcher who operates independently from her base in India. Her Google Scholar profile (<https://scholar.google.com/citations?user=FP2PqFIAAAAJ&hl=en>) shows her academic work, including education, psychology and sociology, guidance and counselling, and teaching methods. She holds an MA in education and UGC NET. Her primary research area is the use of artificial intelligence to create educational spaces. She maintains a verified Google Scholar account with more than 150 research citations. Her research studies the advantages of artificial intelligence for students with special needs and the evaluation of project completion methods and the impact of ChatGPT on English-as-a-foreign-language students. She develops augmented reality technology to improve student learning and conducts research on mindfulness meditation to enhance academic performance.

She studies how the National Education Policy 2020 affects India's literacy rates. She collaborates with Khritish Swargiary to produce important research which includes their work 1) "AI Angels: Empowering Children with Special Needs through Artificial Intelligence" which has received 19 citations(2024) and their research 2) "Principles of Education" which has received 16 citations(2024) and their study 3) "Literacy rate in India in 2022" which has received 15 citations(2022) and their mixed-methods studies on the 4) integration of AI in education which has received 10 citations(2024) which most of their research they published through SSRN and Scholar Press and various academic journals.

Her research uses experimental, quasi-experimental, and mixed-methods studies to assess how artificial intelligence affects educational outcomes, student mental health, parental stress, and educational environments. She conducts research on technology-based teaching innovations which examine how they impact the Indian education system. She uses her 2023 to 2024 publications to prove her commitment to educational psychology and AI-based learning which she considers her primary professional focus.

**Khritish Swargiary:** The independent researcher has achieved academic success through his research. He holds an MA in education and a UGC NET. His Google Scholar profile is located at (<https://scholar.google.com/citations?user=XnGGd7cAAAAAJ&hl=en>). The educator and scholar from Assam, India, has produced numerous works that explore education and psychology, research methodology, artificial intelligence and educational technology. He has a Master's degree in Education from Gauhati University and another in Psychology from Indira Gandhi National Open University (IGNOU).

He has published numerous books that cover topics such as communication and public speaking, value education, health education, and the future of Indian education in the wake of the National Education Policy 2020. He studies AI-based personalised learning, neuroplasticity, student stress, and the new definition of formal education for the next generation. His research interests include innovative teaching methods, the ethical use of technology in education, and comprehensive educational development. He establishes himself as a major influence in contemporary educational thought through his online research. Which he shares on SSRN, Medium, and other academic repositories. He is documenting his research findings from interactions among students, teachers, and researchers.

#### INTRODUCTION OF THE BOOK

The National Education Policy 2020 stands as the most important educational achievement for India. The new educational system delivers an entire educational system transformation. India established its first educational policies through the 1968 and 1986 documents. The country introduced a new educational policy after 34 years through the 2020 policy. Dr K. Kasturirangan guided the development of the new educational policy. The government introduced the new policy during the COVID-19 pandemic. The organization failed to launch several projects because of the pandemic situation.

The National Education Policy 2020 vision remains completely understandable. The program allows students to select their preferred subjects. The program requires students to develop practical skills through direct learning experiences. The program requires students to use online educational resources together with technological tools. The new policy encourages students to think creatively and critically. The program requires students to develop all their mental and physical abilities.

The program aims to provide all students with equal learning opportunities. The ideas presented in the text are contemporary and forward-looking. The success of the program depends on how well it is executed. Schools and colleges need to take this very seriously. Teachers and students need to be aware of the upcoming changes. The Indian education system will undergo a major transformation as a result of this policy implementation.

#### BOOK HAS 13 CHAPTERS. NAMES OF THE CHAPTERS ARE:

▣ – **The first chapter begins with the title "Introduction to NEP 2020" which starts on page 11.** The chapter explains the historical development of Indian education throughout its evolution. The section explains why a new education policy was needed. The section presents the complete vision and mission of NEP 2020. The chapter investigates the necessity of the National Education Policy (NEP) 2020 for India. The first part demonstrates how historical events affected educational systems through various educational regulations. The research findings demonstrate that students encounter multiple obstacles which include 1) obstacles that block their ability to learn in class 2) the requirement to memorize information 3) their inability to achieve learning goals 4) their unfulfilled need for practical work skills. The primary educational goal of NEP 2020 establishes three societal objectives which include 1)

enabling all people to access quality education through flexible learning pathways 2) essential core values and 3) practical life skills. The chapter presents several educational objectives which include improving teacher resources and creating responsible technology implementation methods.

