AWARENESS OF NATIONAL EDUCATION POLICY 2020 AMONG SECONDARY SCHOOL TEACHERS WITH SPECIAL REFERENCE TO COIMBATORE CITY

Dr. M. KALIMUTHU
Professor
Department of Commerce with Professional Accounting Dr. N. G. P. Arts and Science College
Coimbatore - 641048.
Mail id: kalimuthusujanias@gmail.com

DIVYA P C
III.B.Com (PA), Department of Commerce with Professional Accounting Dr. N. G. P. Arts and Science
College
Coimbatore - 641048.

ABSTRACT

Education is fundamental for achieving full human potential, developing an equitable and justsociety, and promoting national development. Providing universal access to quality education isthe key to India's continued ascent, and leadership on the global stage in terms of economicgrowth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual,the society,the country, and the world.

Keywords: Primary school, Secondary school.

INTRODUCTION

Education is vital to the achievement of maximum human potential, the development of ajustand equal society and the promotion of national development. Providing universal access toquality education is the cornerstone to India's continued rise and global leadership in terms ofeconomic development, social justice and scientific progress, equality, national integration and preservation of culture. The 21stcentury'sfirsteducation strategy which seeks tosolve our country'smany risingdevelopmental imperatives. This Policy recommends that all facets of the education framework, including its legislation and governance ,be updated and redesigned to establish a modern paradigm that is consistent with the as piring as pirations of education in the 21 st century,including SDG4, thus drawing on the values and value systems of India. It is founded on the idea that schooling must improve not only cognitive capacities,but also ethical, mental ,and emotional capacities and dispositions ,both the"foundation al capacities" of literacy and numeracy and "higher-order" cognitive capacities, such as logic al thought and problem solving.

India will have the highest population of young people in the worldover the next decade, and our ability to provide high-quality educational opportunities to themwilldeterminethefutureofour country.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agendafor Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitablequality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goalwillrequiretheentireeducation systemtobereconfigured tosupportandfosterlearning,sothat all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development canbe achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances,such as the rise of bigdata,machinelearning,andartificial intelligence, many unskilled jobs worldwide may be taken over by machines, while theneed for a skilled workforce, particularly involving mathematics, computer science, and datascience, in conjunction with multidisciplinary abilities across the sciences, social sciences, andhumanities, will be increasingly in greater demand. With climate change, increasing pollution,and depleting natural resources, there will be a sizeable shift in how we meet the world's energy,water, food, and sanitation needs, again resulting in the need for new skilled labour, particularlyin biology, chemistry, physics, agriculture, climate science, and social science. The growingemergence of epidemics and pandemics will also call for collaborative research in infectiousdisease management and development of vaccines and the resultant social issues heightens theneed for multidisciplinary learning.There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn,but more importantly learn how tolearn.Education thus, must move towards less content, and more towards learning about how to thinkcritically and solve problems, how to be creative and multidisciplinary, and how to innovate,adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic ,integrated, inquiry-driven, discovery-oriented, learner- centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basicarts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, inaddition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful ,fulfilling employment.

SCOPE OF THE STUDY

The present investigation aims to find the awareness of New Education policy (2020) among secondary school teacher in Coimbatore city.It will help teachers, principals, administrators, and policy makers.

STATEMENT OF THE PROBLEM

A study on the awareness of National Education Policy 2020 among the secondary school teachers in Coimbatore city.

OBJECTIVE OF THE STUDY

- To know the socioeconomic status of the secondary school teachers.

- To study the level of awareness of NEP 2020 among the secondary school teachers.

  - To study the level of awareness between government and private secondary school teachers.

  - To study the level of awareness between rural, urban and semi urban secondary school teachers.

RESEARCHMETHODOLODY

Research Design: A descriptive research design is used in this study.

Source of Data:

Primary Data: In this study primary data are collected by conducting a survey through a well- structured questionnaire.

Secondary Data: The data which are already collected is called secondary data. Secondary data was collected from various journal, articles and internet blogs.

