



The Role Of National Education Policy (Nep-2020) In The Context Of School Education System: An Overview

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Abstract

School education is the basis of any country's education. It is the enhancement of all those capacities in the learners that will enable them to control the environment and fulfill their potential. The policy of education is essential for the smooth running of the education system of any nation. In independent India, the first National Education Policy came in 1968, and the second National Education Policy came in 1986. Recently National Education Policy 2020 was approved on 29th July 2020 after a long gap of 34 years by the Union Cabinet of India, outlines the vision of new education system of India. The declaration of NEP-2020 was purely unpredicted by many peoples. The changes that NEP -2020 has suggested were somewhat that many educationists never saw coming. NEP-2020 ensures universal access to the school education at school level. However, the education policy has affected school, college, and university education similarly, but the present paper mainly focuses on the role of NEP -2020 in the school education system. A well-furnished and futuristic education policy is an essential movement for the development of the country's economic and social progress, incorporated with cultural diversity, and local and the global needs. In the present study researcher has adopted a qualitative research method and analysed the National Education Policy 2020 based on the available data such as research papers, journals, websites, newspapers, etc. This paper investigators have discussed the fundamental role and principles of the NEP-2020 and mainly focused on school education system. From the viewpoint of school education- new academic structure, significant innovations, curriculum, and pedagogy are also highlighted in this entailed paper.

Keywords: NEP-2020, School Education System, Innovations of NEP-2020, Advantages and Disadvantages of NEP-2020.

I. Introduction:

Education is the process of development of a complete man, not merely intellectual development of the individual. According to Rabindranath Tagore, education stresses the physical, intellectual, moral, emotional and spiritual aspects of human personality. Hence, the parallel with Tagore, the present education system is stressing the comprehensive development of each student. Recently 29th July 2020, the Government of India announced a new education policy based on the recommendations of the expert members headed by Dr. Krishnaswamy Kasturirangan, the former chairman of the Indian Space Research Organization (ISRO). The National Education Policy 2020 is the first policy of education of the 21st century that has been renamed the Ministry of Human Resource Development (MHRD) as the Ministry of Education, and it aims to introduce the different growing developmental requisites in our country. This policy also gives importance to the development of the creative potential of each individual. Based upon India's traditions and values, the NEP-2020 presents the reconsideration and restoration of all aspects of the educational structure, including its governance, and the regulations to make a new link with the aspirational SDG4 goals of 21st-century education. The NEP-2020 lays particular stress on the development of the creative potential of each individual. Based on the NEP-2020 principle stresses that education must develop not only the cognitive abilities - both the 'foundational abilities' of literacy and numeracy and 'higher-order' cognitive abilities, such as critical thinking and problem-solving, and the development of social, emotional as well as ethical capacities of the individuals. The execution of earlier national educational policies in 1968, 1979, 1986, and 1992 mainly focused on the issues of access and equity rather than other matters. The inadequate agenda of NPE-1986, revised in 1992 and addressed as Programmed of Action (POA), is appropriately dealt with in this policy. The NEP 2020 is the first education policy of the 21st century and proposes to address the many growing developmental provisions of our country. The National Education Policy aims to the revision and restoring of all aspects of the education structure, including rules, regulations, and governance, to create a new system that is united with the aspirational goals of 21st-century education, including SDG4, through construction upon India's civilizations and values system. The new National education policy 2020 must provide to all learners, irrespective of their Backwardness, or place of residence, a quality education system primarily focuses on disadvantaged and marginalized groups. The advanced initiatives must consider the regional and global needs of the nation, with respect for and deference to its exuberant diversity and culture.

II. Significance of the study:

The policy of quality school education is essential for the economic, social, scientific, and political development of the nation. Positive changes have been made in school education through the National Education Policy 2020. NEP-2020 shows the earlier education policy in 1968, 1986, and other education commissions. There will be a marked change in the skill development curriculum from class 6 onwards. However, this has been said earlier in Gandhiji's Wardha plan of 1937. The foundation of all-round development of children will be laid through ECCE, and accepted the tendency of 'learning to learn' by

