

Navigating a Change: An In-depth Analysis of the National Education Policy's Impact on Learning and Development

Ujjvala Kanungo, Sandra Satheesh, Stuti Mehra
University of Delhi, Delhi, India

The patterns and trends in formal higher education are changing. As world economy is moving towards a knowledge based economy, the needs and requirements of formal higher education are also changing. Countries are currently reevaluating their options of formalizing their growing education sector by drafting new education policy that aims to meet the demands of this futuristic knowledge based and technology driven economy with involvement of Artificial Intelligence and Machine Learning (AIML). Factors addressing core competence of employability, holistic development and attainment of skills are the new mantras of evolving modern day's economy. To be in sync with such demand, requirement, and challenges, the Indian government took a significant step in drafting a New Education Policy popularly known as 'NEP 2020'. This paper makes an attempt to analyze the significant characteristics and dimensions of this NEP 2020 by undertaking a survey among stakeholders mostly students to arrive at certain key findings such as inducing centric, employable, skillful, and holistic development of students attaining such higher education. It also points out some of the implementation issues which require lead time to be adjusted with the system.

Keywords: NEP2020, holistic education, technology integration, learning

Introduction

In recent years, the global landscape of education has witnessed significant shifts, propelled by emerging technologies, evolving societal needs, and the dynamic nature of the modern workforce. Amidst these transformations, governments and educational institutions worldwide have grappled with the imperative to adapt and innovate their policies and practices to meet the growing demands of the 21st century. In this context, the formulation and implementation of a "New Education Policy" (NEP) 2020 stand as a pivotal endeavor aimed at redefining the educational paradigm to address contemporary challenges and opportunities.

Notable Features

1. **Holistic approach:** NEP emphasizes a holistic and integrated approach to education, aiming to develop the cognitive, socio-emotional, and physical aspects of learners.
2. **Flexible education:** It promotes flexibility in the education system, allowing students to choose subjects according to their interests and abilities.
3. **Multilingualism:** NEP emphasizes multilingualism and aims to promote the preservation of regional languages while ensuring proficiency in Hindi and English.

Ujjvala Kanungo, Final Year B. Com (Hons) student, Gargi College, University of Delhi, Delhi, India.
Sandra Satheesh, Final Year B. Com (Hons) student, Gargi College, University of Delhi, Delhi, India.
Stuti Mehra, Final Year B. Com (Hons) student, Gargi College, University of Delhi, Delhi, India.

4. Technology integration: The policy advocates for the integration of technology in education to enhance learning outcomes and accessibility.

5. Teacher training and professional development: NEP focuses on improving the quality of teachers through comprehensive training and continuous professional development programs.

6. Assessment reforms: It emphasizes a shift from rote learning to a competency-based approach, focusing on understanding and application rather than memorization.

The NEP symbolizes a transformative vision for education, yet its translation into practice faces a myriad of challenges. Socio-economic disparities pose significant barriers, impeding equitable access and resource distribution, particularly in marginalized communities. Implementation hurdles encompass issues of funding constraints, governance inefficiencies, and entrenched institutional resistance to change.

Objectives of the Study

1. Evaluate implementation: The study aims to assess the implementation of the NEP to determine its effectiveness in achieving its goals.

2. Identify challenges and gaps: The project aims to identify any challenges or gaps on the basis of stakeholders' opinions and views in the implementation of NEP and provide recommendations for addressing them.

3. Proposed remedies and future directions: Additionally, this study endeavors to proffer solutions to the prevailing challenges encountered within the context of the NEP. It will offer recommendations aimed at reconciling the disparities between theoretical ideals and practical implementation.

Overall, the objectives of the study are to provide insights into the strengths and weaknesses of the NEP and to guide future policy decisions to enhance the quality and accessibility of education in the country.

Moreover, striking a balance between standardization and autonomy proves intricate, as does the imperative to adapt to rapidly evolving technological landscapes. This research endeavors to dissect these multifaceted challenges, offering nuanced insights for policymakers, educators, and stakeholders. By confronting and surmounting these obstacles, we can unlock the NEP's potential to realize inclusive, equitable, and quality education for all learners.

Such endeavors are essential not only for individual empowerment but also for fostering societal development and global progress in the dynamic landscape of the 21st century. Through rigorous analysis and dialogue, this research aims to contribute meaningfully to the ongoing discourse surrounding educational reforms and innovation, driving us closer to the realization of the NEP's transformative aspirations.

Literature Review

1. Aithal, P. S., & Aithal, S. (2020): "Analysis of the Indian National Education Policy 2020 Towards Achieving Its Objectives": This paper analyzes the Indian National Education Policy 2020, highlighting its objectives and potential implications. Key findings may include insights into the policy's goals, its alignment with contemporary educational needs, and potential challenges in implementation.

2. Rani, R. (2022): "New Education Policy—2020: Issues and Challenges": This paper discusses the issues and challenges associated with the implementation of the New Education Policy 2020. Key findings may include identification of specific challenges such as infrastructure requirements, teacher training needs, and potential societal impacts.

3. Association of Indian Universities (2021): "Implementing National Education Policy—2020—To transform Higher Education in India": This article explores implementation strategies required to transform higher education in India according to the National Education Policy 2020. Key findings may include recommendations for institutional reforms, curriculum changes, and stakeholder engagement strategies.

4. Sharma, A., & Mishra, A. (2020): "National Education Policy 2020: A Paradigm Shift": This paper examines the National Education Policy 2020, highlighting its potential to bring about a paradigm shift in the Indian education system. Key findings may include discussions on the policy's innovative approaches, potential impacts on equity and access, and implications for educational governance.

All these research papers collectively offer insights into different dimensions of the India's National Education Policy 2020, including its objectives, challenges, implementation strategies, and potential transformative impacts on the education system.

Methodology

Research Design

This study employs a qualitative research design to explore the perceptions and experiences of students regarding the National Education Policy (NEP). Specifically, the study adopts a *phenomenology* (Phenomenology is the study of individuals' lived experiences and subjective perspectives) approach to delve into the lived experiences and interpretations of students from the University of Delhi (DU) regarding the NEP. Phenomenology allows for an in-depth understanding of *individuals' subjective experiences*, which is crucial for capturing the diverse perspectives on educational policy.

Sampling

The study targets students enrolled in the *first and second years* at the University of Delhi. A purposive sampling technique will be utilized to select participants who are representative of the diverse academic disciplines within the university. This approach ensures that a *broad range of perspectives* is captured, enhancing the richness and depth of the data.

Data Collection

Personal interviews. Semi-structured interviews of about 15 students enrolled under NEP curriculum will serve as the primary method of data collection. The interview protocol will be designed to elicit participants' perceptions, attitudes, and experiences related to the NEP. *Questions will be open-ended* to encourage participants to express their thoughts freely. Probing questions will be employed to delve deeper into specific areas of interest. Open-ended questions will explore their opinions and concerns in more detail.

Google form responses. In addition to personal interviews, participants will be asked to provide responses to a structured form (five metrics: strongly agree, agree, neutral, disagree, strongly disagree). This form will contain both closed-ended questions, allowing for quantitative data collection. Closed-ended questions will provide demographic information and assess participants' general awareness of the NEP. Form garnered 150 responses from students across University of Delhi and across educational backgrounds.

