

A Comprehensive Analysis of The Reformed Education System: National Education Policy

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ABSTRACT

A comprehensive set of reforms aimed at revolutionizing India's educational system is the New Education Policy (NEP) 2020. The goal of the strategy is to address the issues that the existing system is confronting, including low learning results and a dearth of emphasis on critical thinking and problem-solving abilities. The goal of the policy is to change education to make it more flexible, multidisciplinary, and comprehensive. Additionally, the policy seeks to encourage students' critical thinking, creativity, and innovation. This essay offers a thorough analysis of the NEP 2020 and assesses how well it has improved India's educational system. The review study's foundation is a detailed examination of current literature, official documents, and data sources. The NEP 2020 has been praised as a historic initiative that will fundamentally alter the educational landscape. This study looks at how well the NEP 2020 accomplishes its objectives.

INTRODUCTION

India's educational system has seen significant change during the past few decades. The Pioneer (2020) noted that the system has drawn criticism for being inflexible, test-focused, and devoid of originality and creativity. The goal of NEP 2020 is to address these problems and modernize the educational system to increase its efficacy and relevance. The policy's main elements are the following: it encourages students to take a multidisciplinary approach to learning, makes use of technology in the classroom, and helps them develop their critical thinking and problem-solving abilities (Aggarwal, 2021). Multidisciplinary Approach: Encouraging a multidisciplinary approach to education is one of the main goals of NEP 2020.

The goal of the policy is to encourage a more integrated approach to learning by dismantling the conventional learning silos that separate various academic disciplines. The curriculum is intended to be flexible, enabling students to select courses from a variety of subject areas. It is anticipated that this method will help students become more innovative and creative while preparing them for the challenging problems of the twenty-first century. The Indian Express reported that by encouraging a multidisciplinary approach to education, the NEP 2020 has the potential to significantly alter the educational sector. The report argues that the strategy "emphasizes the need for a multidisciplinary approach to learning, where students can pursue a combination of subjects that interest them, rather than being restricted to a single stream." The policy may encourage students to become more innovative and entrepreneurial, according to the research. (2020, The Indian Express.) Technology in Education: The NEP 2020 suggests using technology to improve learning and acknowledges its significance in education. The policy suggests that digital infrastructure be developed and that all institutions and schools be connected to high-speed internet. To increase accessibility and affordability of education, the policy also suggests developing educational apps and online learning environments. An article in The Economic Times claims that by utilizing technology, the NEP 2020 can completely change India's educational system. The piece adds that "the policy envisages the use of technology to enhance the learning experience and make it more accessible and affordable for all." Additionally, according to the report, the policy might leverage machine learning (ML) and artificial intelligence (AI) to give pupils individualized learning experiences (The Economic Times, 2020). Critical Analysis and Problem-Solving Techniques The NEP 2020 acknowledges the value of critical thinking and problem-solving abilities in today's environment. The policy suggests using a range of strategies to help kids develop these abilities. Including project-based learning and experiential learning in the curriculum is one of these strategies. To encourage students' creativity and invention, the strategy also suggests that all educational institutions set up innovation and entrepreneurship cells.

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As per an India Today study, pupils' critical thinking and problem-solving abilities could be enhanced by the NEP 2020. According to the report, "the policy aims to develop critical thinking and problem-solving skills among students by incorporating experiential and project-based learning in the curriculum." According to the report, by creating innovation and entrepreneurship cells in educational institutions, the policy can encourage students' creativity and innovation (India Today, 2020). An important part of a nation's growth and development is its educational system. India, a rising nation, has been working steadily to upgrade its educational system to fulfill the needs of the modern-day (Kumar, 2017). A comprehensive set of reforms aimed at enhancing India's education system is outlined in the historic New Education Strategy (NEP) 2020 strategy paper. The goal of the strategy is to address the issues that the current system is confronting, including low learning outcomes, a dearth of emphasis on critical thinking and problem-solving abilities, and a teacher shortage (Agarwal, 2021). This essay's goals are to present a thorough analysis of the NEP 2020 and assess how well it has improved India's educational system. The review is predicated on an exhaustive examination of extant literature, official papers, and data sources. To make the educational system more comprehensive, interdisciplinary, and adaptable, the National Education Policy (NEP) intends to change it. Additionally, the policy seeks to encourage students' critical thinking, inventiveness, and creativity (Kumar, 2020). The NEP 2020 has been praised as a historic initiative that will fundamentally alter the educational landscape. This study looks at how well the NEP 2020 accomplishes its objectives.

