



Subject Area : Education

NEP 2020: TRANSFORMING OF INDIAN EDUCATION SYSTEM TOWARDS HOLISTIC DEVELOPMENT AND GLOBAL KNOWLEDGE SUPERPOWER NATION

¹Dr. Rakesh Singh Paraste and ²Yamuna Dhurwey

¹Assistant Professor (English), PMCOE, Swami Vivekananda Govt. P.G. College, Harda (MP)-461331, Affiliated to Barkatullah University, Bhopal, Madhya Pradesh, India

²Assistant Professor (Home Science), Govt. Indira Gandhi Home Science Girls PG College, Shahdol (MP).

ARTICLE INFO

Article History:
Received 16th January, 2024
Received in revised form 29th January, 2024
Accepted 19th February, 2025
Published online 28th February, 2025

Key words:

Indian Education System, Challenges, Knowledge Superpower, Holistic Development, NEP 2020 and Transformation etc.

Copyright©

ABSTRACT

The present research paper is an attempt to analyze and to highlight the National Education Policy (NEP) 2020 in various aspects which has been radically transformed of Indian education system into holistic development and leading global knowledge superpower country. This research work is based on secondary data and exploratory in nature. Education plays a very significant role for the development of nation building and in Indian perspective it is very necessary to provide employable quality education for all. After a long period around 34 years from the second Education Policy, the National Education Policy 2020 has been introduced by the Government of India on 29th July, 2020 with expecting to meet the challenges in this ever changing world of 21st century and to make global hub in education by providing inclusive, equitable, employable and quality education as well as promoting life-long learning opportunities to all classes and sections of the society so that the sustainable development Goals which is stated in SDGs No. 4 can also be achieved. Now the NEP 2020 is going to implement by almost all the Higher Education Institutions in India, if properly implemented: then the main objectives of NEP 2020 will be achieved and it will help to provide holistic development of students and India will make a global knowledge superpower nation very soon. The paper will also explore about many issues, challenges and opportunities by its implementation on various grounds as well as it will also be discussed to find out some remedies for the same so that the suitable policy should be made accordingly.

Copyright© The author(s) 2025, This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Education plays a very important role to build the life of any person and it is a key to open the door for the treasury of success. Education plays a very significant role for the development of nation building and in Indian perspective it is very necessary to provide employable quality education for all. Any nation of the world can be developed and succeed only by providing the quality education to their citizen. The National Education Policy 2020 has been introduced by the Government of India on 29th July, 2020 with expecting to meet the challenges in this ever changing world of 21st century and to make global hub in education by providing inclusive, equitable, employable and quality education as well as promoting life-long learning opportunities to all classes and sections of the society so that the Sustainable Development Goals which is stated in SDGs No. 4 can also be achieved. Now the NEP 2020 is going to implement by almost all the Higher Education Institutions in India, if properly implemented:

then the main objectives of NEP 2020 will be achieved and it will help to provide holistic development of students and India will make a powerful nation building. It is a very new era of existing educational system in India which fulfills the dreams and requirements of the student. It is also pertinent to mention here that it is not only challenging task but also a very difficult to implement NEP 2020 in the institutions in India. The present paper will also focus on many issues, challenges and opportunities by its implementation on various grounds as well as it will also be discussed to find out some remedies for the same so that the suitable policy should be made accordingly.

Objective of the Research Paper:

- (1) To analyze and highlights the National Education Policy (NEP) 2020 in various aspects which radically transforms Indian education system towards holistic development and global knowledge hub in India.
- (2) To explore about many issues, challenges and opportunities by its implementation on various grounds.
- (3) To find out remedies and suitable possible way to implement NEP 2020

*Corresponding author: **Dr. Rakesh Singh Paraste**

Assistant Professor (English), PMCOE, Swami Vivekananda Govt. P.G. College, Harda (MP)-461331, Affiliated to Barkatullah University, Bhopal, Madhya Pradesh, India

RESEARCH METHODOLOGY:

This research work is based on secondary data and exploratory in nature. The findings will also be supported with the help of the reports and policies issued by the Government, interviews of many eminent educationists, articles published in leading newspapers, observations and based on real work experience etc.

