



Operationalizing NEP 2020 Through a CoreDaoVip Global Curriculum: An LMS-Enabled Framework for Future-Ready Indian Education

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Abstract: The National Education Policy (NEP) 2020 strongly challenges the traditional Indian education system by inculcating skill and technology-based learning. However, incorporation of its vision into Indian education system remains a challenge. Current focus of education system relies on heavy content rather than skill development of students. This chapter bridges the gap between policy and its integration via incorporating CoreDaoVip by adopting a conceptual and analytical approach. It draws an attention on the review of research papers published since 2020. CoreDaoVip acts as a modular, decentralized, and project-based curriculum model to align policy goals with teaching methods, assessment, and digital delivery. The proposed framework focusses less on content coverage, creating an early exposure to emerging technologies, and continuous assessment enabled by LMS-based model. This study offers CoreDaoVip as a scalable and adaptable way for filling the gap between NEP 2020's vision and its implementation. This work further elaborates future research directions in context of NEP and its implementation.

Keywords: National Educational Policy (NEP) 2020, Global curriculum, CoreDaoVip, Learning Management System (LMS)

1 Introduction

One of the most successful changes to education in independent India is the National Education Policy (NEP) 2020. It tries to fix the traditional ongoing problems with the structure of education, like rote learning, strict subject boundaries, tests that focus on exams, and weak connections between education and job readiness. The policy gives a clear, rational direction by saying that learning should be based on skills, that students should learn from many different subjects, that classrooms should be flexible, and that technology should be used. The hard part is turning these ideas into real, scalable models for classrooms. In India, changes to the curriculum have usually come after changes to the policy. Syllabi are often still full of information, tests reward memory over understanding, and digital tools are added as extras instead of being built into teaching. Because of this, there is still a gap between NEP 2020's vision and how it is being put into action. The paper contends that CoreDaoVip, as a global, competency-based curriculum framework underpinned by a Learning Management System (LMS), offers a viable means for the implementation of NEP 2020. The study posits CoreDaoVip not as a substitute for current boards, but as an implementation framework that harmonizes the objectives of NEP along with curriculum design, teaching methods, assessment, and digital mode of delivery. Most of the existing research on NEP 2020 fits into one of three groups. The first one looks at policy analysis and tries to understand the philosophical ideas behind the policy, like holistic education, Indian knowledge systems that put the learner first. The second group looks at changes to assessments, especially the move toward competency-based testing in schools. The third one looks at technology-enabled learning, which has become popular because of the COVID-19 pandemic. It focuses more on online platforms promoting digital education. These studies offer significant insights; however, two limitations are apparent. First, a lot of the research is still mostly about ideas, talking about what NEP 2020 suggests instead of how it can be put into action in a planned way. Second, research on digital learning frequently regards technology as an adjunct rather than a fundamental aspect of curriculum development. Conversely, global curriculum literature underscores transferable skills including computational thinking, problem-solving, collaboration, and digital literacy. More and more, international models depend on project-based learning, portfolio assessment, and

LMS-driven personalization. However, contextual factors such as scale, diversity, and teacher preparedness limit the direct adoption of these models in India. The CoreDaoVip framework comes into the picture, which offers a model that combines global skills with Indian policy priorities through a structured curriculum that can be implemented with an LMS.

1.1 Literature Review

Research carried out on NEP 2020 from 2020 to 2025 shows that there is a strong focus on policy interpretation, a moderate focus on assessment and pedagogy, and a growing interest in digital learning. Nonetheless, a distinct and persistent deficiency exists in Global competency-aligned curricula, LMS-enabled curriculum implementation, decentralized, modular, project-based frameworks, early integration of emerging technologies, and a designated, replicable model such as CoreDaoVip. An examination of Indian literature from 2020 onward indicates the lack of a comprehensive, LMS-enabled global curriculum framework that implements NEP 2020 at the curricular level. The suggested CoreDaoVip model fills this gap by bringing together competency-based learning, dispersed teaching, and global skill alignment in an LMS-based ecosystem.

Table 1. Papers published from 2020 -2025 regarding NEP 2020.