Data Analysis

Quantitative analysis. Quantitative data collected through the form responses will be analyzed using descriptive statistics. *Frequency distributions* and percentages will be calculated for closed-ended questions, providing insights into participants' demographic characteristics and overall perceptions of the NEP.

Ethical Considerations

Informed consent. Prior to participation, all participants will be provided with detailed information about the study objectives, procedures, and their rights as participants. Informed consent will be obtained from each participant, ensuring *voluntary participation and confidentiality*.

Confidentiality. Measures will be taken to *safeguard the confidentiality* of participants’ responses. Identifying information will be removed from transcripts and form responses, and data will be stored securely to prevent unauthorized access.

Anonymity. Participants will have the option to remain *anonymous* during data collection and reporting to further protect their privacy.

Data Interpretation

In this section, we analyse 150 responses from 1st and 2nd year students across different colleges, focusing on their perspectives on the New Education Policy (NEP). Utilising charts and graphs, we aim to extract insights into the challenges posed by NEP and identify potential solutions.

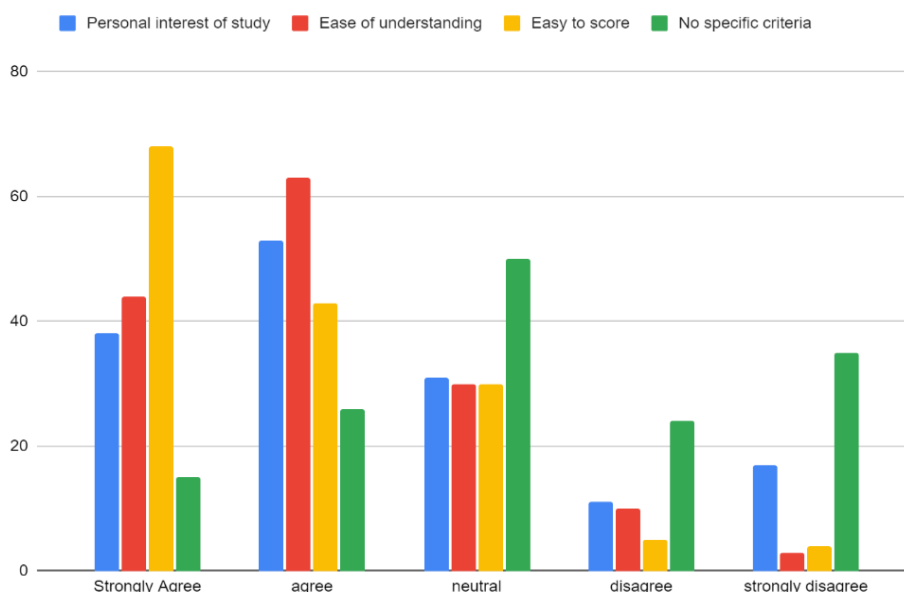


Figure 1. Choice of VAC.

Students select Value Addition Course (VAC) subjects for a variety of reasons, with achieving a high score (45.3%) being the most prominent factor. However, ease of understanding the subjects (29.3%) and pursuing personal interests (25.3%) are also important considerations for a significant portion of students. It’s worth noting that a small percentage (10%) have other motivations that fall outside the given categories.

Thus, while individual motivations vary, the overall trend suggests that choice of VAC is majorly dependent on academic performance and scoring capacity.

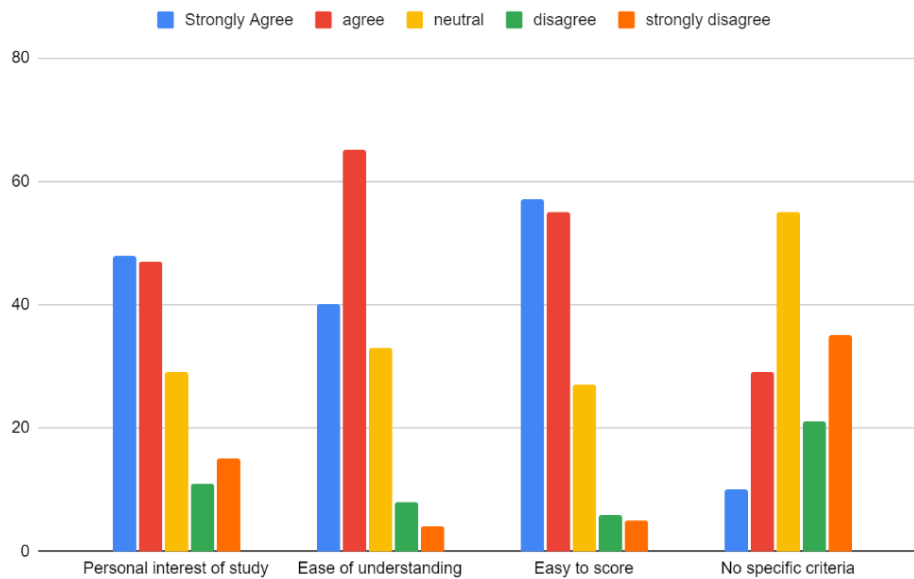


Figure 2. Choice of SEC.

Students select Skill Enhancement Course (SEC) subjects for a variety of reasons, with achieving a high score (38%) being the most prominent factor. However, pursuing personal interests (32%) and the ease of understanding the subjects (26.7%) are also important considerations for a significant portion of students. It’s worth noting that a small percentage (6.7%) have other motivations that fall outside the given categories. Given that a large portion of students prioritise achieving high scores and aligning their studies with their interests, SEC can be considered an important program. It allows students to achieve both of these goals. In essence, SEC caters to both academic achievement and fostering personal interests, potentially leading to a more well-rounded educational experience for students.

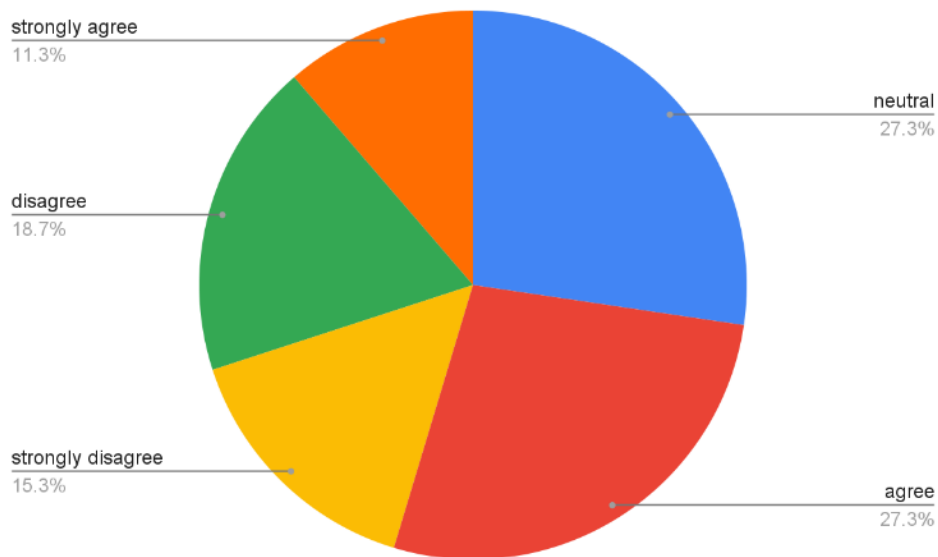


Figure 3. VAC actually helps in fostering value.