Hence, in order to find out the objectives of the present research paper, it will try to analyze the various aspects of NEP 2020 like its aims, issues, implementation's problems & challenges, opportunities, transformations and India's future. It will only be possible if we do the close review of previous committees & policies on education which were constituted by the Government of India after independence. There are so many important committees and policies constituted on education but the following commissions, committees, and events are pertinent to mention here in the context of the history of Education in India in very brief:

The University Education Commission (1948-49)

It is popularly known as the Radhakrishnan Commission because the Chairman of this Commission was Dr. S. Radhakrishnan. The Govt. of India constituted this commission immediately after Independence under the chairmanship of Dr. S. Radhakrishnan, a distinguished philosopher and former Vice-Chancellor of Banaras Hindu University, who later became the President of India. The commission emphasized the role of University education in broad, universal terms, focusing goals like awakening the innate ability of men and women 'to live the life of the soul by developing wisdom', training for self-development and the development of values 'like fearless of mind, strength of conscience and integrity of purpose.'

Committee on Primary Education (1951)

The Committees on Primary Education which was one of the next committee, appointed in 1951, under the chairmanship of Mr B.G. Kher, the then Chief Minister of Bombay. The Committee recommended mostly administrative measures and the creation of educational institutions in small municipalities and panchayats.

Secondary Education Commission (1952-53)

The Secondary Education Commission was appointed under the Chairmanship of Dr A. Lakshmanaswamy Mudaliar, the then Vice-Chancellor of Madras University. Hence, it is popularly known as the Mudaliar Commission. It submitted its report in 1953. The committee concentrated only on school level education. It recommended the diversification of courses after the middle stage, the establishment of multipurpose schools, -and the improvement of teacher training programmes. The Commission recommended a number of improvements in the quality of education; but the ground realities and the market forces took education mostly along Macaulayan lines. The bureaucratic hold did not allow any radical departure from the colonial pattern of education. As a result, the educational system continued to drift even after independence.

The Education Commission (1964-66)

The Education Commission is one the best ever commission which talks about the overall development of education and nation. It submitted its report in June 1966. It was a voluminous report, covering every aspect of education; it was appropriately entitled 'Education and National Development'. The Government of India constituted this Commission under the chairmanship of Professor D.S. Kothari; so, it is popularly known as the Kothari Commission. The report examined

and analyzed various committee's reports and several aspects of education, such as education and life, the needs and aspirations of people, education and productivity, vocationalization, education and national integration, education and modernization, education and secularism, etc. It made several important recommendations like the 10+2+3 pattern of education. Apart from that this was one of the commissions who first took serious note on the problem of Brain Drain in India. We can say that the Education Commission's report deals with all level of education in India.

Hence it is very clear that many important committees were constituted by the Government of India for providing education to all irrespective of their caste, colour and creed as per the requirement of contemporary time. Now, the paper is trying to analyze the previous National Policies on Education which were implemented by the Govt. of India. The brief details of policies are as under:

National Policy on Education (1968)

In 1967, the Government of India constituted a committee of Members of Parliament to draft a statement on the National Policy on Education; its aim was to have a broadly uniform educational structure like the 10+2+3 pattern in all parts of the country. This was done on the basis of the recommendations of the Kothari Commission; the National Policy was meant to provide guidance to the State Governments and local authorities in preparing and implementing educational plans. The document was published in 1968 and it is called the NPE: National Policy on Education.