▣ – **The title of Chapter 2 "Foundational Principles of NEP 2020" starts on page 21.** The chapter describes four educational pillars which are Access, Equity, Quality, and Affordability. The chapter studies educational approaches that schools in India use to combine various disciplines with their complete learning systems. The researchers describe essential ideas which include Early Childhood Care and Education (ECCE) and the Universalisation of Education. The chapter presents fundamental concepts which support NEP 2020. The system establishes four educational elements which include access and equity and quality and affordability to guarantee that all learners can study freely and receive equal treatment. The elements help students achieve better academic performance while maintaining access to educational materials. The program enables students to acquire knowledge across different academic disciplines while developing essential abilities which include 1 critical thinking 2 creative thinking 3 effective communication and 4 ethical principles. The chapter introduces vital concepts which include Early Childhood Care and Education (ECCE) and universalisation. Early Childhood Care and Education (ECCE) focuses on strong learning foundations in the early years. Universalisation brings all children into quality schooling.

▣ – **The chapter titled "School Education Reforms" begins on page 31.** The chapter demonstrates its dedication to Early Childhood Education by developing a new school curriculum and introducing new teaching methods. The author presents basic coding skills alongside vocational training to create a foundation for a teacher education program. The National Education Policy (NEP) 2020 recommends educational changes for schools which the chapter examines. The program provides strong support for early childhood education. So that children can develop their basic language and number skills from the earliest years. The program establishes higher school curriculum standards and better teaching methods. The educational system has shifted away from rote learning to implement interactive teaching methods that require students to actively participate while developing their understanding. The chapter introduces new fields of study which include coding and vocational training to provide students with hands-on experience and professional development opportunities. The program requires stronger teacher development through training to improve student outcomes. The reforms make school learning more enjoyable for students. The students obtain essential skills which lead to improved academic performance.

▣ – **Chapter 4 is titled "Higher Education Transformation" and its start with page no. 45.** This chapter introduces the author's 5 + 3 + 3 + 4 educational model. The author demonstrates that students need flexibility to choose their courses. The Multiple Entry and Exit Points feature of the educational system provides it. The author describes research-based learning, which integrates multiple disciplines through his study of multidisciplinary educational systems. The chapter shows how NEP 2020 will create better educational systems for higher educational institutions. Students can choose their

subjects from different fields to learn through flexible learning methods which allow them to study multiple disciplines. The main concept presents multiple entry and exit systems. It enables students to take breaks from their education while keeping their academic achievements. The chapter promotes integrated learning by emphasising connections between teaching methods and students' practical work and real-world challenges. The research environment needs to be built because it requires financial resources for research development and institutional support that create new knowledge for society.

▮ – **The chapter 5th, titled "Promoting Languages and Culture", begins on page 58.** The chapter demonstrates how mother tongue and regional language education support learning outcomes. The author discusses methods for safeguarding indigenous knowledge together with their cultural heritage. The complete fulfilment of our objective requires us to implement arts and cultural programs as mandatory elements of our educational system. The chapter demonstrates how NEP 2020 establishes support for Indian languages together with their cultural traditions. The research shows that children learn better in their native and regional languages. The educational program helps students make concept development progress while building their self-confidence during their initial learning period. The program enables students to acquire multiple language skills through its study activities. The system provides users with the ability to communicate with people from various cultural backgrounds. The indigenous knowledge system must be safeguarded because the chapter states that local customs and traditional practices need protection until the end of time. The study recommends that educational programs should include arts and crafts as well as music and cultural activities. The educational program aims to respect various cultural backgrounds. The program helps students create their personal identity through actual life experiences which they can learn from.

▮ – **Chapter 6 is titled "Technology Integration in Education", and it begins on page 83.** The chapter covers how digital infrastructure and internet connectivity are essential elements of educational systems. Through these resources, we establish Online educational programs that provide equal access and create blended learning pathways. Technology-enabled teacher training and development help students achieve their professional goals. The chapter shows how NEP2020 plans to use technology to improve education. The system requires essential digital infrastructure, including devices, internet access, and dependable platforms, to enable students and teachers to utilise educational materials. The system enables online and blended learning. It merges classroom instruction with digital resources to create more adaptable educational solutions. They maintain their effectiveness during times of disruption. The chapter enables teachers to acquire new teaching strategies while they study best practices and develop their skills through technology-based teacher training programs. The statement explains that technology should reduce gaps between groups but should not create additional divisions, indicating that students from rural areas and disadvantaged backgrounds require extra assistance.