The data highlight that 27.3% of students surveyed or represented in the chart have expressed agreement with the idea that “VAC” plays a role in promoting values. This suggests that a significant portion of the student population acknowledge the importance or effectiveness of values education in the context of the NEP.

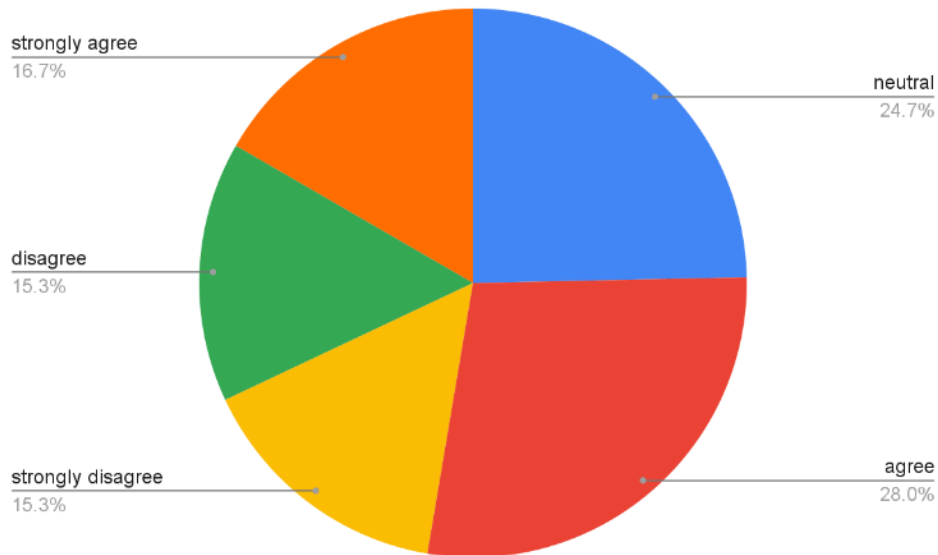


Figure 4. SEC enhances skills & benefits in job market.

The data reveal a mixed perception among students regarding the effectiveness of SEC subjects in enhancing their skills. While a notable portion strongly agree (16.7%) and some agree (28%) with this notion, a considerable proportion hold a neutral stance (24.7%), and rest of them disagree with the given notion. This indicates a diverse range of opinions among students, with a significant portion acknowledging the potential benefits of SEC subjects, but also a notable proportion expressing uncertainty or disagreement.

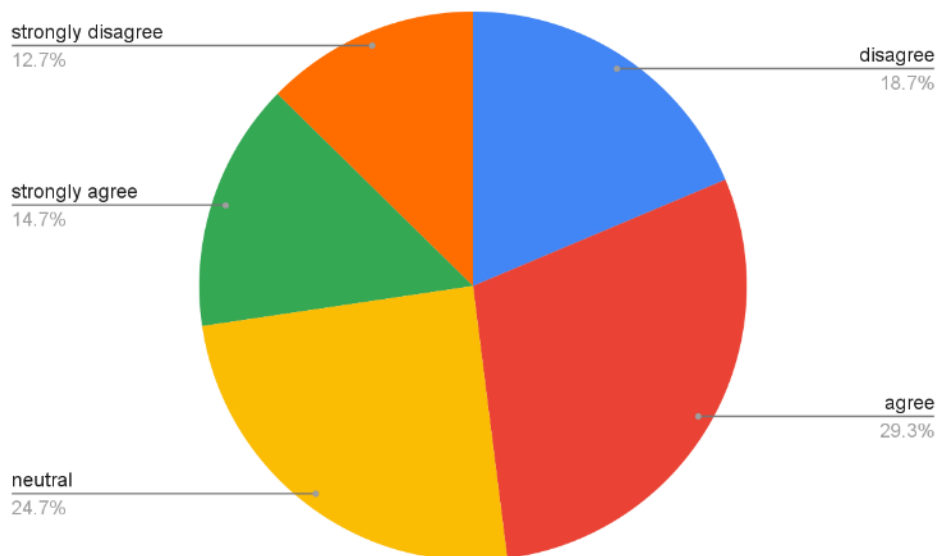


Figure 5. Is language necessary?

Regarding the importance of language in the New Education Policy, around 44% of students agree (strongly agree: 14.7%, agree: 29.3%). On the other hand, around 31% disagree (disagree: 12.7%, strongly disagree: 18.7%). Overall, there is no clear consensus among students on the importance of language in the New Education Policy.

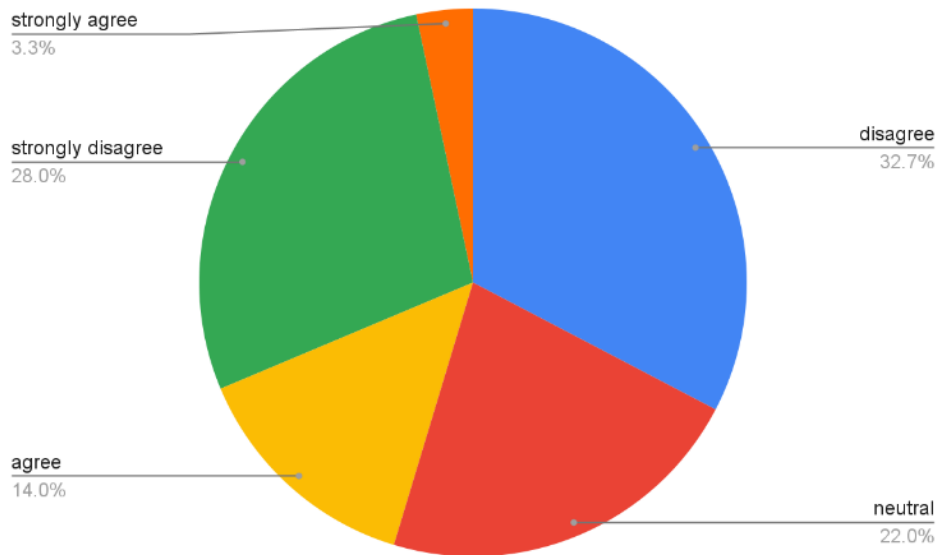


Figure 6. Does your college have adequate infrastructure to support multi-language courses?

The data reveal that a considerable majority (60.7%) of respondents either disagree or strongly disagree with the notion that the college possesses adequate infrastructure to accommodate multiple language courses. This indicates a widespread perception of insufficiency in infrastructure for such programs. As a consequence, students are compelled to seek language courses in other colleges, resulting in unnecessary expenditure of time and resources.

