

# National Education Policy (NEP) 2020: A Hindsight Towards Our Indian Educational Roots

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## **ABSTRACT**

The axle of this study is to trace out the educational implications from ancient education system of India with specific reference to cultural values which would help in the successful implementation of national education policy-2020 of India. This study uses qualitative approach and deploys a mix of desktop and Hermeneutics analysis to trace out the educational implications with specific reference to 'cultural value' aspect while seeking perspective from ancient education system of India. The overview of national education policy had been studied and tens of research papers on NEP implementation and innovation aspect along with a deeper study of ancient education system of India were studied to seek a perspective on relevance with current introduced NEP-2020. The study concludes that moving back to our cultural roots in order to witness a headway/progression in the coming future is a wise proposition from national education policy 2020. It is not taking a step back but a pull to accelerate with a great speed just like a catapult. Inspirations from ancient Indian education system like Seva, Tarkik Chintan, Charitra Nirman, Yoga etc. will lead to develop a complete man who will be able to work in any field with skills of critical thinking, educational expertise along with values, empathy, appreciation and love towards own culture and patience and openness to new possibilities and change.

**KEYWORDS:** National Education Policy 2020, hermeneutics analysis, desktop analysis, ancient education system of India.

## 1. **INTRODUCTION:**

The last National Policy on Education in India was introduced in the year 1986 and since then it was in a hung fire. India is anticipated to be the third largest economy at over ten trillion by 2030-2032, and a ten trillion economy supposedly will survive on its knowledge resources rather than natural resources. In order to take India to unprecedented level National education policy 2020 was introduced. According to "**National Education Policy 2020**" this Policy recommends the modification and revamping of all facets of the education structure, together with its governance and regulations, to fashion a new arrangement that is ranged with the aspirational goals of 21st century education, including Sustainable Development Goal 4 (i.e. "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030), while building upon India's traditions and value systems.

A draft of the New Education Policy 2019 was presented by the Ministry of Human Resource Development in 2019, and several public consultations followed. The Draft NEP proposes decreasing curriculum content to improve critical thinking, experiential learning, and more all-encompassing learning that is discussion- and analysis-based. A new National Education Policy was adopted by the government on July 29, 2020, with the intention of making a number of modifications to the current Indian educational system. (Kalyani, 2020). On July 28, 2020, the Indian Union Cabinet

approved the National Education Policy (NEP). 2.50,000 village-level stakeholders provided feedback to two national parliamentary level committees, which the Indian government combined. Over 50 months of workshops and consultations. However, it is unclear to what extent recommendations have been included into the policy (Saxena,2020). Before India gained its freedom, the "Masters, the British Empire" had exclusive authority over the country's educational system. As would be evident, the goals of education schemes like the one devised by Macaulay were not to provide Indians with a superior education, but rather to produce "Babus"—clerks and bureaucrats who would simply serve their masters. Following independence, the society underwent a number of changes, with new rules and reforms introduced, although the intended effects were not yet realised (Panditrao, 2020) but the new policy introduce is very promising and can alter the education system to generate better possibilities and opportunities.

**Table 1: Timeline, Prime Ministers, and Significant Educational Reforms at Policy Level**

EDUCATION POLICY TIMELINE	PRIME MINISTERS	EDUCATION POLICY REFOEMS
1968	Indira Gandhi	Promoting higher education among rural and urban
1986	Rajiv Gandhi	Adult education and the empowerment of minorities
1992	PV Narasimha Rao	Common entrance examination for professional and technical education
2005	Manmohan Singh	Common minimum program
2016	Narendra Modi	Addressing the gender discrimination, formation of the educational tribunal, the common curriculum for Science, Mathematics, Environmental Studies, and English
2020	Narendra Modi	Reimagining vocational education Catalysing quality academic research in all fields by introducing the regulatory mechanism Curbing commercialization of education Effective governance and leadership for higher education Internationalization of professional education Promotion of Indian languages, arts, and culture

The above given table given by (Kaurav et al., 2020) shows the timeline of reforms occurred in Indian education systems under the supervision of respective leaders i.e., Prime ministers. From above given description about reforms it can be evaluated that NEP 2020 has brought massive changes in terms of research, quality education, internationalization with promotion of Indian culture and values as it was vital to recognize which government or a political party has tried to make a improved education for rising the standards of Indian education system.