eliminating the tendency of 'memory-based learning' in children. Despite 'Sarva Shiksha Abhiyan' and 'Right to Education', many children are dropping out of school. In order to connect such children with school, new efforts will be made by NEP-2020. The structural change to 5 +3 + 3 + 4 will provide learning experiences to students from the age of 3. Continuous and Comprehensive Evaluation (CCE) of children will accelerate their development. At the Anganwadi level, children will get learning opportunities from trained teachers. The drill and practice of these teachers are deliberated in NEP-2020. Different types of streams have been abolished at the school level, which will reduce the psychological pressure among the students. In the policy 2020, it has been said to prepare the curriculum by considering the student as the 'Centre' of education. Thus, the effort to address the problem of unemployment by promoting skill development in students from class 6 onwards is noticeable in NEP 2020. Hence, if all the dimensions of the NEP-2020 are appropriately implemented, then positively, a significant change will be seen in our school education system.

III. Objectives of the study

1. To discuss the central principles of the National Education Policy 2020.
2. To discuss the new academic structure in school education presented by NEP 2020.
3. To highlight the school curriculum and pedagogy adopted by NEP 2020.
4. To highlight the significant novelties of National Education Policy 2020 for the school education system.
5. To discuss the significant advantages and disadvantages of NEP-2020 in school education.

IV. Research Questions

1. What are the key principles adopted by National Education Policy 2020?
2. What is the new academic structure regarding school education announced by NEP 2020?
3. What is the school curriculum and pedagogy newly adopted by NEP 2020?
4. What are the major initiatives of National Education Policy 2020 for school education in India?
5. What are the pros and cons of NEP-2020 as perceived by school education stakeholders?

V. Research Methodology

The methodology adopted for the present study is a conceptual discussion consisting of descriptive research and analytical method based on secondary data like different journals, research papers, websites, and the main National Education Policy 2020.

VI. Discussion of the study:

The aim of education is to develop good human beings, who accomplished with rational belief and actions, kindness and empathy, courage and flexibility, a creative mind, and scientific temperament with sound ethical tie-ups and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and well-adjusted society as imagined by Indian Constitution.

On the other hand, a good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a widespread range of learning skills are accessible, and where good physical infrastructure and proper resources favorable to learning are available to all students. Moreover, accomplishing these qualities must be the goal of each educational organization. However, at the same time, there must also be continuous integration and coordination the institutions and across all stages of education.

VII. Principles of this Policy (NEP-2020):

The fundamental principles entailed by NEP-2020 regarding Indian Education System. This are-

- 1) Teachers and parents are very sensitive to identifying, recognizing, and fostering the unique potentiality of every student for comprehensive development in both academic and non-academic aspects.
- 2) According to this policy, the maximum priority to accomplishing Foundational Literacy and Numeracy by all students by Grade III.
- 3) Flexibility is the highest priority, and students, can choose their paths and programs in life according to their aptitudes, interest, and capabilities.
- 4) No hard discrimination between arts and sciences Streams, between curricular and extra-curricular activities, between vocational, and academic streams, etc. in order to eliminate destructive hierarchies among these Streams, and storage tower between different parts of learning.
- 5) Emphasis on a multidisciplinary approach and an all-inclusive education across the sciences, social sciences, arts, commerce, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- 6) Emphasis on conceptual and understanding-based learning rather than memory-based and degree acquired learning.
- 7) Teachers encourage the development of logical making power, creative outlook, and critical thinking among the students.
- 8) The policy highly emphasizes on moralities, ethics, and human consideration & Constitutional values like empathy, respect for others, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, accountability, pluralism, equality, and justice.
- 9) It is highly promoting the multilingualism and power of language in the teaching-learning process.
- 10) To develop life skills among the students-teachers such as communication, cooperation, teamwork, and flexibility.
- 11) Focus on consistent formative assessment for learners' academic progress rather than the summative assessment in the teaching-learning process.
- 12) To use ICT-based technology in the teaching-learning process to overcome the language barriers among the students, collective access for *Divyang* students, and educational planning and management.

- 13) To respect diversity and respect for the local context to construct in all curricula, pedagogy, and policy, so curriculum constructors always keep in mind that education is a concurrent subject.
- 14) Emphasis on total equity and inclusion as the keystone of all educational decisions to ensure that all students can succeed in the education system.
- 15) Integration in curriculum across all levels of education, from early childhood care and education (ECCE) to school education to the higher education system.
- 16) They are always, keeping in mind that the teachers and faculty as the heart of the teaching-learning process – their recruitment, continuous professional development, positive working environments and service conditions.
- 17) This policy emphasizes on the outstanding research as a corequisite for outstanding education and development.
- 18) Emphasis the continuous review of progress based on sustained research and regular assessment by educational experts and planners. Moreover, Policy focuses that education as a public service; access to quality education must be considered a fundamental right of every child.