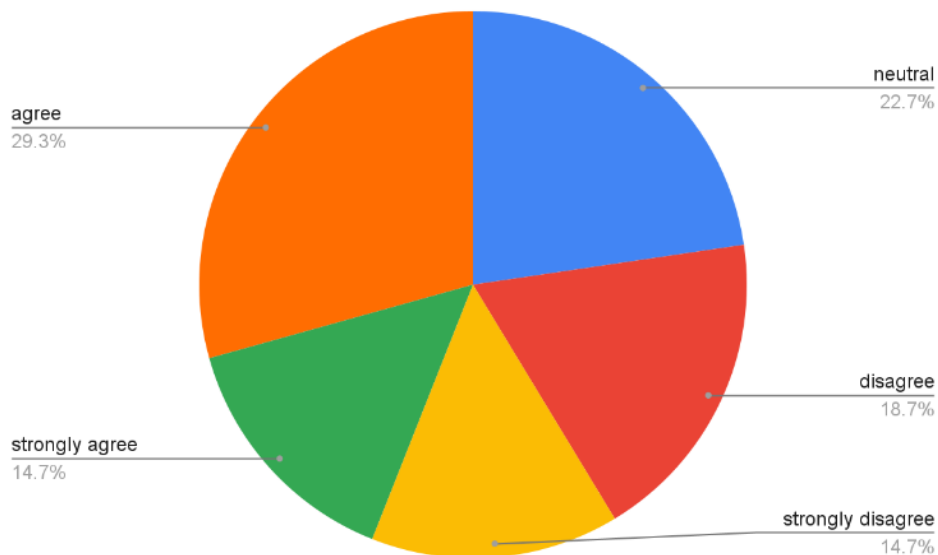


Figure 7. Does language have any additional benefit in professional life?

The data indicate a mixed perception among respondents regarding the additional benefits of language courses offered in the NEP for professional life. While a significant portion agree with the notion (14.7% strongly agree, 29.3% agree). This suggests that while a substantial segment acknowledge the potential advantages, a considerable portion remain undecided or perhaps lack conviction about the correlation between language courses and professional benefits.

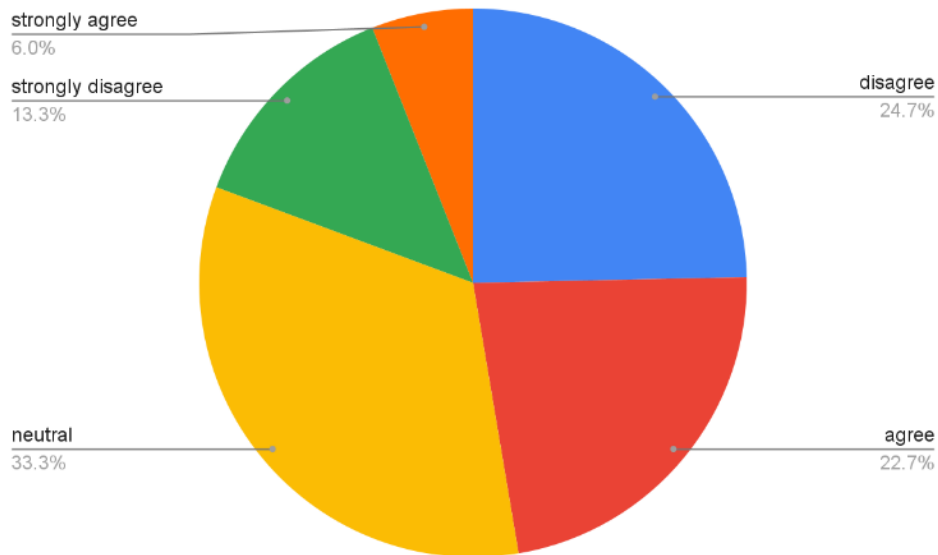


Figure 8. Teachers are adequately trained to teach newly introduced nep subjects?

There are mixed opinions on teacher preparedness for NEP subjects. Only 28.7% of students agree (strongly agree: 6%, agree: 22.7%). A larger portion, 38% disagree (disagree: 13.3%, strongly disagree: 24.7%). This suggests that there is a need for further professional development for teachers on the newly introduced NEP subjects.

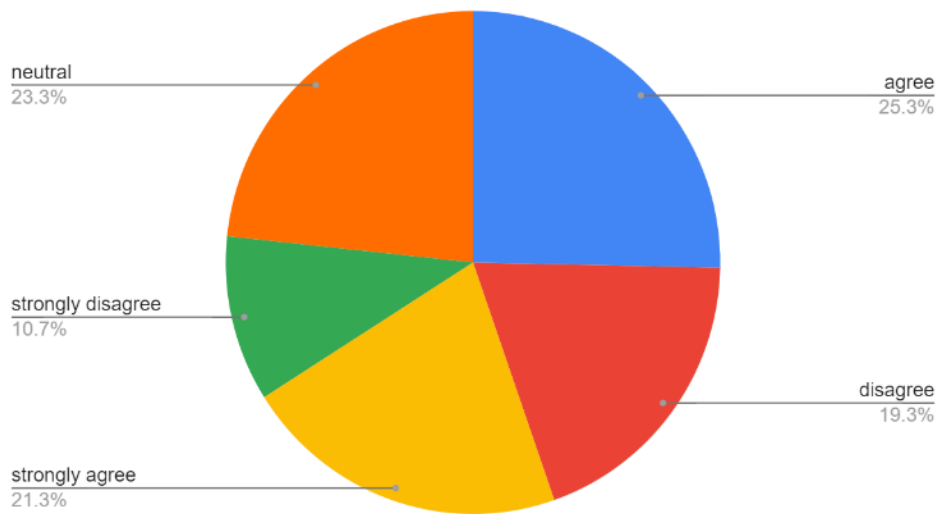


Figure 9. Infrastructure is inadequate to support nep structure?

The data highlight a substantial number of respondents agreeing (21.3% strongly agree, 25.3% agree) that Delhi University’s infrastructure is insufficient for supporting the National Education Policy (NEP) curriculum. This indicates a prevalent perception among respondents regarding infrastructure inadequacies. Insights from these responses could prompt university administrators to evaluate and rectify infrastructure deficiencies, such as room shortages and outdated projectors, to ensure effective NEP curriculum implementation and enhance educational quality and student experience.

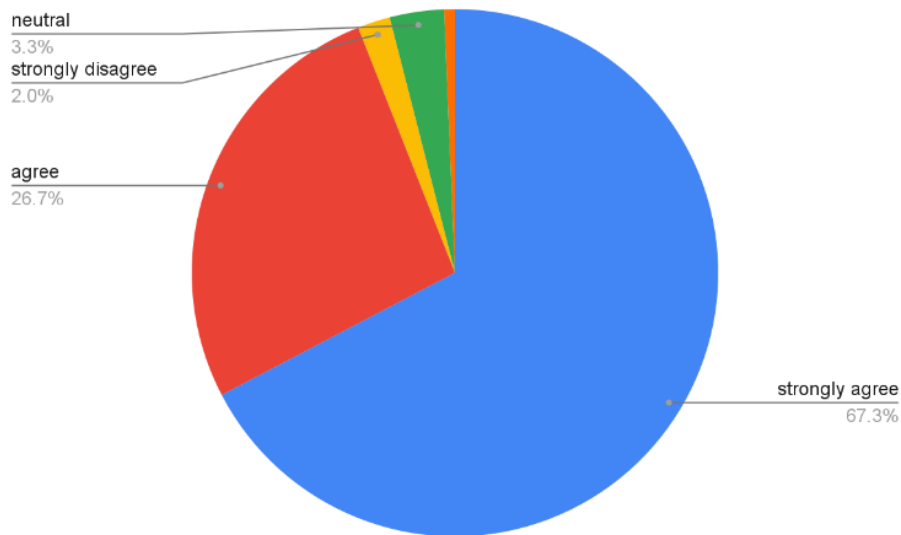


Figure 10. Managing seven subjects is challenging.