National Policy on Education (1986)

The next policy was the National Policy on Education and the Programme of Action 1986. This document merely reiterates the 1968 National Policy. The Programme of Action (POA) recommended was the establishment of rural institutions, i.e. schools, colleges and universities in rural areas, with the objective of idealising and promoting excellence. Thus the NEP and POA 1986 resulted in one more report. This policy was modified in 1992 that's why it is also called NPE 1986/92. (Krishnaswami, N. & Lalitha., 2006)

National Education Policy (NEP 2020)

The Government of India has introduced National Education Policy (NEP) 2020 which is accessible, inclusive and equitable in all respect that transforms the Indian education system into global iconic education power. The policy is popularly known as NEP 2020. The Government of India has constituted the Committee in June 2017, to draft the National Education Policy under the chairmanship of eminent Scientist and ISRO Chief, Dr. K. Kasturirangan. The Policy was introduced in India on 29th July, 2020. The National Education Policy (NEP) 2020 is a positive step to reform the existing education system of India. It is a very comprehensive flexible framework from elementary education to higher education including vocational courses which provide various employable and suitable platforms to all the students in both rural and urban India. By implementing this policy, it is completely transforming Indian education system which ultimately leads India towards global power in this ever changing world. As India is becoming the fastest-growing country in various fields in the world. There was an urgent need to initiate such kind of revolution and transformation in the field of education sector in India, and by introducing this National Education Policy which perfectly suits the demands of the hour in 21st century.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental

imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions. (<https://www.education.gov.in>)

Top 15 Salient Features of NEP 2020: New Initiative-New Opportunities

The National Education Policy 2020 primarily intends to empower students with global knowledge. There are some salient features in NEP 2020 regarding higher education which are as under:

1. The aim to be achieved to 50% of GIR by 2025.
2. NEP 2020 has introduced four years undergraduate programmes.
3. Introducing CBCS (Choice Based Credit System) in Undergraduates Course.
4. The students are independent to choose subjects and courses as per choice. There is no rigidity and restriction in subject streams.
5. Major focus on providing equal, inclusive and quality accessible education to all irrespective of their caste, colour, creed and distance.
6. Encouraging the spirit of creative thinking, logical decision making and innovation among students through outcome based multidisciplinary education.
7. Encouraging and promoting the research at Graduate Level.
8. Internship, field project, apprenticeship, community engagement and services works have been introduced from the syllabus of First Year in UG Course. This type of schemes provide to gain practical knowledge and real work experience regarding the work environment as well as it will help to find their right career by improving their skills.
9. Opportunity to study in Vocational subjects and Skill enhancement course since UG programmes.
10. Inclusion of Indian Knowledge Tradition in the courses as well as facilitate study of NCC, NSS and Physical Education as a curriculum.
11. Providing the facility of online study in vocational subjects and Skill enhancement courses through SWAYAM/NPTEL/Pradhan Mantri Koushal Vikas Yojana/Open University etc.
12. Promotion of digital learning for accessible education.
13. Credit transfer facility on transfer from one university to another university as well as one college to another college.
14. The M.Phil programme will be removed from the education structure.
15. Emphasized mother tongue for the medium of instruction in the system of education.

NEP 2020 has been drafted and adopted that focuses on equity, quality, affordability, accessibility and accountability of education in India. NEP puts particular emphasis on the development of the

creative potential of each individual. This implies that students will be treated as active participants in the policies that relate to the development of India and in another side the teacher must be at the centre of the fundamental reforms in the education system. The policy reaches to unreached one and provides to all students, irrespective of their caste and place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. These are some other iconic features in NEP 2020 which are as under:

Equity & Inclusiveness in NEP 2020

Education must be equal for all. It should not be restricted by caste, colour or communities. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. As stated in Sustainable Development Goals (SDGs) 4: "provide inclusive and equitable quality education and promote lifelong learning opportunities for all" in this connection, India is trying to fulfill all the important targets and goals of the 2030 Agenda for sustainable Development Goals, the entire educational system will need to be restructured to support and nurture learning. The National Education Policy-2020 envisages equitable and inclusive education for all with special focus children and youth, especially girls from socially and economically disadvantaged group. It seeks to ensure inclusive and equitable quality education and promote life learning opportunity for all.