## 2. RELATED WORK:

- I.**Kalyani, 2020** concluded that NEP being a massive change in Indian education system comes with a big task of implementation. It also has some scope of correction which shall be take care of during the course of implementation but several of the proposal that have been anticipated in NEP 2020 are having great potential to give triumph to all the participants in future.
- II.According to **Kumar, 2021** overall, NEP 2020 is a very forward-thinking text with a solid understanding of the socioeconomic environment now and the potential to address difficulties in the future. Well, if a policy is not applied properly, it will not produce any results. However, this proposal appears to be a well-considered and sincere effort to reform the Indian educational system. This approach emphasises the incorporation of professional education in HEI for job creation and skill development. It wouldn't be incorrect to say that NEP 2020 has provided a clear blueprint for India 2.0, and if successfully executed, it will have everything India needs to become a global hub for education by 2030.
- III.**Aithal & Aithal, 2020** stated that by creating multidisciplinary, degree-granting, autonomous higher education institutions with students from various disciplines at the UG, PG, and research levels under the direction of intensely committed and focused teachers as the intellectual property, the proposed policies can be implemented methodically to foster a culture of creative and lateral thinking. A top-down strategy among the stakeholders is advised in order to ensure the implementation is successful. 36 Faculty Focused and Student-centred National Education Policy 2020 can be successfully implemented with its stated timeframe by using strong mantras like clean but competent members of implementation committees, light but tight regulations, openness from top to bottom, publish or perish, annual performance-based increments & promotions, periodic auditing of organisational performance through NAC, punishing for inappropriateness by means of hectic penalty. With its stated timeline of 10-15 years, the national education policy 2020 can be successfully implemented. This includes increments & promotions, periodic audits of organisational performance through NAC, and penalties for faculty centred and student-centred policies.
- IV.**Kumar & Singh, 2020** said that the NEP 2020 has done a good job of addressing the issues that women, minorities, and children with special needs confront. It has also done well in suggesting a number of commendable measures, such as education SEZs, to solve the structural issues of schooling in inaccessible areas but If NEP 2020 is implemented in the current form, education will be unavailable to the majority of children from medium and lower socioeconomic backgrounds, regardless of aptitude or Divyangjan.
- V.**Menon, 2020** raised many questions on NEP 2020 such as How does policy propose to realise its vision? Where is the road map? What is the strategy to mobilize the additional resources? And many more.
- VI.**Gupta & Chaubey 2020** suggested various recommendations by which autonomy in higher education institutions can be obtained and sustained such as Evolve common terminology, Evolve national performance benchmarks for HEIs, Evolve guidelines for various areas of functioning of the institute, Collaboration, networking, and partnership, Full use of authority, transparency, Strategic human resource management practices, Adhere to rules and regulations of regulatory bodies, further professional ethics etc.
- VII.**Dixit, 2020** concluded that the NEP-2019 has advocated for universal access to a standard education by creating a teaching methodology that is profoundly based in Indian culture and re-establishes India as a global information power. The goal of "Liberal Arts Education" is to foster cross-disciplinary collaboration in education. The quality of teacher education has been advocated by NEP2019, but it is unclear how and to what extent it may be implemented in the sphere of education.
- VIII.**Hargopal, 2020** examined the political perspective of NEP on economy, similarly **Saxena,2020** and **Govinda,2020** critically analysed and examined all the key changes and highlighted points in NEP.
- IX.**Chakradar & Inamdar,2020** provides recommendations for introducing Compulsory formal teacher education for the teachers in HEIs for enhancing the quality of teaching learning processes and implementing objectives of NEP 2020. Moreover, the paper reviewed and revised the proposed teacher education plans and policies of NEP 2020.