Year	Journal Name	Author(s)	Focused Abstract (Summarized)	Identified Research Gap
2020	<i>University News</i>	P. K. Joshi	Analyzes the philosophical foundations of NEP 2020, emphasizing holistic education, multidisciplinary learning, and Indian knowledge systems.	Lacks operational curriculum models and ignores LMS-driven global competency frameworks.
2020	<i>Journal of Education and Practice</i>	S. Muralidharan	Discusses structural reforms proposed by NEP 2020 in school education, including assessment and curricular flexibility.	No discussion on implementation through digital platforms or global curriculum alignment.
2021	<i>International Journal of Educational Development</i>	A. Tilak	Critically evaluates NEP 2020 in the context of equity, access, and governance in Indian education.	Focuses on policy critique, not curriculum design or LMS-enabled delivery models.
2021	<i>Shanlax International Journal of Education</i>	R. K. Singh, N. Mishra	Examines competency-based education under NEP 2020 and its implications for assessment reform.	Does not propose a structured competency-to-curriculum framework like CoreDaoVip.
2021	<i>Journal of Curriculum Studies (India Edition)</i>	M. Bhattacharya	Explores curriculum load reduction and multidisciplinary integration proposed in NEP 2020.	No linkage with emerging technologies, global skills, or decentralized curriculum models.
2022	<i>Educational Quest</i>	K. Verma	Reviews teacher preparedness challenges in implementing NEP 2020 reforms.	Teacher training discussed, but no LMS-based curriculum ecosystems suggested.
2022	<i>Journal of Learning for Development</i>	S. Banerjee	Studies digital learning expansion in India post-COVID and its relevance to NEP 2020 goals.	Treats LMS as content delivery tools, not as curriculum-operational systems.

Year	Journal Name	Author(s)	Focused Abstract (Summarized)	Identified Research Gap
2022	<i>International Journal of Multi-disciplinary Educational Research</i>	R. Thomas	Investigates experiential learning and project-based learning under NEP 2020.	Projects discussed conceptually; no scalable global curriculum or competency mapping model proposed.
2023	<i>Asian Journal of Distance Education</i>	P. Narayanan, S. Iyer	Analysis LMS adoption in Indian higher education institutions after NEP 2020.	LMS studied independently from curriculum reform; lacks integration with NEP-aligned global curricula.
2023	<i>Journal of Policy Research in Education</i>	A. Choudhary	Reviews early outcomes and challenges of NEP 2020 implementation across Indian states.	Absence of innovative curriculum frameworks that integrate policy, technology, and global skills.
2024	<i>International Journal of Educational Technology</i>	V. Rao	Evaluates the role of EdTech platforms in competency-based learning in India.	EdTech focus without proposing a holistic curriculum model like CoreDaoVip.
2024	<i>Contemporary Education Dialogue</i>	S. Das	Critically examines globalization and Indian curriculum reforms under NEP 2020.	Global perspective discussed theoretically; no actionable global curriculum framework provided.
2025	<i>Journal of Emerging Trends in Education</i>	L. Mehta	Bibliometric analysis of NEP 2020 research publications (2020–2024).	Identifies lack of empirical, LMS-driven curriculum implementation studies.

1.2 Challenges in implementing NEP 2020

Despite its progressive intent, NEP 2020 faces several implementation challenges. Existing CBSE/NCERT curricula are dense, leaving limited room for experimental learning or interdisciplinary exploration. Many teachers are not capable of inculcating project-based teaching, digital tools, and emerging technologies. Limited training on digital literacy still remains a big challenge. These challenges clearly put a question mark indicating that policy reform alone is not enough; but we require a **consistent and logical framework** that puts NEP concepts into everyday teaching and learning.

2 Policy Background

2.1 Insights

The goal of the National Education Policy (NEP) 2020 is to shift the focus of education from what students learn to what they can do with it. It promotes learning across a wide range of disciplines (multidisciplinary), early exposure to technical and vocational skills, a lighter curriculum, and purposeful use of technology. Additionally, the policy recognizes the significance of digital platforms in expanding, utilizing, and improving accessibility for all. However, it encourages institutions to develop new concepts within a broad framework rather than recommending a single curriculum model. This openness creates space for models such as CoreDaoVip, which view NEP 2020 as a guide for creating educational systems that are prepared for fut

2.2 Novelty of the CoreDaoVip Curriculum

The structure and philosophy of the CoreDaoVip curriculum make it unique. The curriculum prioritizes skills. Learning outcomes are based on skills, application, and comprehension rather than finishing a chapter. Instead of being an end in and of itself, content is viewed as a means to an end. The "DAO" section demonstrates how everything is distributed so that students have complete control over their own education. By collaborating on projects, students acquire knowledge rather than merely imparting it. The curriculum encourages sharing knowledge, utilizing public resources, and improving things over time. Value, Innovation, and Purpose, or the "VIP" dimension, ensure that education comes first. New domains such as artificial intelligence,

data science, and digital technologies are introduced earlier to build problem solving capabilities of students. There CoreDaoVip plays a significant role because of its flexible curriculum and easy inculcation in school boards.