THE NEW EDUCATION POLICY'S ESSENTIALS

From early childhood education to higher education, every facet of education is covered in the comprehensive NEP 2020. The policy's learner-centric approach is intended to revolutionize India's educational sector. Focusing on core literacy and numeracy, having a flexible and diverse curriculum, using technology for teaching and learning, and moving toward competency-based learning are some of the policy's main characteristics. In addition, the policy seeks to advance research and innovation, enhance the standard of teacher preparation, and support vocational education and skill development (Arora, 2020).

Basic Skills in Reading and Numeracy

By the time they are 3–8 years old, all Indian children are expected to have mastered the fundamentals of reading and numeracy, according to NEP 2020. The policy acknowledges that a child's core skill development is essential to their future learning. The policy suggests several actions to do this, such as creating a curriculum and appropriate pedagogical approaches, utilizing cutting-edge teaching techniques, and assigning specialized teachers to work with young children.

A curriculum that is adaptable and multidisciplinary

A flexible, diverse curriculum that inspires students to follow their hobbies and interests is what the NEP 2020 offers. The strategy acknowledges that students are not given enough opportunities to explore their interests and acquire skills that will be useful in their future employment and that the existing system is overly centered on memorization and rote learning. According to Singh (2020), the policy suggests a curriculum that is built on the ideas of adaptability, creativity, and innovation and gives students the freedom to select courses that are pertinent to their interests and future goals.

Technology-Assisted Instruction and Learning

The NEP 2020 acknowledges that technology has the power to revolutionize India's educational landscape. The utilization of digital materials and online platforms for teaching and learning is recommended by the policy. To encourage the use of technology in education and offer technical support to educational institutions, the strategy also suggests creating a National Educational Technology Forum (The Wire, 2020).

Learning Based on Competencies

The NEP 2020 suggests moving away from knowledge acquisition and toward competency-based learning, which emphasizes the development of skills and competencies. The policy acknowledges that the existing educational system overemphasizes memorization and denies students the chance to practice critical thinking and problem-solving techniques. A competency-based approach is suggested by the policy, with an emphasis on the development of abilities including creativity, critical thinking, problem-solving, teamwork, and communication (The Quint, 2020).

Encouragement of Technical Education and Professional Growth

The NEP 2020 acknowledges the value of skill development and vocational education in preparing students for the workforce. The policy suggests creating a National Skills Qualification Framework and integrating vocational education into the regular school system. To provide training in a variety of skills, the policy also suggests establishing centers for vocational education and training.

Encouragement of Innovation and Research

The NEP 2020 acknowledges the role that innovation and research have played in advancing India's educational system. The National Research Foundation would be established, according to the policy, to support research in a range of educational domains. To encourage innovation and entrepreneurship, the policy also suggests creating research and innovation clusters in universities.

Enhancement of Education for Teachers

The significance of teacher education in raising the standard of education in India is acknowledged by the NEP 2020. To give instructors training and mentoring, the policy suggests creating a National Mission for Mentoring. To give teacher education programs a uniform foundation, the strategy also suggests creating a National Curriculum foundation for Teacher Education.