Student Participation in Every Activity

Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Students will be given plenty of opportunities for participation in sports, cultural activities, arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counseling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. Students will be involvement in many important policy making committees of the institutions.

Seeking for Quality Institutions

Higher education plays an extremely important role in promoting human values as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. As per the requirement of the 21st century, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society.

More Holistic and Multidisciplinary Education

In this age of globalization, there is an urgent need to reform holistic multidisciplinary education. The holistic and multidisciplinary education would aim to develop all capacities of human beings-intellectual, aesthetic, social, physical, emotional, and moral in an

integrated manner. Such a holistic education shall be in the long term, the approach of all undergraduate programmes, including professional, technical, skill development programmes and vocational course.

Required Well Trained, Dedicated & Capable Faculty

India is facing the shortage of faculty positions in the higher education institutions. The target will be achieved of NEP 2020 only by appointing well trained faculty members who are capable, energized and dedicated in teaching and research. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. At present, almost all the institutions in India are going to recruit faculty position in a mission mode which is a great initiative by the government.

Women Education in NEP 2020

We cannot imagine the nation building without educating to women. However at present time women are gradually empowering and leading in every field in their life and many efforts have also been initiated by the Government to educate for empowering the women. Women's play a significant role for the nation building but unfortunately, gender discrimination is still prevails in the society which is a very challenging task and urgent need to destroy such type of inequality and gender discrimination. Women's empowerment is totally depends on educating the women and give them equal opportunities to read and to lead in this era of modernization and globalization. There is an urgent need to educate man and woman equally by providing inclusive and equitable quality education irrespective of gender bias so that women can be empowered in all respects.

Financial investment on Education

The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public expenditure on education in India has been around 4.43% of GDP and only around 10% of the total Government spending towards education. In order to achieve the goal of education with excellence and the corresponding multitude of benefits to this Nation building and its economy, this policy endorses and envisions a substantial increase in public investment in education by both the Central Government and all State Governments. (<https://www.education.gov.in>, pp. 61)

Introducing National Research Foundation (NRF)

The National Research Foundation, a new organization will be established to accelerate and expand research and innovation across the country. The organization's overarching goal will be to enable a research culture to pervade our universities, assisting in the development of a research culture in the country through appropriate incentives for and recognition of outstanding research, as well as major initiatives to seed and grow research at State Universities and other public institutions with limited research capability. The NRF will fund research in all disciplines on a competitive basis. Through close collaboration with governmental agencies, business, and private/philanthropic groups, successful research will be recognized and, if appropriate, implemented. To build on these various elements in a synergistic manner, and to thereby truly grow and catalyze quality research in the nation, this policy envisions the establishment of a

National Research Foundation (NRF). (<https://www.education.gov.in>, pp.47)

Use of ICT in Teaching & Learning

NEP 2020 emphasizes the use of technology benefits to prepare young people for the future. However, developing digital infrastructure such as digital classrooms, remote professional-based teaching models, ICT tools to fill gaps in physical education and laboratory infrastructure is a major challenge because most schools do not have the right setup. In addition, in rural areas of the country where the Internet is almost non-existent, using digital learning tools is a big challenge. Hence, this policy seeks a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion.

Challenges in the way of NEP 2020

There are some major problems currently faced by the higher education institutions in India. Once 'The Hindustan Times' newspaper highlighted four major problems to policy in NEP 2020 which is pertinent to mention here which are as follows:

1. Overly optimistic expectations: Due to over optimism there is and under estimation of cost and time for a policy to be implemented.
2. Implementation in dispersed governance: When the policy is tailor made to fit all irrespective of their constrains.
3. Inadequate collaborative policymaking: Lack of collaboration with all the stakeholders.
4. Vagaries of the political cycle: The policy makers concentrate on the short-term results as they don't want to be tagged for the failure, and take credit of the legislation that is passed rather than its implementation.