VIII. The New Academic Structure in School Education System Introduced by NEP 2020:

The National Education Policy 2020 takes into deliberations that the earlier (10+2) structure in school education will be revised with a new curricular and pedagogical restructuring of (5+3+3+4) covering the age of (3-18) as shown in the figure and elaborate in detail.

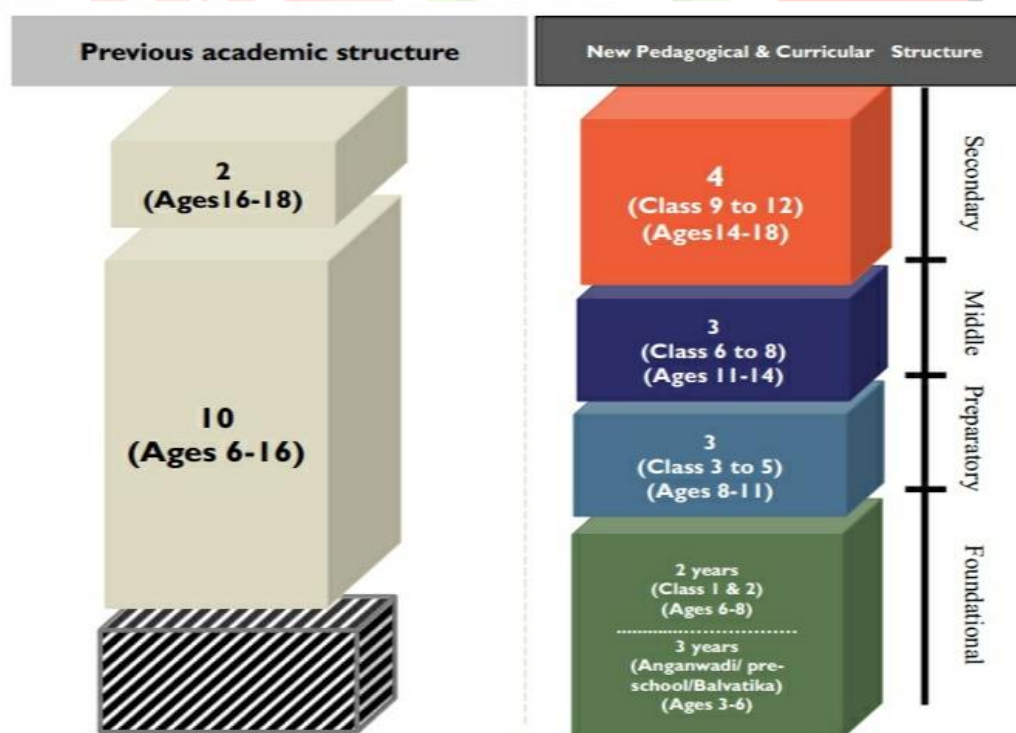


Figure: 1 Academic Structure in School Education, adopted by NEP-2020

According to NEP-2020, the new system will have 12 years of schooling, including three years of Anganwadi/pre-schooling courses.

- **Foundational Stage-** foundational stage is in two parts, that is, three years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both composed covering ages 3-8 years,
- **Preparatory Stage-** preparatory stage covers ages 8-11 years, Grades 3-5.
- **Middle Stage-** middle stage covers ages 11-14 years, Grades 6-8.
- **Secondary Stage-** secondary stage into two phases that is class 9 and 10 in the first and classes 11 and 12 in the second, covering ages 14-18 years, Grades 9-12.

Foundation stage (3 years Anganwadi + class i-ii):

The foundational stage is for five years. In this stage, basic education is being provided, and the education will be flexible, discovery-based, activity-based, play-based, and multi-level. Furthermore, this stage mainly focuses on the emotional and cognitive level of children, and teachers also continuously nurturing, improved, and develop their potentiality.