The New Education Policy's 2020 effectiveness

Many people have praised the NEP 2020 as a historic program with the potential to significantly alter India's educational system. Nonetheless, the policy's efficacy will hinge on how well it is carried out. The policy calls for several aggressive actions, all of which will demand substantial funding and knowledge to carry out (UNESCO, 2021). An article in *The Hindu* states that the NEP 2020's success will rely on how well it is implemented. The piece adds that "the success of the policy will depend on the availability of resources and the willingness of the government to invest in education." The article also notes that several ambitious initiatives are proposed by the strategy, and their proper execution will necessitate a large investment of time and knowledge (The Hindu, 2020). Many have commended the NEP 2020 for its all-encompassing approach to educational reform. Numerous issues plaguing India's educational system, such as low learning outcomes and a dearth of emphasis on critical thinking and problem-solving abilities, could be resolved by the strategy. Nonetheless, the policy's effectiveness in practice will determine its outcome. A few of the difficulties in putting the policy into practice are a lack of funding, a scarcity of teachers with the necessary training, and inadequate infrastructure (Singh, 2021).

Poor performance in learning

Low learning outcomes are the results of pupils' inadequate knowledge and abilities, even after they have attended school for a specific amount of time. Low learning outcomes have long been an issue in India, as seen by the numerous studies that demonstrate that a sizable fraction of pupils still struggle to acquire fundamental reading and numeracy abilities even after several years of education. Low learning outcomes in India are caused by several causes. One of the primary causes is the inadequate quality of instruction, which is frequently demonstrated by rote memorization, a deficiency of interactive teaching strategies, and an emphasis on meeting curriculum objectives rather than guaranteeing conceptual knowledge. The lack of teaching tools, textbooks, and basic amenities like clean drinking water and sanitary facilities in schools is another contributing cause. Comprehension. Furthermore, socioeconomic variables that affect learning outcomes include poverty, discrimination based on gender, and caste. Poor learning outcomes can have a major impact on the nation's future by lowering economic development, decreasing productivity, and limiting employment prospects. The NEP 2020 has suggested several reforms to solve this problem, including the creation of a new curriculum and pedagogical framework, the use of interactive teaching techniques, the use of technology to improve learning results, and an emphasis on the professional development of teachers. A more inclusive and egalitarian educational system is another goal of the program, along with the promotion of research and innovation in education. Effective implementation and monitoring of these reforms are critical to their effectiveness (Sahoo, 2020).

Interactive instructional strategies

Interactive teaching methods are methods of instruction that promote students' active engagement and participation in the learning process. Since these teaching methods require students to apply their knowledge and abilities in real-world circumstances, they are intended to foster deeper learning, critical thinking, and problem-solving skills. Group discussions, debates, role-playing, case studies, and project-based learning are a few instances of interactive teaching techniques (Singh, 2018). Because they let students take charge of their education and draw connections between disparate concepts and ideas, interactive teaching approaches are especially effective at increasing learning outcomes. Additionally, they promote group projects and collaboration among students, which develops social skills and a feeling of belonging in the classroom. The NEP 2020 acknowledges the value of interactive teaching strategies and makes several reform recommendations to encourage their application in the classroom. The strategy highlights the necessity of a multidisciplinary approach to education, which promotes the incorporation of real-world examples and the integration of many courses (Chugh, 2020). The policy also highlights how important it is that educators have the freedom to create their lessons and assessments and that they be trained in interactive teaching techniques. The NEP 2020 seeks to improve the quality and effectiveness of the learning environment for Indian students by fostering interactive teaching techniques (Chakraborty, 2020).

INSTANCES OF INTERACTIVE TEACHING TECHNIQUES FOR TEACHING MATHEMATICS

Math can be taught in schools using a variety of interactive teaching techniques. Here are a few instances.

1. Collaborative problem-solving: Instructors might present a mathematical problem to small groups of students to work on jointly. With this approach, students are encouraged to collaborate, share their ideas, and hone their problem-solving abilities.
2. Manipulatives: Students can investigate mathematical ideas with the assistance of tangible items known as manipulatives. For instance, teachers can teach fractions and multiplication using blocks. Students can visualize abstract ideas and draw links between them by using manipulatives.
3. Games: Using games to teach mathematics and foster participation can be successful. Games that need mathematical reasoning and problem-solving can be taught in the classroom via board games, card games, or internet games.
4. Real-world applications: Mathematical concepts can be taught to students by using real-world examples. For instance, teachers can utilize map-based distance and speed calculations or supermarket shopping as an opportunity to teach fractions. This approach enables students to apply mathematical ideas to practical contexts and recognize the value of mathematics in daily life.
5. Interactive whiteboards: These provide educators the ability to manipulate and present mathematical ideas in real-time. This approach can be used to solve issues with pupils, model mathematical ideas, and promote active engagement.