▮ – **The title of Chapter 7 which begins on page 98 presents the topic of "Teacher Empowerment and Professional Development".** The author demonstrates in this chapter that teachers serve as vital elements who drive

educational progress. The process of executing ongoing professional development programs. The FDP and CDP create an environment that supports teachers in their work. The chapter demonstrates that teachers represent the most vital aspect which establishes an effective educational system. The NEP 2020 framework aims to enhance teacher status through improved training systems and transparent career development pathways and equitable assessment methods. The program enables teachers to enhance their professional skills through acquiring new teaching methods and expanding their subject knowledge and learning to implement technological resources. The chapter emphasizes that organizations must create work environments which help their employees through mentoring programs and reduced workloads and effective school leadership. Classroom learning improves when teachers have both respect for their role and the readiness to fulfil it. The policy considers teacher empowerment the primary means of improving student outcomes and building exceptional educational institutions.

▮ – **The eighth chapter commences its section named "Inclusive Education and Special Needs" on page 107.** The chapter examines how differently-abled students face educational challenges because of their unique needs. The solutions to these problems require us to develop strategies for inclusive classroom environments and school operations. The program raises students' social awareness while promoting their social integration. The chapter demonstrates NEP 2020's plan to create educational systems that provide equal access to all students including those who have disabilities. The system requires schools to identify learning needs at an early stage and provide matching solutions which include assistive technologies and accessible infrastructure and educational resources in appropriate accessible formats. The chapter presents classroom methods which enable students to learn at their own pace through flexible teaching and individual support and teacher training in inclusive teaching practices. The program creates awareness to develop positive attitudes. The initiative will assist in eliminating social stigma and discriminatory practices. The program aims to achieve social integration for individuals with special needs. Students learn these in conjunction with their peers while their schools and communities provide comprehensive educational assistance.

▮ – **Chapter 9 begins with its opening section "Vocational and Skill Development", which continues through page 118.** The author describes how vocational education and training improve through partnerships between educational institutions and business organizations. The program enables students to acquire skills needed for employment while developing their business startup capabilities. The program needs to provide both Incentives and recognition to startup founders. Who present exceptional business ideas for their new ventures. The vocational education chapter first examines NEP 2020 vocational education and skill training programs. The program establishes vocational education as an essential component that schools should teach together with academic subjects. Educational institutions need to create more effective training programs according to the chapter recommendations. The programs combine real-world project work with practical activities to help students learn necessary skills. The program needs educational institutions to partner with businesses for student internship and apprenticeship programs. The development of new course materials needs to address existing

job market requirements. The policy establishes a connection between skills training and employment results, which enables students to start their own businesses while searching for jobs. The system offers students both credits and certificates as incentives to recognise their vocational accomplishments.

☐ 一耀 **Chapter 10 is titled "Funding and Implementation" and starts on page no. 135.** The chapter examines financial distribution and resource allocation, which support improved educational outcomes. The document describes how three sectors partnerships between the government and private sector, and civil society, function to build high-quality educational systems throughout the nation. The author presents methods for distributing funds while evaluating their effectiveness. The chapter demonstrates how effective funding and planning can support the implementation of NEP 2020. Schools need funding for their operations, teacher training programs, facilities and educational resources, so financial resources need to be managed effectively. The chapter states that shared responsibility exists because the government controls public education and policymaking. The private sector and civil society can assist them through their partnership and innovative community programs. The system uses monitoring and evaluation methods to track progress, assess learning outcomes, and maintain operational transparency. Organizations use data management systems and continuous assessment for specific objectives, which help them identify their challenges at an early stage. The results of effective policy execution will fulfill its intended objectives.

☐ 一耀 **The chapter begins with its first section on page 144 which is titled "Challenges and Opportunities".** The author studies possible obstacles which might prevent NEP 2020 implementation throughout the chapter. The process of educational transformation needs to be explained through its available chances for development. The author demonstrates educational lessons from international systems which his country can use for system implementation. The chapter examines various elements which either support or obstruct NEP 2020 implementation. The report identifies funding deficiencies and infrastructure problems and unqualified teacher shortages and state-to-state educational disparities as potential obstacles. The shift away from outdated study methods which include rote learning and exam pressure requires institutions to provide time and backing. The chapter presents multiple benefits that NEP 2020 provides through its three main features which deliver 1) enhanced learning results and educational adaptability 2) creation of research facilities and skills training programs and 3) technological solutions to improve student access. The study analyses educational reforms from various countries to show that India can adopt successful practices which maintain its own cultural requirements.