X.Sontakke et al.,2020 focused their study on important variations in higher education that formulate forthcoming generations to flourish and participate globally in the new digital age.

XI.Dev, 2020 stated that besides all the key objectives few small sub-objectives are there that can also cause wonderful positive changes in the current education system which is to initiate strong fundamentals of quality higher education by nonstop upskilling the educators, reinventing pedagogy in harmoniousness with the times and attaining scales of assessment that act as guidelines to a higher education whose alteration is not superficial but revolutionary and forward looking.

XII.Khatak et al., 2020 did a survey-based study collected data from 101 participants who were academicians from different universities to know the sentiments of stakeholders on grassroot level. The study was done in Haryana and they concluded that NEP has to work on grassroots level to understand the basic infrastructure prevailing in India being a developing country. We can't jump directly to decisions and implement new policy in days or years. It takes long time to establish particular trend in cultural traditional India.

### 3. **MOTIVATION OF THE STUDY:**

Education is the backbone of any society which has potentials to make individuals to stand on their own feet by enabling them to develop into critical thinkers, rationale human beings who are sensitive and emphatic to the surroundings while achieving gainful employment. Thus, education is for life and not for livelihood as the ultimate goal of education to teach art of living and gaining an employment is a residual outcome. All this can be achieved only if the educators are able to deliver in a way which helps learners achieve these traits and skills, which in turn is dependent on the methods used by educators.

### 4. **OBJECTIVES OF THE STUDY:**

- a) To compare National Education Policy 2020 with the ancient education techniques.
- b) To identify the innovations in new national higher education policy 2020.
- c) To discuss Indian values incorporated with new education policy.