The data highlight a prevalent sentiment among respondents regarding the difficulty of managing seven subjects. A substantial majority strongly agree (67.3%), while a significant portion also agree (26.7%) with this assertion. This overwhelming agreement suggests widespread recognition of the challenges associated with handling a workload of seven subjects which includes continuous assessment further being burdensome. Insights from these responses could inform educators and policymakers about the need for potential adjustments to curriculum design or teaching strategies to alleviate student burden and enhance learning outcomes within the NEP framework.

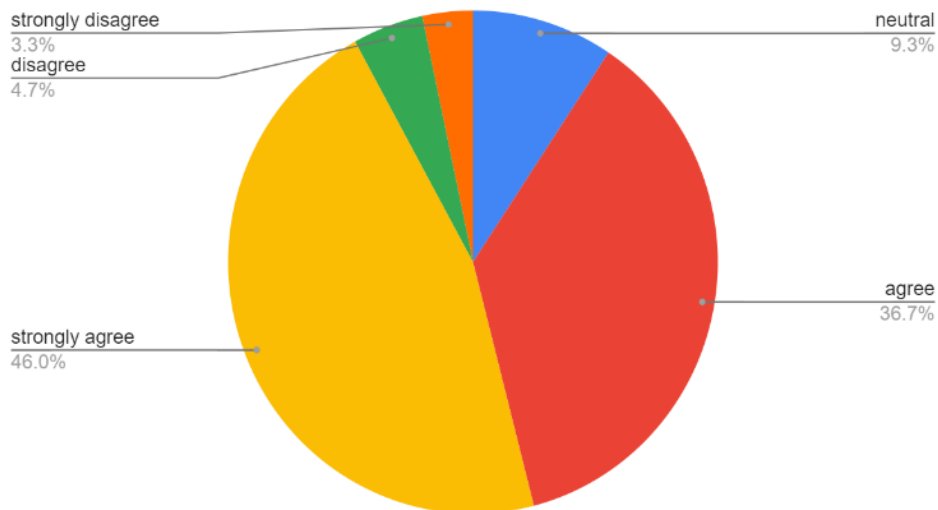


Figure 11. Finding books & resources for new subjects is difficult.

Finding resources for new subjects seems challenging for many students. Over 80% (strongly agree: 46%, agree: 36.7%) reported difficulty in acquiring materials. This suggests a need for improved accessibility to books and resources aligned with the new curriculum. Initiatives such as creating online repositories, fostering library resource development, and encouraging resource sharing among students could be beneficial.

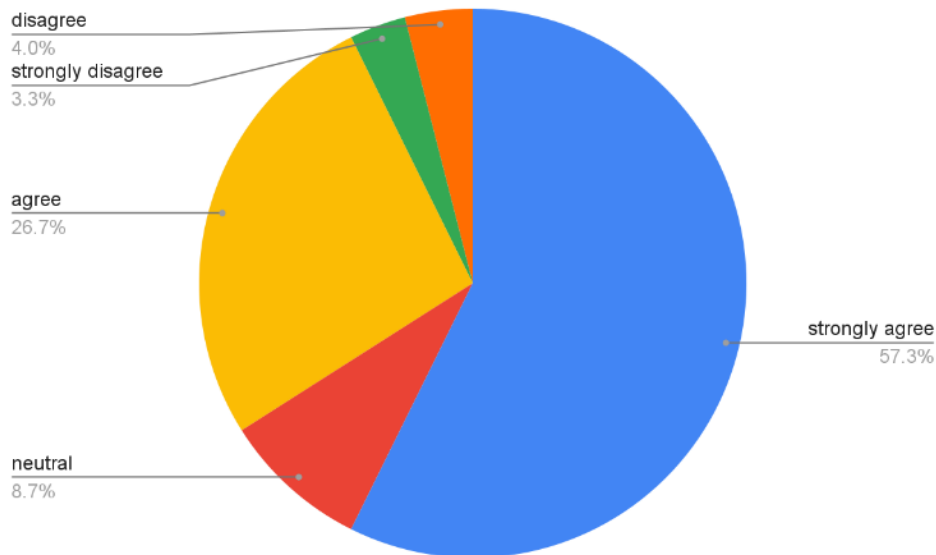


Figure 12. There is a lack of clarity about 3 or 4 years structure.

The data reveal a significant consensus among respondents, with 57.3% strongly agreeing and 26.7% agreeing, indicating a widespread perception of ambiguity regarding the duration of the course—whether it spans three or four years. This suggests a lack of clarity within the educational system regarding essential information about program length, potentially leading to confusion and uncertainty among students. Addressing this issue is crucial to ensure transparency and provide students with accurate information for effective academic planning and decision-making. Clarifying such fundamental aspects can enhance the overall educational experience and streamline administrative processes.

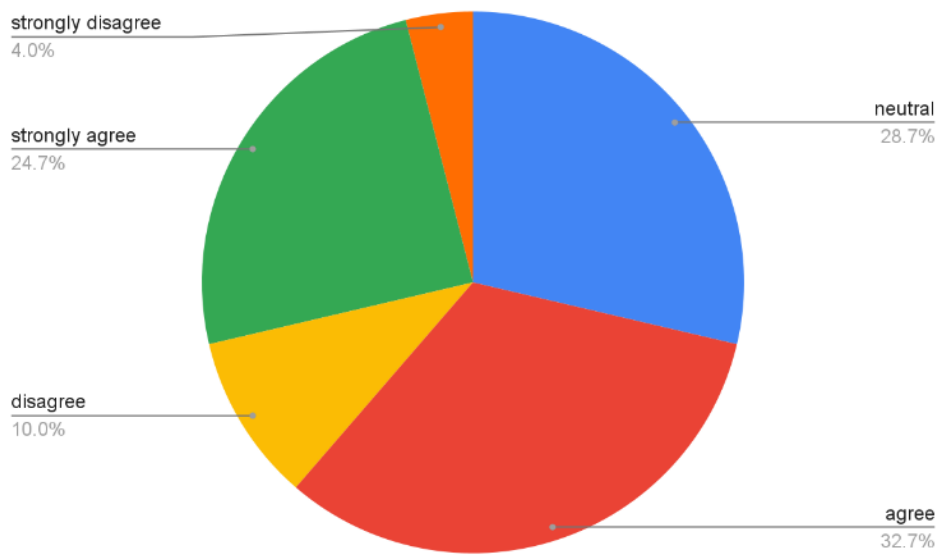


Figure 13. Curriculum does not align with industry standards.

The data suggest that a significant portion (57.4%) of respondents either strongly agree or agree that the curriculum does not align with industry standards. This indicates a prevailing sentiment among respondents that the curriculum may not adequately prepare students for the demands of the industry. Overall, the data highlight a potential discrepancy between the current curriculum and industry standards, warranting a review and potential adjustments to better align with industry needs.