☐ 一耀 **The Road Ahead which is Chapter 12 begins on page 152 of the book.** The chapter presents the educational future of India which will be created through participation from stakeholders and active involvement from community members. The author asserts that educational progress depends on open-minded educational stakeholders with advanced knowledge. This chapter explores how NEP 2020 will shape the future educational landscape of India for its upcoming decades. Real change takes multiple years to achieve through a process that requires systematic planning including specific

objectives and continuous progress tracking. The chapter asserts that students parents teachers school leaders governments universities and local communities must join forces to accomplish their objectives. Community involvement can help improve attendance support disadvantaged learners and keep schools accountable. The chapter shows a method for establishing a progressive system which creates an inclusive framework that serves all children. The program provides students with access to high-quality educational content which includes vital knowledge and essential abilities. Educators should teach students to show respect towards individuals from various cultural backgrounds. The NEP 2020 presents a strategic pathway which leads to a fairer educational system and stronger educational framework.

(13) **The beginning of Chapter 13, which has the title "The Impact of NEP" begins on page 163.** The author evaluates the policy's effectiveness because it brought fundamental changes to India's educational system. The chapter shows how the effects of NEP 2020 will be assessed over time. The study proposes two methods for measuring success, which include tracking enrolment numbers and retention rates, while assessing student learning progress and teacher performance and school building standards and the school's ability to support disadvantaged students and outcomes from advanced educational programs. The study demonstrates that true academic success occurs when students develop understanding, creativity, and self-assurance that extend beyond their test results. The chapter establishes NEP 2020 as a major educational change that will create better early childhood education systems, 1) interdisciplinary study options, 2) enhanced teacher training and professional development, and 3) advanced research and development. The research demonstrates that NEP 2020 functions as a permanent educational reform. The system will experience educational transformation through its implementation in India.

#### SUMMARY OF THE BOOK

The book provides a summary of the National Education Policy 2020 through its content. The introduction details the necessity for a new educational policy after the long period which has passed since the last update. The NEP 2020 document shows all its changes through this content. The book describes two educational approaches through its content which focuses on multidisciplinary learning and flexible curriculum development. The book provides details about ability-based educational programs which include online learning components. The information about artificial intelligence and emerging technologies. The text explains both financial assistance methods and budgeting procedures. The book demonstrates how the new policy brings multiple benefits to the educational system. The text presents various challenges which need to be solved. Students lack understanding about which subjects to select as their primary and secondary fields of study. The students need to understand two new concepts which include degree duration and credit system. The new teaching methods create difficulties for teachers who try to implement them. Digital resources do not exist in remote regions. Teachers and students lack experience with digital educational resources. The text provides solutions to the problems. The program establishes proper training systems and educational programs to raise public knowledge.

The book demonstrates the importance of NEP 2020 through its content. The program needs to address multiple issues before it can achieve total success according to the organization.

#### CRITIQUE OF THIS BOOK

The book provides valuable information on NEP 2020. The book explains the policy's goals and its implementation guidelines. The book mainly focuses on official language usage and the governmental policy declarations. The book does not provide any practical experiences. Teachers and students have only shared a few experiences. The research study lacks both detailed interviews and real-life case analysis. The conversation seems to exist only on a theoretical level. The book presents innovation advantages and global standards as benefits. The book lacks evidence which could demonstrate grassroots movements. The book presents general information about various difficulties. The book does not provide a thorough examination of regional differences. The actual situation of small colleges and rural schools is not described in the book. The book may benefit from grassroots research. Experiences would make the book more realistic. The book explains the policy through detailed descriptions.

#### Researcher Opinion

The NEP 2020 initiative will bring positive advantages to India. It brings innovative educational concepts into the academic system. Current job markets need workers who can adapt and develop new skills. The world experiences its fastest development period. Our education system should also adapt to this. The NEP 2020 initiative works to achieve this goal. The procedures of policy creation do not provide an effective answer. The actual assessment of the situation occurs through

implementation. Teachers need complete training programs for their profession. Students need to access complete support systems for their academic studies. Many educational institutions currently lack essential digital resources. The expansion of digital educational programs cannot occur without these resources. I want to discover actual research facts as an academic researcher. I want to hear from educators and learners. Do they find the new educational framework useful? Do they view it as beneficial? Their perspectives possess the highest significance. The policy exists to serve their needs. The policy achieves success when it produces positive outcomes for them. The policy requires changes when they encounter obstacles to its implementation. I know that NEP 2020 brings benefits to India. The educational system will gain advantages through this implementation. The educational system will experience improvements through this implementation.

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#### REFERENCES

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