These are just a handful of the numerous interactive teaching strategies that may be applied in classrooms to teach arithmetic. Teachers can increase their students' engagement, relevance, and effectiveness in mathematics by implementing interactive teaching approaches. Many have commended the NEP 2020 for its all-encompassing approach to educational reform. Numerous issues plaguing India's education system, such as low learning results, a dearth of emphasis on critical thinking and problem-solving abilities, and a teacher shortage, could be resolved by the strategy. However, the policy's effectiveness in being implemented will determine its success (Sharma, 2020). Lack of funding is one of the issues preventing the NEP 2020 from being implemented. The strategy suggests several initiatives that will cost a lot of money, such as building infrastructure, hiring instructors with specific training for early childhood education, and encouraging skill development and vocational education. For these initiatives to be successfully implemented, the government will need to set aside enough money (Kumar, 2020). The lack of trained teachers is another issue that the NEP 2020 implementation is encountering. The policy suggests several actions to raise the standard of teacher preparation, including the creation of a National Curriculum Framework for Teacher Education and a National Mission for Mentoring. Though it will take time for these steps to pay off, the lack of skilled teachers in the educational system needs to be addressed immediately (Chaudhary, 2019). The NEP 2020 also suggests a major change in the way the educational system operates, emphasizing competency-based learning over memorization. The way that teaching and learning are done in universities and schools will need to change significantly to accommodate this shift. To implement innovative teaching strategies, educators must receive training, and students must be motivated to participate more actively in their education (Jha, 2020).

Suggestions for Development

To tackle the obstacles that India's educational system faces, we suggest the following measures:

1. Invest more in education: More money should be spent by the government on education, especially on infrastructure, teacher preparation programs, and research and development.
2. Address inequalities in education access and quality: To address inequalities in education access and quality among various geographic and socioeconomic groups, focused initiatives are required. This involves hiring more instructors from underrepresented communities, giving schools in underprivileged areas more resources, and upgrading the facilities of underperforming schools.
3. Enhance teacher preparation: More funding is required for teacher preparation, especially in the fields of pedagogy, critical thinking, and creativity. This will guarantee that educators have the abilities and information required to give pupils a top-notch education.
4. Update curricula: A more modern and pertinent curriculum that emphasizes the development of critical thinking, problem-solving, and creative skills is required. Leaders in the sector should be consulted to make sure that students are ready for the needs of the contemporary market.
5. Encourage innovation and entrepreneurship: More focus has to be placed on encouraging innovation and entrepreneurship, especially at the higher education level. This can be accomplished by partnering with industry, establishing incubation centers, and offering entrepreneurial training.

Skill Development in NEP

India's demographic landscape has undergone a significant shift over the years with India's working-age population reaching 70% of its total population allowing India to capitalize on its demographic advantage. Skill development in youth has become of crucial importance. A recent study by UNICEF states that nearly 47% of Indian youth may lack the necessary education and skills for employment by 2030. Despite concerted efforts by the government skill development among youth has been dismal. However, with the introduction of a new education policy, 2020 India has an opportunity to realize its demographic potential by tackling the pertinent issues posed by our current education dispensation.