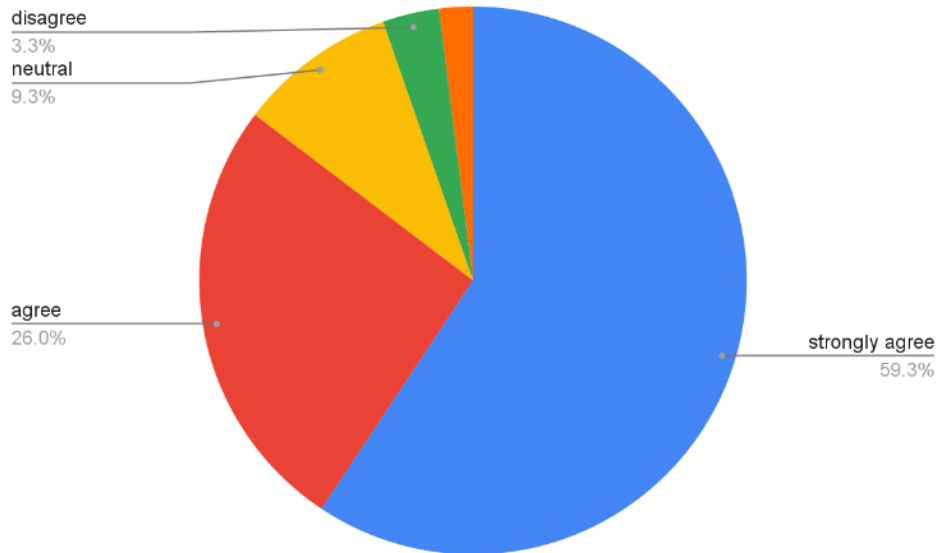


Figure 14. Academic burden hampering holistic development.

A significant portion of students (85.3%) believe their academic workload is hindering their extracurricular and personal development. Nearly six in ten (59.3%) strongly agree. This highlights a potential need to find a better balance between academics and extracurricular activities. Colleges could explore strategies like extended deadlines, lighter homework loads, or promoting time management skills to mitigate this concern.

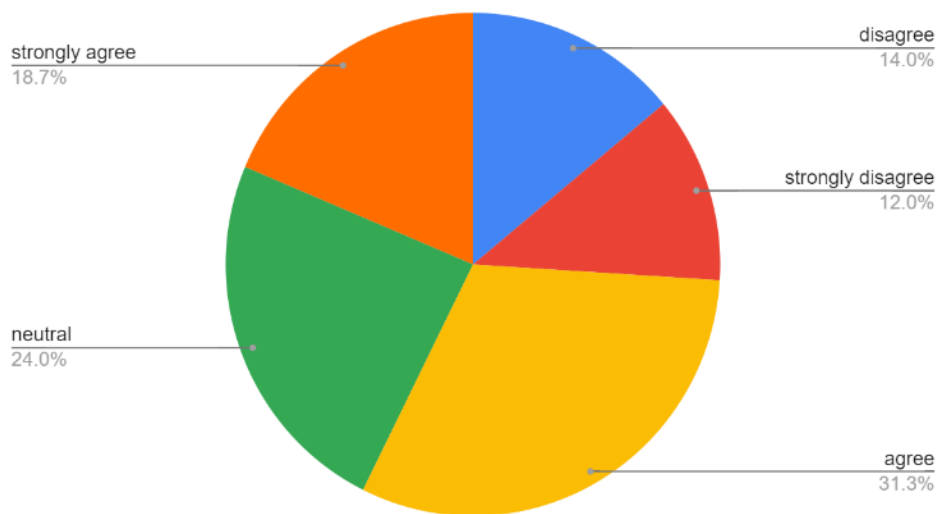


Figure 15. Proposed solutions more number of lectures for core subjects to be allocated.

The data indicate varied opinions on increasing the number of lectures for core subjects. While a notable portion agree (18.7% strongly agree, 31.3% agree) with the proposition, a considerable percentage remain neutral (24%). However, a substantial minority disagree (14%), and a smaller portion strongly disagree (12%). This suggests a diverse range of perspectives, with a significant portion *supporting* increased lectures for core subjects but also a notable minority expressing opposition.

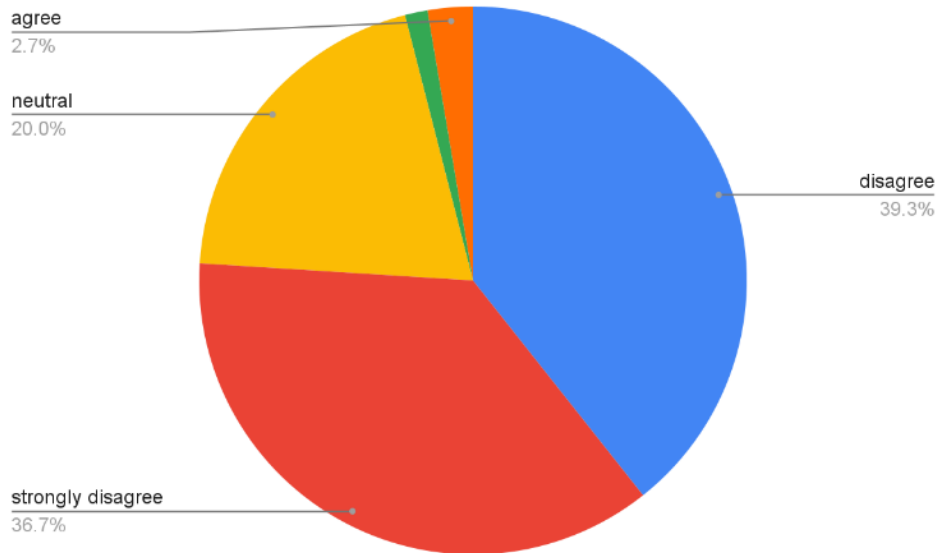


Figure 16. More lectures to be allocated for SEC subjects.

The sentiment regarding allocating more lectures to secondary subjects seems divided, with a combined 75.7% either strongly disagreeing or disagreeing. This indicates a significant portion of respondents are opposed to the idea. Possible reasons for this disagreement could include concerns about detracting from core subjects and a belief in the adequacy of current subject allocations.

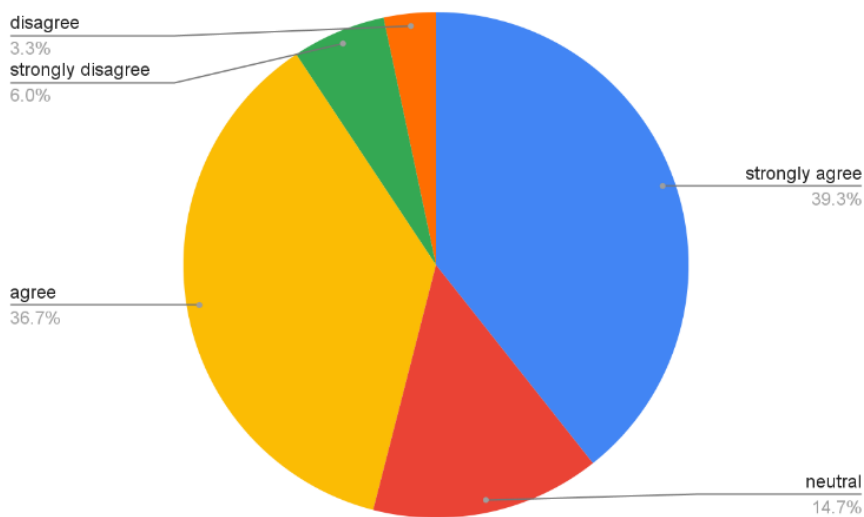


Figure 17. More emphasis should be given on practical application aspects.

Over three-quarters of students (76%) believe a greater emphasis should be placed on practical applications (strongly agree: 39.3%, agree: 36.7%). This suggests a preference for learning that is directly applicable to real-world scenarios. Execution of NEP curriculums could be improved to incorporate more hands-on activities, project-based learning, and practical applications of theoretical knowledge.