Preparatory Stage (class: iii-v):

The preparatory stage is for three years. This stage is also an -based, play-based and discovery-based, and the children gradually link up with regular classroom learning along with some textbooks. This stage mainly focuses on introducing various subjects so that the children can develop various knowledge from various subjects.

Middle School Stage (class: vi-viii):

The middle school stage is for three years. This stage has given focuses on the abstract concepts of all subjects, such as mathematics, arts, sciences, humanities, and social sciences. The method of learning is experimental learning in all specialized subjects along with subject teachers. In this stage, there was a semester system.

Secondary stage (class: ix-xii):

The secondary education stage is for four years. The subjects of this stage will be multidisciplinary, and the style of the curriculum will always be more excellent, more critical thinking, more depth, and more flexibility. In this stage, there was a semester system and each semester, the students studied 5 to 6 subjects. At the end of class 10th and 12th, the board exams will be held.

IX. New Curricular and Pedagogical Structure Accepted by NEP 2020 in India:

Curriculum refers to an interactive system of instruction and learning with specific contents, goals, strategies, resources, and measurement. This new policy of education has introduced learner-centric education. Students can choose their subject with flexibility according to their needs. The curriculum should be less content and have a high understanding base, focused on the holistic development of the child. With an emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years, respectively.

This will carry the before uncovered age group of (3-6) years under the school curriculum, which has been recognized worldwide as the central stage for the development of the mental abilities of a child.

The curricula will aim for the holistic development of learners, equipping them with significant 21st-century skills, reduction in curricular content to enhance essential learning, and critical thinking and a greater focus on experiential learning. The objective is to give equivalent emphasis on all subjects such as science, social sciences, art, languages, sports, mathematics, and with essential to the integration of vocational, and academic streams at the school level.

1. Flexibility in course choices to the students:

Particularly in secondary school education, students will be given more empowered to choose the subjects for study, including the arts, physical education, crafts, and vocational education. So, the learners can create their study paths in a lifelong process. There will be no rigid separation between the curricular, co-curricular, or extracurricular and different academic streams.

2. Multilingualism and the power of language

To express respect for all languages, it will be trained in an interactive and pleasurable conversation style in school-level education. The medium of instruction at the grade 5-8 level is based on the mother tongue/home language/local and regional language. To promote national unity and multilingualism, the three-language formula will be continued to implement in keeping in mind the regions, aspirations of the people, and constitutional provisions. The three languages will acquire children with their choices of states, regions, and of course, the students themselves. Prepare the high-quality textbooks in bilingual, so that, the learners can think and speak about both in their mother tongue and English. Moreover, the teaching language will be based on experiential-learning pedagogy. Sanskrit textbooks at the foundational and middle school levels will be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make sure it is delightful. Indian Sign Language (ISL), including in curriculum materials, will be standardized all over the state, country, state, and national level for the hearing impairment students. Therefore, every student of the country will join in the project of “The Languages of India”, occasionally in 6-8 grades will participate in “*Ek Bharat Shrestha Bharat.*”

3. Curricular integration of essential subjects, skills, and capacities:

- i) Students must have empowerment and flexibility to choose their subjects, specific skills, and capacities learned by all students to become innovative, successful, adaptable, and productive human beings in today's rapidly changing world.
- ii) A practice-based curriculum for 6-8 grades will be designed appropriately by NCERT while framing the National Curriculum Framework for School Education (NCFSE) 2020-2021, and that will be revisited and updated once every 5-10 years.

- iii) Knowledge from ancient India and their contributions to modern India, its success and a challenge, a clear sense of India's future aspirations will include in "Knowledge of India."
- iv) Indian knowledge systems will be accessible to the students at the secondary level as an elective.
- v) Basic training will be given to the students in health, nutrition, public and personal hygiene, first-aid, and disaster response, as well as the scientific explanations of the damaging, and detrimental effects of alcohol, tobacco and other drugs.
- vi) All curriculum and pedagogy will be framed from the foundational stage to higher stages, and will be reorientated firmly rooted in the Indian context and philosophy in terms of traditions, culture, customs, heritage, language, geography, ancient and modern knowledge, scientific needs, etc.