Sampling Technique: The convenient random sampling technique is used in this study.

Sampling Size: The sample size is 120 respondents.

Area of Study: The study cover Coimbatore city only.

Tool for Analysis: In this study Percentage analyzing and Likert's scale analysis is used for analysis purpose.

LIMITATIONS OF THE STUDY

- The number of respondents included for the study is limited due to time constrains.
- All the findings and observations made in this study are purely based on respondent's answer; the response may be due to personal factor.

REVIEW OF LITERATURE

Parveen Kumar Sharma, Sanjeevan Bala (2021),The study based on the education is an important aspect in deciding the economy social status, Technology adaptation and healthy human behaviour in every country. Improving ger include every citizen of the country in education offering is the responsibility of the education department of the country national education of the India 2020 is marching toward achieving such objective by making the innovative policies to improve. The attractiveness, affordability and increasing the supply by opening the education for private sector and the same time with the strict control to maintain the quality in every educational institution.

Dr Shobha M (2022), This paper has reported education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. The study is descriptive in nature and survey method was employed. Data was collected from secondary school teachers of Mysore District using Awareness of NEP-2020 questionnaire. The collected data were analysed by percentage analysis and t-test. The findings of the study revealed that 8.9 % of the Teachers are high awareness of NEP-2020, 90% of the Teachers are average awareness of NEP- 2020, 0.1% of the Teachers are a low awareness of NEP-2020, that they have level of awareness towards NEP-2020 among Secondary School Teachers. There is no difference between male and female secondary school teacher's awareness of NEP-2020, there is difference between government and private secondary school teacher's awareness of NEP-2020, there is no difference between rural and urban secondary school teacher's awareness of NEP-2020.

MahendraPrabhu,ManiMookkiah(2021), This paper attempts to identify that the primary school teachers have low awareness of the New Education Policy (2020). The awareness program must be organized by the state or central Government, at least for teachers only. In general, females do not have satisfactory intention to know about new development. But it is not correct we must make awareness for, particularly female teachers. Additional than rural teachers are not interested to know about the new updates due to location. Self-finance teachers have no way to interact with other peoples, so they have low awareness; the state or central Government must organize awareness

programs to make conscious of the New Education Policy (2020) extremely.

Mr.A.Prakalathan, Dr.M.Kalimuthu, Dr.N.Giri (2022), Education is the foundation stone of the nation as it plays a powerful role in the growth and development of the country and its citizens. One cannot deny the fact that education is a powerful tool and based on the recommendations by a panel headed by Dr Kasturirangan former chairman of Indian space research former Indian Space Research Organization (ISRO), the New Education Policy has been drafted that focuses on equity, quality, affordability, and accountability of education in our country. In this paper, the author is going to explore about issues and the challenges in the implementation of various policies mentioned in national education policy 2020, the key areas that remain missing, and the complexities involved. Last but not the least, the paper also discusses the divide between the policy and practices together with the recent data statistics. All the details related to the possible challenges due to the changes in the new education policy have been analyzed in the forthcoming sections of this paper.

Dr.M.Kalimuthu (2022), Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights of Indian NEP 2020, Comparison of National Education policy 1986 & National Education policy 2020, Highlight of policies of NEP 2020 for HE system, Innovations in NEP 2020 and Merits of Higher Education Policies in NEP-2020.

THEORITICAL ASPECT OF THE STUDY

Highlights of Indian National Education Policy 2020 :
Highlights of the Stages:

The National Education Policy 2020 envisions an India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. The various educational lifecycle stages announced in the policy are listed in table 1 along with their special features.

Various educational stages to be implemented as per NEP 2020.

S. No.	Educational life-cycle Stage	Features
1	Foundation Stage	Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2	Preparatory Stage	Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3	Middle school education Stage	Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.
4	Secondary education Stage	Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
5	Under-graduation Education Stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
6	Post-graduation Education Stage	The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.