### 5. **METHODOGY**

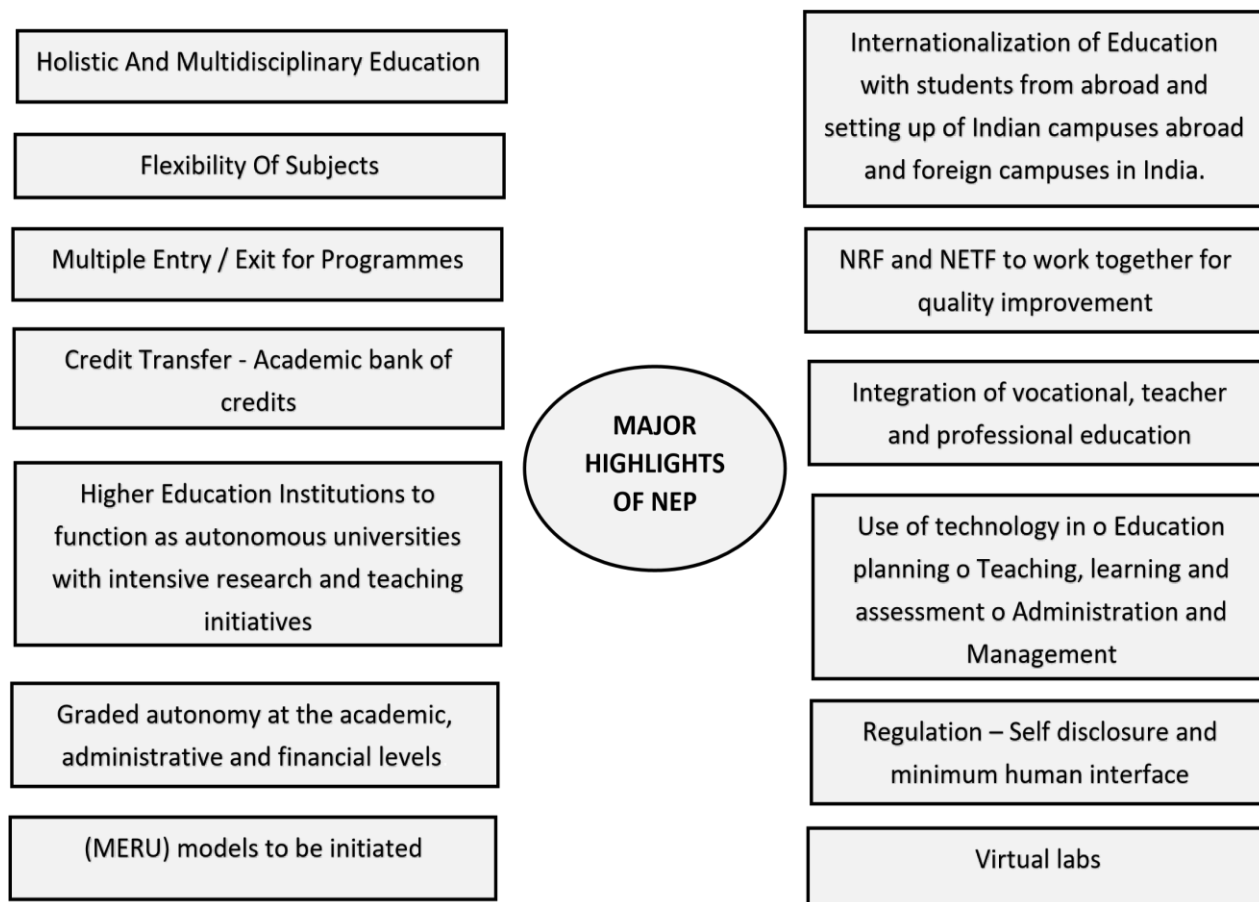
\_For this study, a combination of desktop and hermeneutics analysis was applied. The study of interpretation is called hermeneutics. This is a tried-and-true method for researching a discipline where the material concerns human ideas, deeds, and intentions and necessitates interpretive methods. Hermeneutics is used to draw conclusions in a variety of fields, including law, theology—particularly Bible studies—and medicine—as well as some of the humanities, social sciences, wisdom studies, and humanistic texts. According to Grondin (1994), hermeneutics is sometimes applied in these situations as a supportive study of the aesthetics, research techniques, and theoretical underpinnings relevant to a particular disciplinary subject matter. Desk research is a type of market/product research where you gather information at your desk (figuratively speaking) from sources that already exist to gain a general concept about your research issue. From a commercial perspective, desk research or secondary research is a crucial step. After all, secondary data sources are a very convenient approach to learn about a company's market, trends, rivals, and clients.

## 6. OVERVIEW OF NEP-2020:

India was a well-known name in the world in reference to the education system from ancient time. The Gurukul system of imparting education is very well known to all of us. Starting from Gurukul system of education to the British influenced education system, many up gradation and changes has been accepted implemented or modified in the education system. Many of us are one through the system that would be replaced soon, there are many prominent changes that could bring some expected positive outcomes like the old 10 + 2 system will be replaced by 5+ 3 + 3 + 4 system and another important change is that the stream system [Arts, Science and Commerce] has been removed now students are free to choose the available combination of subjects (Kalyani, 2020).

The National Educational Policy 2020 was developed with the consideration of emerging trends. The chosen course took all people's goals into account. Followed is a bottom-up strategy with a multifaceted perspective. The National Educational Policy 2020 was developed with the consideration of emerging trends. The chosen course took all people's goals into account. Followed is a bottom-up strategy with a multifaceted perspective. Arts and sciences, academic and extracurricular activities, and vocational and mainstream education are not clearly separated from one another. The success of the new policy and the primary flaw in the current educational model are based on the real-world conditions that prevail now. the need for practical training rather than academic knowledge When compared to monolingual talents, the multidisciplinary approach of Indians is helpful. The NEP emphasises enthusiasm, student empowerment, and global student development while upholding Indian culture and values. The 2030 sustainability goal is consistent with the forward-looking educational policy. The table mentioned below shows maximum key aspects of NEP 2020, which includes multidisciplinary education that is now students can choose any combination of subjects, there is no boundary of science, commerce and arts now. If a student wish he/she can study accounts with biology and maths with geography. This will open many new fields of opportunity and career paths but it will be immensely difficult and time consuming to frame curriculum of the same. The success of the new policy and the primary flaw in the current educational model are based on the real-world conditions that prevail now. the need for practical training rather than academic knowledge When compared to monolingual talents, the multidisciplinary approach of Indians is helpful. The NEP emphasises enthusiasm, student empowerment, and global student development while upholding Indian culture and values. The 2030 sustainability goal is consistent with the forward-looking educational policy (Anita et al.,2020). Secondly, Research is the key component of education. Each feeds the other.