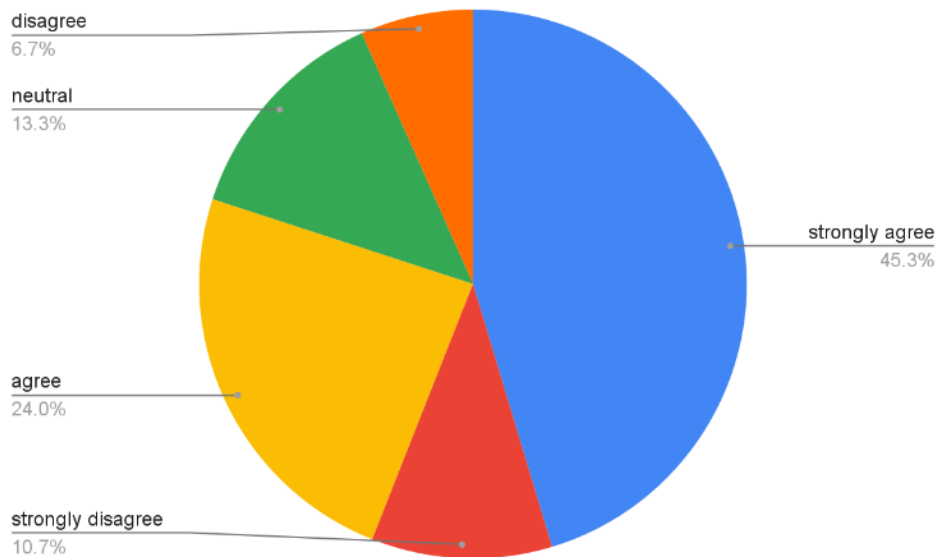


Figure 18. Timetable should have lesser gaps.

The data illustrate a predominant sentiment among students that timetables should contain fewer gaps, with a substantial majority strongly agreeing (45.3%) and a considerable portion agreeing (24%). These responses highlight a widespread preference for more streamlined schedules among students, suggesting that educational institutions may benefit from considering adjustments to timetables to enhance efficiency and accommodate student needs and preferences effectively.

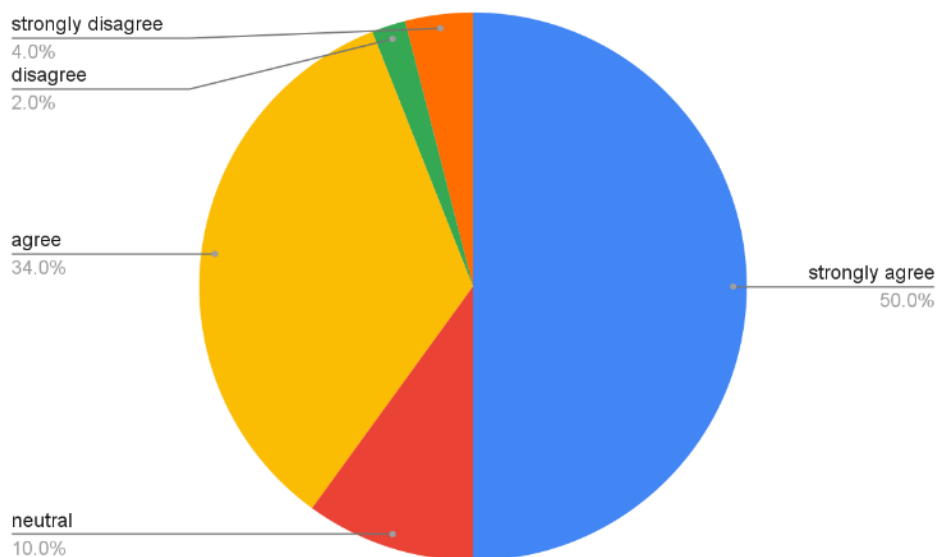


Figure 19. Infrastructure should be improved to accommodate nep curriculum.

It seems there’s a strong consensus that improving infrastructure to accommodate the National Education Policy (NEP) curriculum is essential, with 84% either strongly agreeing or agreeing. This suggests a widespread recognition of the importance of aligning infrastructure with educational goals and adding rooms.

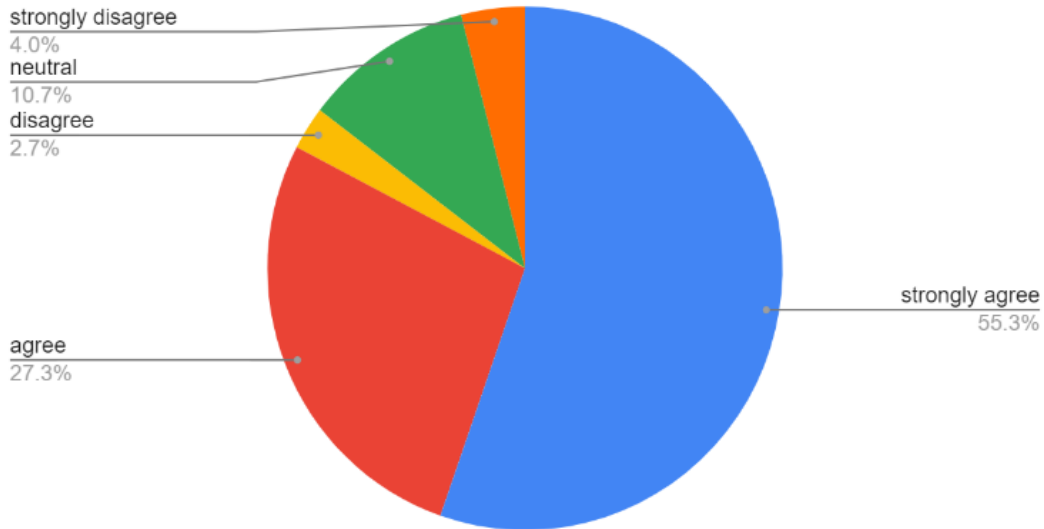


Figure 20. Industry specific certification courses should be included in SEC.

A strong majority of students (82.6%) believe industry certifications should be integrated into SEC. Over half (strongly agree: 55.3%, agree: 27.3%) favor this inclusion. With a small portion dissenting (disagree: 2.7%, strongly disagree: 4%), this suggests a high demand for skill development directly relevant to industry needs. Curriculums could be reviewed to explore incorporating such certifications to better prepare students for their future careers. It could enhance graduate job prospects and bridge the gap between theoretical knowledge and practical application in the workforce.