7	Research Stage	Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year M.Phil programme is discontinued.
8	Lifelong learning	The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It
		is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Innovations in NEP 2020:

(1) 100 top Indian Universities will be encouraged to operate in foreign countries.

(2) 100 top Foreign Universities will be allowed and facilitated to operate in India

(3) Every classroom shall have access to the latest educational technology that enables better learning experiences.

(4) Faculty Stability will be provided in an appointed institution with generally no transfer to other institutions.

(5) Faculty members get curriculum and pedagogy freedom within an approved framework.

(6) Based on academic and research performance, faculty incentives &accountability will be fixed.

(7) Faculty fast-track promotion system for high impact research contributions will be offered.

(8) A multiple parameter-based API policy with peers & students' feedback, innovations in teaching & pedagogy, professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be in place.

(9) The API policy will clearly be defined in the Institutional development plan.

(10) Focus on achieving sustainable Education Development Goal (SEDG) & GER of 50% by 2035.

(11) All Ph.D. registered students should take one subject related to teaching/curriculum development and accept teaching Assistantship for enhancing teaching skills.

(12) All students should be encouraged to take SWAYAM online courses at least two courses per semester.

(13) Strengthening Vocational education (VE) to reach at least 50% of the student population. HEIs shouldplan how VE can be offered to all the students.

(14) Plan to give B.Voc. as dual degree programme in ODL (Online Distance Learning) mode or 2 hoursevening programme through Skill labs & partnership with industry & NGOs.

(15) Currently, research & innovation investment in India is of 0.69% of GDP against a global average of 3%of GDP.

(16) Inclusion of research and internships in the undergraduate curriculum as a very essential component.

(17) Four functions of (1) regulation (NHERC), (2) accreditation (NAC), (3) funding/ grants (HEGC), and

(4) academic standard setting (GEC) are controlled by an umbrella institution, the Higher EducationCommission of India (HECI).

(18) GEC decides the 21st century skills to be learned by students.

(19) A faceless and transparent regulatory intervention will be designed using technology to monitor qualityin higher education. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information will be taken to ensure the basic minimum norms and standards.

(20) Empower private HEIs to decide fees for their programmes independently, though within the laid- out norms.

(21) Information Communication and Computation Technology (ICCT) & Nontechnology (NT) will be introduced at undergraduate education to increase the employability of youths.

(22) Dual degrees in Education & Sanskrit (Dual degrees in 4 years Degree programs), for example, BCA & BA in Language.

(23) AI Research Centres, Nanotechnology Research centres get support from NRF.

(24) Creation of Virtual Labs along with SWAYAM and Diksha to support MOOC education.

(25) Annual education expenditure of India has to increase from the current 4.43% of GDP to 6% of GDP.

(26) HEIs shall also move away from high-stakes examinations towards more continuous and

comprehensive evaluation (weightage for internal continuous evaluation and Semester end examination will be 50:50).

(27) Choice based Credit system will be improved and Competency based credit system is going to be adopted.

(28) Focus on effective self-governance and outstanding merit-based leadership appointment and a Board of Governors (BOG) of highly qualified, competent, and dedicated individuals have proven capabilities and a strong sense of commitment to the institution. BOG shall be responsible and accountable to stakeholder's through transparent self-disclosures of all relevant records.

(29) Focus is on the building of digital infrastructure, digital content, and capacity building to keep pace with Tech-generation expectations.

(30) Other innovations like stress on networking with industries and other HEIs for research and collaborations, focus on creating IPR, and improving stakeholders perception are also suggested.

Merits of Higher Education Policies in NEP-2020 Student Centric Model

The current teacher centric model where the teachers decide the subjects, curriculum, evaluation,
etc will be replaced by student centric model where student gats right to decide the subject he has to study from the institution, SWYAM MOOC, and from ODL and he can appear for competency based evaluation in his own pace. Thus, the higher education section of NEP-2020 replaces teacher centric education system to student centric system.