Therefore, to implement the NEP 2020, there is an urgent need to work upon a few major challenges. (Source: 'The Hindustan Times' on 22 Oct, 2020).

Some Critical Issues in Implementation of NEP-2020

Lack of Awareness about NEP 2020

For implementing NEP 2020, there is an urgent need to create the awareness among all the stakeholders about NEP 2020 and its relevance in their lives. This is a very real fact that most of the students who belongs to rural areas or remote areas are not well aware about that what NEP 2020 is, even after that they have taken admission in Under Graduates courses but still they are studying in confusion regarding subject selection like major, minor, elective, vocational courses and projects works etc

Lack of SMART Classroom:

There is a very pitiable condition of many Higher Education Institutions regarding classrooms for students especially in remote areas; many institutions do not have their own campus, many newly established colleges are facing regarding physical facilities, infrastructure, classrooms, lack of laboratory with equipments, library and e-resources and lack of research and innovation. Without providing these basic requirements and facilities to students, it is impossible to achieve the target of NEP 2020. So there is an urgent need to provide suitable own campus, physical infrastructure, facility of e-library, E-learning Resource materials, well equipped smart classroom and laboratories etc. SMART classroom will help to improve conceptual

understanding, create curiosity and makes learning more effective & interesting.

Faculty Involvement in Other Activities

Due to the acute shortage of faculty positions in the higher education institutions especially in the government colleges of many states in India, the faculties involve other administrative overburden works rather than teaching and research. They have not a sufficient time to pay attention in teaching and not having time to do quality research works because of having other overburden works. For quality education and research, a teacher needs to well aware about new ICT tools and innovation in teaching and research, needs sufficient time to study and review of books, needs adequate e-resources and proper healthy atmosphere so that he/she can think, implement and analyze of any particular topics.

Skill Development

Skill development is one of the major highlights of the policy, especially life skills and vocational training. The life skill training prepares children to be skilful in social behaviour, making children socially adaptable and is comparatively easier to implement. The major challenge, however, lies in imparting vocational training as there is a danger of attributing certain vocations to certain specific communities who have been traditionally dependent on certain occupations for many generations. The proposed vocational training should be based on the identified aptitude of the students.

Lack of Research Innovation

Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea. India has a long historical tradition of research and knowledge creation, in disciplines ranging from science and mathematics to art and literature to phonetics and languages to medicine and agriculture. This needs to be further strengthened to make India lead research and innovation in the 21st century, as a strong and enlightened knowledge society and one of the three largest economies in the world. Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. (<https://www.education.gov.in..> 43)

Legal Complexities:

To implement any policy, it must be in coherence with various laws and acts. There is a legal complication in implementing this policy as per The Right Education Act, 2009 with respect to age. Certain provisions such as the age of starting school will need to be clarified, to resolve any problem between the Act and the recently introduced policy in the long run. (Dr. Ruchi Rani., 2022)

Opening universities every week is a strenuous task

India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one University every week on an ongoing basis is an undeniably massive challenge. (Source: <https://www.indiatoday.in>, Aug 14, 2020)

Finding & Suggestions

The present paper has discussed on many issues, challenges and opportunities by its implementation on various grounds. As for as the present research work is concerned that after analyzing in

various aspects of NEP 2020 now it is found that these are some findings and suggestions which will definitely very beneficial, if proper implementing of NEP 2020 in higher education institutions in India:-