A New Era of Education

The NEP, 2020 proposes the mission and renaming of all aspects of education, including the educational structure, regulations, and governance to create a system that is in sync with the aspirational goals of 21st-century students. The aim is to foster inclusivity in education and foster creativity, and curiosity among students by actively engaging with students at all levels of the educational hierarchy. The policy primarily aims to inculcate at least 50% of learners through the school and higher education system with vocational education with an emphasis on overcoming the social status hierarchy associated with vocational education and integrating vocational education into mainstream education in a phased manner. Vocational training becomes of importance because despite rural penetration of education in India youth lacks skills for employability. According to AISHE (All India Survey of Higher Education), 43% of institutes and 61% of colleges are in rural areas. Yet, employability among youth is critically low causing significant setbacks to learning outcomes which imposes today's youth with another significant challenge to address these issues increased investment in early childhood education of crucial impedance special with a focus on vocational exposure at early ages in middle and secondary school with prospective changes in curriculum which will be integrated in a phased manner successful implementation of NEP will help students develop their rice from an early age with exposure to vocational cruises and training future educational needs of students can be tackled easily, not just education but it will benefit other key areas of pertinent importance.

The health & well-being of students become an important aspect with increasing nutritional deficiencies that have resulted in low cognitive development among students which makes health an important factor in the education process. Greater emphasis on vocational courses will incentivize students to earn a livelihood and gradually improve living standards. Furthermore, skill building among youth will cater to industrial employability criteria. NEP 2020 recognizes the dynamic nature of industries and the revolving skill requirements. It emphasizes the need for a curriculum that aligns with industry needs, enabling students to acquire practical skills and knowledge relevant to the workplace vocational courses are designed in collaboration with industry experts, ensuring that the curriculum reflects funds and demands. For instance, the policy encourages the integration of vocational training in emerging sectors such as Information technology, healthcare hospitality, and manufacturing. This integration ensures that students are well prepared to enter these sectors with the necessary skills and enterprise. However, only 8.8% of gross expenditure on research and development comes from HEI (Higher Education Institutions) and the lack of proper infrastructure inhibits students from actively acquiring technical skills needed for effective delivery of skills. Industry Academic collaboration in key areas such as technology such as Indian training institutes (ITI) has been low. Moreover, implementation of vocational education can sometimes lead to a perception of hierarchy among different streams of education with vocational education being seen as inferior to traditional academic pathways, NEP further emphasizes the importance of apprenticeships and internships to provide hands-on experience and industry exposure to students. This approach allows learners to apply theoretical knowledge in a real-world setting, fostering practical skills development and enhancing employability. NEP further expands the scope of employability of women which will not only enhance their socio-economic status but also increase the formalization of labor, diversification of courses will give impetus to women to engage in courses that suit their skills in turn increasing the enrolment ratio among women which at present is low at only 27%. Vocational courses such as crafts, and arts will give an advantage to those students, who do not want to be restricted by strict silos of humanities and sciences.

The policy encourages collaborations between educational institutions and industries to offer apprenticeship programs where students can work alongside professionals, gaining valuable insight into their chosen field. This apprentice helps bridge the gap between academics and industry. However, the availability of quality apprenticeships can be a challenge, particularly for students in remote areas from marginalized backgrounds which highlights the need for inclusive education and to create an equitable level playing field. NEP provides an opportunity for non-prior learned skills allowing individuals with insisting skills and experience to obtain formal certifications that will enhance individuals credibility and employability in their respective fields. Additionally, NEP 2020 encourages the development of an intrapreneurial mindset and promotes innovation among students. It aims to create an ecosystem that fosters creativity, problem-solving, critical thinking, decision-making, and practical skills instead of a learning-based curriculum. Encourage students to become job creators rather than job seekers which is the need of the hour. The policy encourages the establishment of skill labs, entrepreneurship cells, and incubation centers in educational institutions providing students with mentorship, resources, and networking opportunities to develop entrepreneurial ventures with flexible academic curricula to take up vocational courses between graduate and postgraduate courses has yielded significant