3 Role of Learning Management System (LMS)

3.1 Definition of LMS

LMS is the foundation of CoreDaoVip, not merely a tool. To facilitate learning, the LMS distributes curriculum modules as tests, projects, and microlearning units. Learner progress is evaluated based on their abilities rather than just grades. Instructors have access to dashboards that highlight areas in which students are having difficulty so they can provide immediate assistance. Additionally, the LMS allows students to work at their own pace, go back and review material, and create digital portfolios of their work, all of which contribute to personalization. For larger and more diverse classrooms, this scalability is crucial. Because it turns NEP 2020's emphasis on continuous evaluation into a reality rather than merely a goal to be met, an LMS-driven strategy is crucial.

3.2 Comparative International Alignment

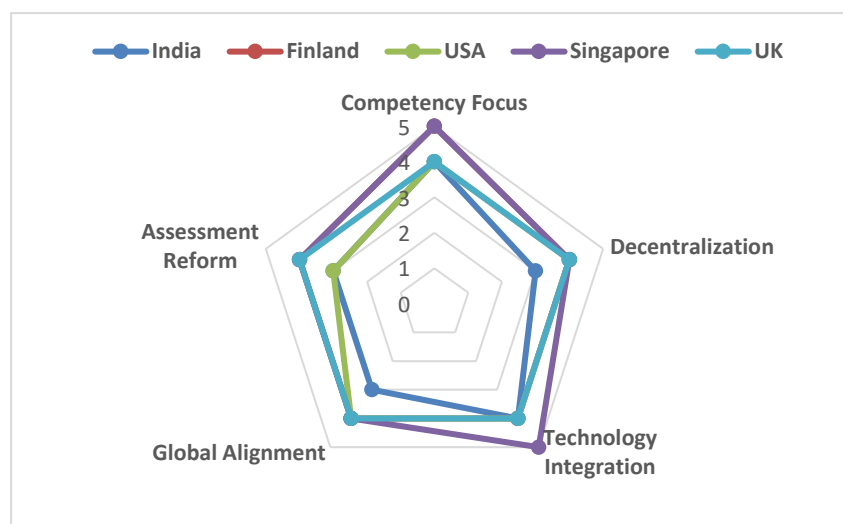


Fig. 1. A comparative analysis of selected countries across five CoreDaoVip's curriculum dimensions

Education systems around the world are moving toward skill-based frameworks that focusses on adaptability, digital literacy, and learning for life. CoreDaoVip is in line with these trends because it emphasizes computational and data literacy as basic skills, project-based and query-driven teaching, portfolio-based assessment, and the use of technology and ethics. At the same time, the framework is still aware of what is going on in India. It matches the CBSE/NCERT stages of learning, allows for delivery in multiple languages, and takes into account the limitations of the infrastructure. CoreDaoVip is very much different from those imported curriculum models because it creates a balance between what is being relevant to the whole world and what is being useful in the local context. Figure 1 shows a radar chart that compares five CoreDaoVip curriculum dimensions for a group of countries: competency focus, decentralization, technology integration, global alignment, and assessment reform. The

visualization shows that India's NEP 2020 policy-driven competency orientation is strong, but it also shows that India's decentralization and assessment reform are not as strong when compared to global leaders like Finland and Singapore.

4 Conclusion & Future Scope

NEP 2020 opens up a strong vision for Indian education, but its performance will depend on the fact how well it works in the classrooms. This paper contends that the CoreDaoVip global curriculum, underpinned by an LMS-enabled delivery framework, provides a more practical and scalable methodology for implementing NEP 2020. CoreDaoVip closes the gap between policy intention and its educational reality by putting competencies ahead of content, projects ahead of memorizing curriculum, and continuous assessment ahead of the difficult tests. Its integration of global competencies and emerging technologies prepares students for success at home and allows them to take part in a changing global knowledge economy. Future studies should focus on the empirical evaluation of CoreDaoVip implementations, including student engagement, teacher adoption, and learning outcomes. The effects of early exposure to emerging technologies on career paths and higher education can be assessed through longitudinal studies. To further support differentiated instruction, learning analytics and AI-driven personalization can be integrated into the LMS. Institutions and policymakers may investigate how these types of frameworks can function with national boards without altering the current structure. Frameworks such as CoreDaoVip demonstrate that the future of Indian education lies not in policies that are always changing, but in systems where these policies can be implemented.

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