Currently research is not scalable, has low quality and is not distributed. Day to day characteristics and environment should motivate research. The ability to conduct research in two languages encourages the attack of significant issues with self-assurance, in-depth approach, and content. The development of a research culture is necessary. The current situation, the function of higher education institutions, and the function of the government are three areas that require attention. Research and education are now kept separate. Students have less possibilities to undertake research because the majority of Ph.D. holders do not. In India, there are just 15 researchers for every lakh people, a relatively low ratio. Institutions of higher learning must support and enable professors to innovate in their fields of study, service, and instruction. There must be incentives for faculty, including as promotions, secure tenure, tenure track systems, higher salaries, less teaching, and acknowledgement of exceptional work. Students should participate in research to foster innovation and critical thinking. Further the focus on information and communication technology brings the information at fingertips, better reach using TV, augmented reality and games to enhance learning, The challenges are based on the readiness of the institution in terms of ICT infrastructure and technical support, readiness of faculty in terms of gadgets and technical support, readiness of students to adapt and library readiness for remote access. Opening up the institute facilities to the industry and a healthy collaboration is essential.



**FIG:1**

The highlights are follows:

- NEP is designed in order to keep the next and current generations future ready • Focus from 'what to think' is shifted to 'how to think' in the new education policy.
- Critical thinking and innovative thinking develop when aided with passion
- Main step is implementation and all stakeholders should have strong determination to implement it
- Up-skilling and career development of teachers
- Focus on 'dignity of labour'
- Professional changes need re-skill and up-skill which is aided by NEP
- Reducing the gap between research and education