Competency based Continuous Evaluation System

As against choice-based credit system, competency-based credit system has advantages of evaluating skill sets of a student along with knowledge and experience. Competency leads to confidence and objective of higher education system irrespective of subjects and areas of study is building confidence to identify new challenges and converting them into opportunities to solve problems in the society.

Research & Innovation Focused

The objective of higher education is to create new knowledge or a new interpretation of existing knowledge through systematic analysis. This will solve all problems of the society optimally. Involving research and innovations as a major component of higher education creates new intellectual property to throw light into new innovative solutions. The higher education policies of NEP-2020 transforms the HE system frominformation centric to new knowledge and innovation centric.

Improved STEM model of HE Curriculum

To generalize higher education for all-round progress of students, it is scientifically proved that they should be exposed to art & design thinking to improve their creativity in solving problems along with science, technology, engineering, and mathematics. This new model called STEAM is considered as better than STEMmodel in higher education at a bachelor's degree level [32-38]. STEAM with experimental learning and research based internship is the objective higher education section of NEP- 2020.

Faculty Productivity based on Research Output

Research is an integral part of the higher education system. The faculty members who are guiding quality research should have research motives and experience so that they can be role models for their students. The new education policy focus on merit-based promotions which depend on faculty members annual performance indicator score with major portion depends on their performance in research and publications or patent to contribute to the IPR of the organization and hence of the country. Thus, the accountability of every faculty member in higher education system depends on their research productivity for a given time period.

Autonomy at all Levels

Higher education institutions which have the autonomy to do innovations in deciding the courses, curriculum, pedagogy, examination and evaluation could able to improve the quality of educations offered by them. In university affiliation system, affiliated institutions do not have any autonomy in teaching-learning and evaluation systems thereby the quality and motivation of both students and faculty members get affected. Autonomy at education (teaching -learning processes), examination and evaluation, administration including financial decisions are essential for a progress oriented system .

Merit based Student admissions, Faculty Selection & Promotion

NEP 2020 stresses on the importance of student admission based on merit by giving importance to social justice. It also comments that the quality of higher education and research can be improved only if all faculty selections and promotions are merit based. All kinds of reservations and lobbies should be curbed at individual institution level by means of appointing highly qualified and proven leaders as members of the Board of Governors. It also stresses that merit-based appointments are essential at all policy formulating and regulating levels of HE Councils.

Education Leaders should be Role-Models

Self-contribution to research and innovation is important to education leaders. New researchers get inspirationby seeing the contribution of leaders to perform better. HEIs should cultivate role models in this sector who should be super performers to IPR of the organization so that the organization can prove that higher contribution is possible. Professors who hold administrative positions are also expected to research and publication field during their leisure period to be role models to young researchers. It has been observed that many professors when elevating to administrative positions forget their responsibility of research and publications and do only lobbies and influences to elevate further. Since NEP-2020 suggest merit-based appointments and promotions, only role-models get further growth opportunities .

Integrated Controlling & Monitoring System

As per NEP-2020, the first 10 years from 2021 to 2030 is the implementation period and the next 10 years from 2030 to 2040 is the operational period. The implementation process is divided into seven stages [4]:

(1) Implementation of spirit and intent of the policy
(2) Implementation of policy initiatives in a phased manner
(3) Prioritization and sequencing of policy points
(4) Comprehensive full-fledged implementation to achieve the desired objectives
(5) Collaborative planning, monitoring, and implementation by both Centre and States
(6) Timely supply of required resources by both Centre and States

(7) Careful analysis and review of multiple linkages to ensure effective dovetailing of all initiatives Effective use of technology to monitor and control each stage is essential for the expected progress ofimplementation.

Boost to Online training

Use of Information Communication and Computation Technologies (ICCT) including Education technology, Internet technology, Artificial intelligence, Virtual reality, etc are very essential in effective implementation of education in the 21st century. The latest technologies help planning, design offering effective online education to realize the characteristics of the ideal education system and also to enhance GER. It is expected that during the 21st century, due to improved tech generations, technology driven education is going to replace classroom based education and the policies of NEP-2020 laying the foundation for it but also supports classroom based education system by adding more research components in it.