benefits. With a focus on higher education institutions a pragmatic shift is needed in early and secondary education, the policy provides for an 'early intervention' in the secondary stage which focuses on 4 years of multidisciplinary study, building on the subject-oriented pedagogy with greater emphasis on life aspirations, flexibility and student choice of students. Initiatives like 'Lok Vidya' an important vocational knowledge will be made available to students through integration into vocational educational courses. Focus areas for vocational education will be chosen based on skill gap analysis, and mapping of local opportunities. Highly mapping effort is taken by the National Committee for the Integration of Vocational Education (NCIVE). Different models of vocational education and apprenticeship at higher education Institutions will be set up that will enhance the scholarly as well as experimental skills of students. Incubation centers will be part of HEI with active collaboration with industries. Another key factor in resilience is the National Skill Qualifications Framework (NSQF) which holds specific details for vocational courses and is aligned with the international standard classification of occupation maintained by 120 International Labour Organisation which in turn enhances internationalization of education by inculcating the best practices by states ie by recognizing prior learning by aligning practical experience with the level of the framework. This will help build a credit-based framework that will facilitate maneuvering across general and vocational education.

NEP has acted like a breakthrough in the field of education and has shifted its nature from being state to Dynamic. This pragmatic shift has not only rejuvenated the learning process but has made it more carrier-oriented. Additional changes must be considered to make NEP more inclusive and future-oriented. Higher education institutions (HEI) must actively collaborate in research and development (R&D) to provide students with a spectrum of opportunities micro-credit programs (MCP) should be taken into consideration, providing capsule courses to students as an extracurricular at the higher education level will not only none their skill set by expand their horizons of thinking certifications for recognizing effort but by students apart from academics need to be focused upon. Holistic and multidisciplinary which is a crucial aspect of NEP will be achieved when the emphasis on skill-based activities is given prominence over learning-based activities. Organization of awareness programs to change the social hierarchical perception towards vocational courses. Vocational exposure must be through early stages with effective education, information, and media campaigns. Teacher training should also be emphasized by overcoming departmental sectors and teachers' student engagement recent technology revolution should become a guide for future academic training regular line webinars for teachers' real-time engagement with students through smartphones and furthering courses such as IT and Artificial Intelligence. Internet of Things for both students and teachers.

Digital revolution should be made a step-by-step guide to skilling students and making them ready for Industrial Revolution 4.0 by skilling them in fields that are of crucial importance, AI and technology being of salient importance. According to AISHE – 48% of students have smartphones, this can be taken as an opportunity for line-teaching and learning by both teachers and students. Engagement with international faculty of teachers will integrate cultural interaction among teachers and students through student exchanges this will foster creativity and an effective curriculum. Teacher training must be oriented towards making the teaching experience equitable and inclusive. Albert Einstein aptly said that the value of a college education is not learning many facts but the training of the mind. NEP 2020 has encouraged a pragmatic shift towards skill-based education and has heralded the potentially explosive growth of vocational education in the country by instructing and integrating educational institutions to offer vocational education to students by collaborating with industries to cater to industrial needs by having listing skills and help facilitate new skills which will further bolster socio-economic and help emancipation of women by bringing them into for a of vocational training with knowledge acquisition. NEP requires students to critically think and to effectively make decisions while adapting to new environments which will make them potential players for Industrial Revolution 4.0 and will facilitate capacity building for students as well as teachers. NEP 2020 provides institutions an opportunity to navigate the demography of the country through international collaboration and emerge as a global leader in inclusive and equitable education in India.

CONCLUSION

The New Education Policy (NEP) 2020 is a comprehensive package of changes intended to transform the educational system in India. The plan aims to tackle the problems facing the current system, such as poor learning outcomes and a lack of focus on critical thinking and problem-solving skills. The policy's objective is to transform education to make it more adaptable, interdisciplinary, and all-encompassing. The strategy also aims to promote students' critical thinking, inventiveness, and originality. This essay evaluates the NEP 2020's effectiveness in improving India's educational system and provides a detailed study of it. A thorough analysis of recent literature, official documents, and data sources forms the basis of the review study. The NEP 2020 has garnered accolades for being a historic endeavor that will radically transform the field of education. This study examines the extent to which the NEP 2020 achieves its goals.

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