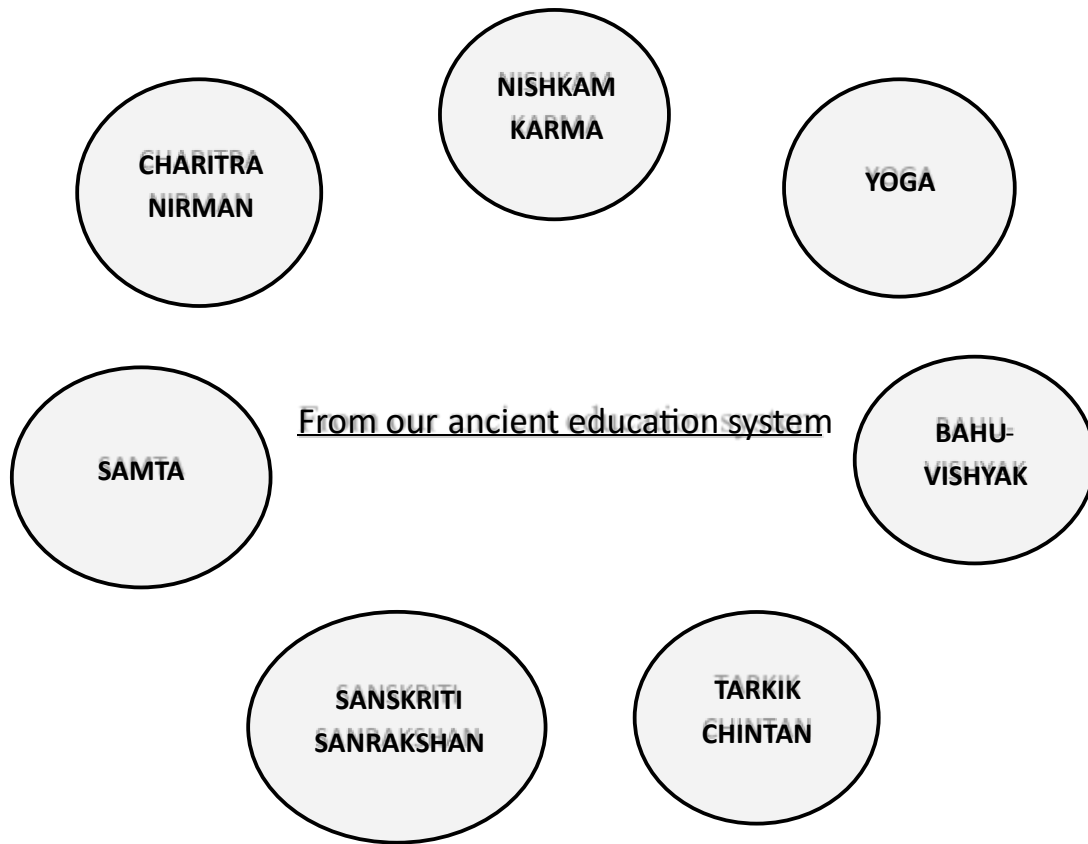


**7. GLIMPSE FROM OUR INDIAN ROOTS:**

When we reflect on India's old educational system, we see that it was more than just a method of instruction—it was a way of life. Both official and informal educational systems existed in ancient India. At home, in temples, pathshalas, tols, chatuspadis, and gurukuls, native education was given. The ancient educational system was based on the Vedas, Brahmanas, Upanishads, and Dharmasutras, which also taught physics, astrology, mathematics, and other subjects while instilling moral ideals. An ancient approach called charitra nirman (personality development/overall growth) placed emphasis on total development.

Overall development meant not just only to prepare the student for competition and to earn bread butter but to it prepared students for the exam called life. It helped the generation to get educated with the ability to do critical thinking (tarkik chintan) i.e., potential to tackle all the problem they may face in life. Ancient system also taught the students to have empathy, gratitude, value, it promoted seva bhava which means helping the needy without expecting anything in return. The old educational system placed a strong emphasis on teaching students values like humanism, truthfulness, discipline, independence, and respect for all living things. The Indian educational system has always worked to recognize and preserve our unique culture. All students in the GURUKULA system received the same treatment, wore the same clothing, learned how to do all of the household tasks, sat on the ground, slept on the ground, and had the same meals. Together with every social skill, they acquired every technological talent. The Gurukul system promoted equality along with high standards of instruction and cultural preservation (Gyan sanskriti sanrakshan). A better generation will be created as a result of the excellence of the old educational system, which is a great pleasure to behold.

The National Education Policy 2020, according to the government, will incorporate traditional Indian principles such as nishkam karma and seva into the curriculum. Nishkam karma refers to deeds performed, assistance provided, or any action performed selflessly without anticipating any good will in return, not even a simple "thank you." Students will gain an early understanding of the importance of "doing what's right" and be given a logical foundation for moral decision-making. This would later be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc. to help children embrace moral/ethical values in living their lives, form positions or arguments about ethical issues from various perspectives, and use ethical practices in all of their work.



All students will be instilled with traditional Indian values as well as all fundamental human and constitutional values (such as service, ahimsa, cleanliness, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent abilities regardless of background, respect for the environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism).

**Charitra Nirman:** The vast amount of traditional and enduring Indian wisdom has served as the foundation for this policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) has traditionally been seen as the pinnacle of human endeavor in Indian thought and philosophy. In ancient India, the goal of education in terms of information acquisition was not only to prepare students for life after school or in the real world, but also to achieve complete self-realization and liberation.

**Yoga:** With a rich past that has produced a variety of art, literature, traditions, artifacts, linguistic expressions, and historical places, India is a cultural treasure trove. Millions of people around the world participate in, enjoy, and gain from this cultural activity every day. Examples include traveling to India for tourism, taking advantage of the hospitality of the country, purchasing Indian handicrafts and handmade textiles, reading Indian classical literature, practicing yoga and meditation, being inspired by Indian philosophy, attending Indian festivals, appreciating Indian music and art, and watching Indian movies, among many other activities. To promote edutainment, which combines instruction with entertainment, a new policy also suggested that different clubs be founded by teachers in accordance with the many interest areas of students, such as a yoga club or a sports club.