4. National Textbooks with local content and flavor:

The curriculum content will be reduced, to give the more significant opportunities of the students to select the subjects and pedagogy according to their dynamic needs. The curriculum must renewed emphasis on the constructivist approach rather than rote learning and must accompanied by parallel changes in school textbooks that contain the requisite national and local material- so that they may teach by their pedagogical styles based on the community needs and local context. States will prepare their curricula and textbooks incorporated with NCERT as per the local context and needs. Also, recommend to reducing the weight of school bags and textbooks. Availability of such textbooks will be in all regional local languages is the highest priority so that, all learners can access high-quality learning.

5. Transforming Assessment for Student Development:

- i) The primary purpose of the assessment will indeed be for the learning; it will help the entire educational system, continuously revise teaching-learning process to optimize learning and development for all students.
- ii) The progress card will be holistic, multidimensional, and 360-degree, that reflects in great detail and uniqueness of each student in cognitive, affective, and psychomotor domains.
- iii) The progress card will provide the students with valuable information about their strengths, weakness, and areas of interest and thereby help them to make optimal career choices.
- iv) All board exams will be made significant, and more straightforward and more reformed to inspire holistic development. Students can choose different subjects depending on their self-interest, which they may attempt to take Board exams. Moreover, board exams will be conducted in two parts, one part of an objective type of questions and the other of a descriptive type of questions.
- vi) The exams and other guidelines will be prepared by NCERT, in consultation with SCERT, Boards of Assessment, and the proposed new National Assessment Centre by the 2022-23 academic sessions, to align with the NCFSE 2020-21.
- vii) It is introduced to set up a National Assessment Centre (NAC), performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH), as a standard-setting body under MHRD that

fulfills the fundamental objectives of setting standards, norms, and guidelines for the student assessment and evaluation for all recognized school boards of India.

X. Novelties of the National Education Policy 2020 for School Education System:

- 1) NEP 2020 prominence on that the curriculum and pedagogy must develop a deep sense of respect towards the Fundamental duties and constitutional values among the students and create a consciousness of one's roles and responsibilities in the dynamic world.
- 2) According to this policy, the school education will be modified with a new curricular and pedagogical structure of 5+3+3+4 covering ages 3-18.
- 3) Emphasis on conceptual understanding of the subject's core areas, how to learn, and learning rather than rote learning.
- 4) In this policy, the main priority of the whole educational system will achieve universal foundational literacy and numeracy in primary school by 2025 with the help of integrity and equitable opportunities.
- 5) The aims of NEP 2020 are to address the growing developmental imperatives, including SDG4, based upon India's traditions and value systems.
- 6) The curriculum should be organized at the school level of education based on regional or local languages. Furthermore, mother tongue should be used for child learners.
- 7) According to this policy highest priority is that a national repository of high-quality resources on foundational literacy and numeracy will make accessible on the Digital Infrastructure for Knowledge Sharing (DIKSHA).
- 8) The goal is to achieve a 100% Gross Enrolment Ratio (GER) in preschool to secondary level of education by 2030.
- 9) The three-language formula will be continued to implement in keeping in mind the regions, constitutional provisions, and aspirations of the people and the need to promote multilingualism and national unity.
- 10) According to this policy, the Medium of Instruction till at least Grade 5, and preferably till Grade 8 and elsewhere in-home Language/ Mother tongue/ Regional Language.
- 11) Schools will be developed smart classrooms, to conduct teaching-learning collaborations. Internet-connected smartphones and tablets are to be available in all homes/schools, and online apps with competitions, quizzes, assessments, and online communities for share interests will be developed.
- 12) A wide-ranging and new National Curriculum Framework for Teacher Education (NCFTE) 2021, will be designed and formulated by the NCTE in encouragement of NCERT and SCERT, based on the principles of National Education Policy 2020.
- 13) As per the RPWD 2016, the guidelines and standards of home-based schooling shall be developed for the hearing impairment students. Different awareness programs will be conducted for hearing impairment and disabled children.

- 14) All scholarships, schemes, and other opportunities will be available to the students as per the eligibility of SEDGs by a single agency, on such a “single window system.”
- 15) Establishment of primary schools in every locality across the country driven by SSA, now it is under the “Samagra Shiksha Scheme”.
- 16) The NEP 2020 significantly emphasizes the idea of the school complex/cluster. The aim of these complexes will be greater resource efficiency and more effective coordination, governance, functioning, leadership, and management of schools in the cluster.
- 17) The SCERT will be developed as a SQAAC (School Quality Assessment and Accreditation Framework) through wide consult with all stakeholders and a periodic “health check-up” of the overall system, sample-based National Achievement Survey (NAS) all levels of students learning will be carried out by the addressed the National Assessment Centre (NAC).