Control of Quality through Biennial Accreditation Process

Currently, the National Assessment and Accreditation Council monitors the quality of education and awards the graded accreditations to HEIs. This accreditation timeframe is five years. As a result, HEIs are not continuously monitored for their accreditation status. Instead, to make accreditation status more serious and effective for continuous improvement, NEP-2020 has simplified it and made it mandatory as a biennial accreditation process. This model of accreditation holds tight control on higher educational institutions to actually work for quality and performance .

Boost of GER through Autonomy to Private Sector

One of the major goals of the United Nations Sustainable Development Goals is quality education to everyone.This can be achieved at the higher education system also by the private sector in education as a parallel sector with public systems. Based on NEP-2020, the private sector should give 20% free seats, 30% half fee scholarships so that many poor but merit-based students get free or discounted fee study opportunities. Such free education at HE level will boost GER of higher education in the country .

DATA ANALYSIS AND INTERPRETATION
FINDINGS
SIMPLE PERCENTAGE ANALYSIS

- Majority 54% of the respondents are female.
- Majority 52% of the respondents are 20Years –30 Years.
- Majority 53% of the respondents are nuclear family.
- Majority 42% of the respondents are urban.
- Majority 57% of the respondents are self-finance.
- Majority 45% of the respondents are post graduate with B.ED.
- Majority 49% of the respondents are from teaching experience of 1 Years – 5 Years.
- Majority 86% of the respondents are aware of NEP 2020.
- Majority 40% of the respondents are aware through news channel.
- Majority 88% of the respondents have said yes NEP changes.
- Majority 76% of the respondents feel easy to bring sudden changes in education level.
- Majority 80% of the respondents have said yes.

- Majority 45% of the respondents said all the above.
- Majority 47% of the respondents have felt 30%-45% is the possible percentage to implement sudden changes in education particularly in rural parts of india.
- Majority 42% of the respondents have consider enhance skill require for a teacher.
- Majority 50% of the respondents have said 5+3+3+4 is a new curricular structure.
- Majority 38% of the respondents have said up to grade 4.
- Majority 37% of the respondents have said 30% will be the gross enrolment ratio in higher to be raised.
- Majority 48% of the respondents had felt NEP 2020 is useful.
- Majority 40% of the respondents have consider students would have skill sets required for the job.

LIKERT SCALE ANALYSIS

- Likert scale value is 4.31which is greater than the mid value (3),the respondents are strongly agrees to implement 5+3+3+4 structure.
- Likert scale value is 3.89 which is greater than the mid value(3),so the respondents are agrees that the NEP 2020 changes provides equal education to every gender and category.
- Likert scale value is 3.81which is greater than the mid value(3),sotherespondentsarefeel neutral that NEP changes could bring various options for the students at the under graduate level.
- Likert scale value is 3.50 which is greater than the mid value (3), so the respondents are agrees that the NEP changes could introduce education in an online digital platform.

SUGGESTIONS

- Generally the government must conduct an awareness program for all teachers about National Education Policy (2020).
- The pro-gramme will be indeed informative and useful for the participants.
- Majority of the respondents are female, more focus should be given on training of male teachers and inculcate the required skills in them.
- The government should collect timely feedback from teachers will also helps in successful implementation of the policy.

CONCLUSION

The success of this NationalEducation Policy will depend on how it is implemented. Therefore, it can be said that India is the country with the youngest population and India's future will depend on providing high-quality educational opportunities to these youth. The pro-gramme was indeed informative and useful for the participants. It acquainted them with the intent, implementation and prospects of NEP 2020 in the Higher Education. The pro-grammestrived to promote the core value of contributing to the national development. But in this study 86% of the teachers are aware of NEP 2020, 14% of the teachers are not aware of NEP 2020. In general, both male and female secondary school teachers we must give awareness pro-grammes about NEP-2020, and also government and private secondary schools in both rural and urban area.

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