**Gyan sanskriti sanrakshan:** Art-integration is a cross-curricular educational strategy that uses a variety of artistic and cultural expressions as the foundation for the understanding of concepts in a variety of subject areas. As a part of the emphasis on experiential learning, art-integrated education will be incorporated into classroom activities in order to



not only foster a positive learning environment but also to impart the Indian ethos by incorporating Indian art and culture into all aspects of teaching and learning. The connections between education and culture will be strengthened by this art-integrated approach. Being well-educated in one's language, culture, and traditions is not a hindrance but rather a great asset to educational, social, and technical growth, as so many developed countries throughout the world have fully proved. With a large collection of ancient and modern literature (both prose and poetry), film, and music published in these languages, India's languages rank among the wealthiest, most scientific, most beautiful, and most expressive in the world. These works contribute to India's national identity and richness. All young Indians should be aware of the rich and diverse range of languages spoken in their nation, as well as the treasures those languages and their literatures hold, for the goals of cultural enrichment and national integration.

**Samta:** Education is the most effective tool for achieving social justice and equality. It is essential to achieve inclusive and equitable societies where everyone has the opportunity to dream, grow, and contribute to the nation, but it also depends on inclusive and equitable education. India's educational system needs to be created with the country's kids in mind, making sure that no child is denied the opportunity to learn and flourish because of their birth or rearing conditions. This Policy states that one of the main objectives of all education sector development programs will continue to be closing the social category gaps in access, participation, and academic achievement.

**Tarkik chintan:** Education policy places a strong focus on the development of each person's creative potential. It is based on the notion that education must promote the development of social, ethical, and emotional skills as well as cognitive skills, including "higher-order" cognitive skills like critical thinking and problem solving as well as "foundational skills" like literacy and numeracy. To make way for critical thinking and more comprehensive, inquiry-based, discovery-based, discussion-based, and analysis-based learning, each subject's curriculum will be condensed to only the fundamentals. The needed content will emphasize key concepts, ideas, applications, and problem-solving. Questions will be invited, and classroom sessions will typically feature more entertaining, creative, collaborative, and exploratory activities for students to engage in deeper and more immersive learning. The process of teaching and learning will be more participatory.

**Bahuvishyak:** Renowned Indian academic institutions of the past, such Takshashila, Nalanda, Vikramshila, and Vallabhi, set the bar for transdisciplinary teaching and research and welcomed visitors from all walks of life and nations. The Indian educational system produced brilliant minds like Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, and Gargi, among countless others, who made many fundamental changes in the fields of mathematics, Indian culture and philosophy have made a big difference in the world. These priceless contributions to the world history must be improved, researched, and conserved for future generations in addition to being developed and maintained and used in new ways through our education system.

## 8. CONCLUSION:

Above mentioned text explained the facts stated in the new education policy which is inspired by our Indian traditional education system that will produce better build generation with technical, social, emotional and cultural intelligence. The study concludes that our ancient methods, Vedas, Upanishads and books like Bhagwat Geeta teaches us numerous lessons by which not only we can build a theory but can also seek help in its implementation. The major part is still pending as the implementation of NEP on ground level will require a great amount of expertise, patience, and time which will be a task for teachers. Besides the above-mentioned traditional practices there are numerous other practices which can be inspiring in transforming a better generation. Though NEP has many fruitful aspects and has some very interesting and innovative changes, I would like to suggest that these Upanishads, Vedas and sacred books should also be taught if not as textbooks then as hobby classes and teachers should encourage students more and more to get

attached to their culture and values with the aim for acquiring big opportunity. As with education, culture and humanity our future generations will be better thinkers, better performers and a better human being which will ultimately result in a better tomorrow, a better future and a better India.

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