XI. Advantages of new the education policy 2020:

- ✓ The Government’s goal is to make schooling accessible to everyone with the help of the National Education Policy 2020.
- ✓ Near about two crore school students will be able to return to the mainstream through this new policy approach.
- ✓ According to the NEP 2020, the Education Ministry will setting up a National Mission on Foundation Literacy and Numeracy. The accountability for fruitful execution for achieving the foundation numeracy and literacy for all students till class three falls upon the states of India. This execution is scheduled to be complete by 2025.
- ✓ This new policy focuses on setting up a Gender Inclusion Fund. Special Education Zones for underprivileged regions and groups are also on the focus list.
- ✓ One of the significant advantages of NEP 2020 is the creation of a National Book Promotion Policy in India.
- ✓ Universalization of education from pre-school to secondary level with a 100% Gross Enrolment Ratio (GER) in school education by 2030.
- ✓ To increase the public investment in the education sector to reach 6% of GDP at the earliest and for this, both the Centre and the States will work together.

XII. Disadvantages of the new education policy 2020:

- ✓ In the New National Education Policy 2020, language is an adverse factor as there is a demanding teacher-to-student ratio in India. Therefore, introducing mother languages for each subject in academic institutes is a problem.
- ✓ Sometimes, finding a capable teacher becomes a problem, and now another challenge comes with the outline of the NEP 2020, which is carrying study material in mother languages.
- ✓ According to the NEP 2020, students who are prepared to complete their graduation have to study for four years, while one can effortlessly complete their diploma degree in two years. This might encourage the pupil to leave the course middle.
- ✓ According to the NEP 2020, students of the private schools will be introduced to English at a much previous age than the students of the Government schools.
- ✓ The academic syllabus will be taught in the particular regional languages of the government school students.
- ✓ The new education policy key drawbacks as this will increase the number of students uncomfortable with cooperating in English therefore widening the gap between units of the societies.

XIII. Suggestions:

There are a few suggestions researcher has entailed in this study. This are-

- In many of the schools run by Government and Government aided schools, there is a need for teachers; before implementing the NEP-2020, it is better to fill the vacant posts for a long time.
- Once the NEP 2020 is properly implemented, teachers should be provided with the primary facility, as they do not enjoy it.
- NEP 2020 to be implemented on a pilot basis; if it is successful, it will be implemented all over India.
- NEP 2020 gives importance to creating a knowledge-based economy. At the same time, it has been remembered that education has become a luxury for the middle class. So the implementation of NEP2020 considers the hardship faced by the middle-class category.
- Consider the job market that considers the English language. Giving equal importance to English as well as regional language must be reworked.
- Another concern is schools facing a lack of student strength; the Government has to come to terms with the next crisis.
- Clearness related to the new NEP 2020 should be primarily given.

XIV. Conclusion:

India is a democratic and multicultural country, where we can realize the great, lines- “The combination of different languages, different styles wear is great” given by Atul Prasad Sen. NEP- 2020 is a good initiative by the Government, providing there is no misperception about the policy. Education has to be careful as an investment in human resources. Though, the policy which is introduced by the Government should emphasize holistic development but not use this as an agenda for political power. The National Education Policy 2020 is a great initiative in our whole educational system, from the foundation level to a higher level and lifelong education, focusing on every field of our life. NEP 2020 is marching towards achieving such goals by creating various innovative policies to improve the quality, affordability, attractiveness, and enhancing the supply by opening up the school and higher education for the Govt. and private sectors as well. School education is the main base of every country’s education, where students learn their primary education and get permits for admission to higher education. These new initiatives will start from the academic session 2021-22 and continue until 2030. Based on this policy (NEP 2020), the Indian education system is moving from teacher-centric to learner-centric, particularly to all-around development, marks-centric to skills-centric, information-centric to knowledge-centric, examination-centric to experimental-centric. Therefore, NEP 2020 is probable to fulfill its objectives in 2030, by inspiring active participation of society’s all members and students, faculties of the numerous educational sectors, and administrators using advanced ideas and making joyful educational atmospheres in our whole education system.

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