- First and foremost suggestion is that the government should recruit well qualified trained faculty members who have the passion for teaching and research works. It will also maintain the student-teachers ratio also.
- Providing the extensive training programmes to all the teachers on regular basis.
- Faculty must be trained to use of ICT in teaching learning methods and research.
- Non-teaching staff may also be recruited so that teaching staff will have sufficient time for teaching and research works and they will not have involve extra overburden works.
- There is an urgent need to create the awareness among all stakeholders about the NEP 2020 and its importance. The policy and its benefits should be widely publicized through workshops and training programmes.
- Promotes for MOUs between National and International organizations, industries etc.
- Overseas Branch Campus must be established with expecting to meet the challenges in this ever changing world of 21st century and to make global superpower knowledge hub in India by providing inclusive, equitable, employable and quality education.
- The Government should promote and encourage for research through teaching and teaching through research to all the faculty members with providing sufficient funds, innovations and all research facilities to them.
- Focus on truth, searching new principles and creating capacity building for high quality research in all disciplines.
- More focus on given on multidisciplinary education, startup and entrepreneurial spirit among students.
- Encouraged for Digital education and online learning platforms for easily accessible education.
- Facilitates must be provided of SMART Classes, Virtual Lab, E-library and e-journals for the students.
- To ensure the participation of students in each activities for their holistic development.
- More importance should be given on vocational education by providing proper practical work experience.
- Laboratories must be well equipped in all respect and practical works should be completed honestly.
- Proper guidance should be provided to students for outcome based assignments like Internship, field project, apprenticeship, community engagement and services work since First Year form UG Course.
- Strengthen the Training and placement cell in all institutions.
- Seminars and workshops must be organized on NEP 2020 in regular mode, and if possible, the intellectuals, educationists and stakeholders may also be invited in such type of programmes.

Above these are some findings and suggestions for the planners

and executives.

CONCLUSION

The National Education Policy 2020 is really a positive commendable step by the government of India with expecting to meet the demands and challenges in this ever changing world of 21st century. Any policies will only success, if it is implemented properly. For implementation, this is not only the responsibilities of Government but it is equally responsibilities of each citizen of India. There is also need of collaboration between state and central government regarding implementation of NEP 2020. This policy has included all the required aspects of learning and growing from pre-school level to higher education level. This policy provides inclusive, equitable, employable and quality education as well as promoting life-long learning opportunities to all classes and sections of the society irrespective of their caste, colour and creed. It is open for all and it reaches to unreached. This policy has been determined for providing to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all and it is sure that the Sustainable Development Goals No. 4 can also be achieved. The National Education Policy is ultimately transforming India into a Global Knowledge Superpower having an education system at compete with the best in the world of 21st Century. The learning outcomes of NEP 2020 will be available soon. Let's hope for the bright future and global knowledge superpower India.

References

1. Krishnaswami, N. & Lalitha., The Study of English in India, Cambridge University Press India Pvt.Ltd, 2006, 115

2. Kumar, K., Prakash, A., & Singh, K. (2020). How National Education Policy 2020 can be a lodestar to transform future generation in India. Journal of Public Affairs, e2500
3. Rani, Dr. Ruchi., National Education Policy-2020: Issues and Challenges, Quest Journals Journal of Research in Humanities and Social Science Volume 10- Issue 2 (2022) pp: 06-09 ISSN (Online):2321-9467
4. Sahoo, Bijaya Kumar., NEP 2020: Implementation of National Education Policy in our education system, article published in the e-newspaper 'The Hindustan Times' on 22 Oct, 2020.
5. National Education Policy 2020, Ministry of Human Resource Development, Govt. of India, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf pp 43
6. India Today Web Desk, A reality check on NEP 2020: 6 Major Challenges in implementation, article published on <https://www.indiatoday.in>, Aug 14, 2020.
7. <https://www.questjournals.org/jrhss/papers/vol10-issue2/Ser-2/B10020609.pdf>, accessed on 16.02.2025.
8. <https://www.hindustantimes.com/education/nep-2020-implementation-of-new-education-policy-in-our-education-system/story-bw4OiekFCamI7NPoNkgAoJ.html>, accessed on 16.02.2025.

How to cite this article:

Rakesh Singh Paraste and Yamuna Dhurwey Rakesh Singh Paraste and Yamuna Dhurwey. (2025) NEP 2020: Transforming of Indian Education System towards holistic Development and Global Knowledge Superpower Nation, International Journal of Current Advanced Research, 14(02), pp.99-104.