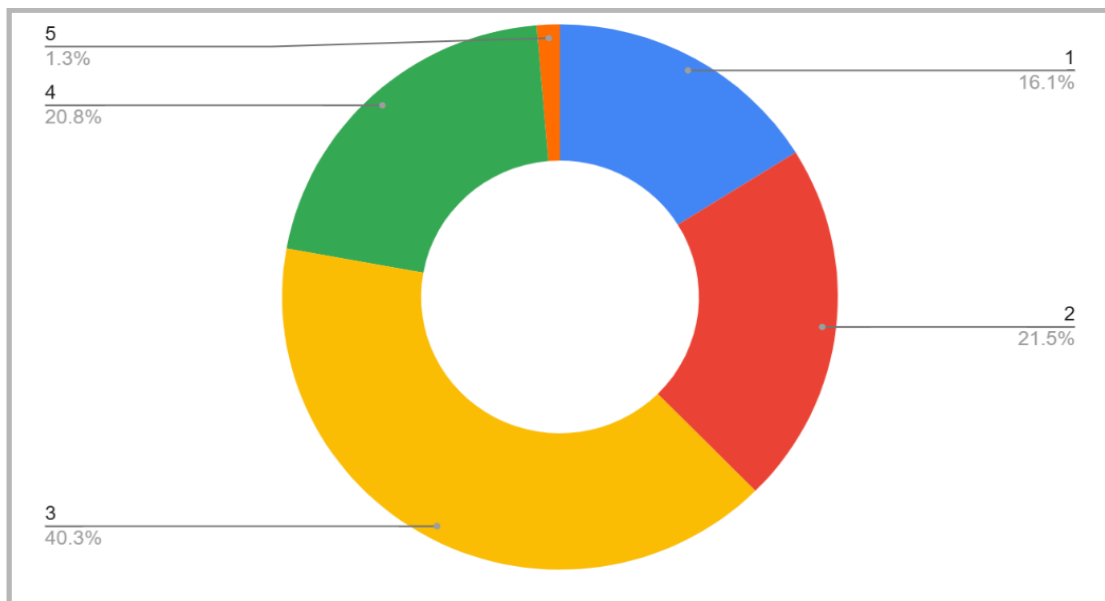


Figure 21. Rate NEP on a scale of 1 to 5, 1 being undesirable and 5 being highly desirable.

The data reflect a mixed perception regarding the National Education Policy (NEP) curriculum and its implementation. While a significant portion rate it neutrally (40.3%), indicating a lack of strong opinion, a notable percentage rate it negatively, with 16.1% deeming it very bad and 21.5% considering it bad. Conversely, there is a smaller but appreciable percentage of respondents (20.8%) who view it positively, with 1.3% rating it very good. These insights suggest a need for comprehensive assessment and potential revisions to address concerns and improve satisfaction with the NEP curriculum and its implementation.

Education System in United States of America



Figure 22. NEP Resemblance with US Education System.

The NEP draws close resemblance to the education policy deployed in the United States. Some basic features of American education policy are:

1. Diverse institutions and flexible curriculum: A wide range of colleges to pick from, as well as the ability to pursue a variety of courses.
2. Strong research culture and a focus on critical thinking: Cutting-edge research, with a focus on fostering independent learners.
3. Standardised testing and comprehensive admissions: Scholastic Assessment Test (SAT)/ American College Testing (ACT) scores, taking into account extracurricular activities and essays.
4. High costs combined with a convoluted financial aid system: Tuition is expensive, but there are scholarships, grants, and loans available to help.
5. The emphasis is on extracurricular activities and career help: A vibrant campus life and resources to help students for future employment.

Education System of UK

Features of UK's higher education system are:

1. Focus on a chosen subject: Bachelor's degrees delve deep into a specific field, unlike the broader exploration encouraged in the US system.
2. Interactive learning: Lectures are complemented by seminars, group work, and other interactive methods.
3. Shifting assessment: Coursework and projects hold increasing weight alongside traditional exams.
4. Strong research culture: Research is a major focus, with opportunities for undergraduate involvement in some programs.

5. Employability programs:

- Year in industry/placement year: Optional placement year for practical work experience.
- Sandwich degrees: Integrate work experience in the middle of a degree program.
- Integrated Master's degrees: Combine undergraduate and postgraduate study for a faster master's degree.
- Salford model: Offer personalized learning pathways with a focus on employability skills and career development.

6. Limited specialization flexibility: While a chosen subject is central, some programs like the Salford Model offer some personalization for career development.

7. United Kingdom's Transnational Education (UKTNE) & NEP 2020: The New Education Policy (NEP) 2020 is envisioned as a watershed in the process of nation building and raising a country's human capital. With the aim of integrating India's educational system with the global mainstream education, the NEP proposes to maintain its quintessential Indian ethos in its learning process while meaningfully adapting to the requirements and skills of global educational pattern and teaching processes.

One such initiative is the United Kingdom's Transnational Education (TNE) pursued in India. Adoption of NEP has encouraged substantial UKTNE opportunities to grow and expand in the country. However, it is commonly felt that this educational enterprise needs further series of reforms and regulations to be fully successful and develop into an advanced UK-India educational partnership. The key recommendations can be highlighted as below.

First, the regulatory conditions may be made easier and more transparent to pursue joint or dual degree TNE in India. Joint or dual degrees in the 2+1 or 2+2 form for undergraduate degrees with a period of study in the UK are the most desired form of TNE for UK and Indian university leaders. But the New Education Policy stipulates that for joint and dual degrees, at least 30 percent of the course credit should be undertaken at the foreign institution, in that case duration of degree may increase or decrease. This poses a challenge, therefore needs to be worked out.

Second, there are overlapping regulations between the UK and India. India currently has three regulatory bodies, bureaucratic culture and lack of up-to-date and adequate information on various portals, websites and governmental departments concerning education.

Third, faculty and trainers in Indian universities lack serious skills, training, and exposure to participate in this UKTNE system. Therefore, it is important that with this strong partnership Indian university teachers will get an opportunity to learn appropriate, state of the art and new skills from UK TNE relationships focusing on curriculum and assessment design, teaching and learning approaches, and imparting employability skills and attitude to the students.

Fourth, UK universities can visualise India to be a fertile market for their own educational expansion as well as internationalization of their programme. Simultaneously Indian students can benefit from this process by studying in the UK as well as learning the advanced methodology and techniques to make themselves more employable in the international market.

Fifth, TNE in India faces financial challenges. This relates to lower tuition fees and other allied educational requirements. This needs to be settled through financial technicalities keeping in mind the both countries' dynamics and willingness.

Table 1

College Level Education Policy Comparison: India (NEP 2020) vs. UK vs. US

Feature	India (NEP 2020)	UK	USA
Infrastructure	Aims to improve, but resource limitations exist.	Generally <i>well-funded</i> with a variety of facilities.	Varies widely, but generally well-funded with <i>strong resources</i> .
Flexibility of choosing	Increased emphasis on <i>multidisciplinarity</i> and electives within a major.	Relatively <i>fixed course structures</i> , but some flexibility in choosing modules.	<i>High flexibility</i> , often allowing students to explore different subjects before declaring a major.
Academic pressure	Aims to <i>reduce rote learning</i> and exam-centric pressure, but high-stakes exams still present.	High emphasis on <i>exams</i> and achieving good grades.	Varies by institution, but can be intense with pressure to <i>perform well</i> .
Research	<i>Encourages</i> research integration, but <i>infrastructure and faculty</i> research focus may need <i>improvement</i> .	<i>Strong research culture with opportunities</i> for undergraduate involvement.	Strong research culture with opportunities for undergraduate research assistantships and <i>thesis-based programs</i> .
Overall development	Aims for holistic development with focus on critical thinking, communication, and life skills.	Focus on academic achievement, but some emphasis on technical skills.	Focus on academic achievement, but increasing emphasis on well-rounded development and co-curricular activities.

Way Ahead: Solutions

Existing problems and loopholes in the system can be improved effectively by troubleshooting the major issues:

1. Infrastructure improvement: Enhancing infrastructure facilities in Indian educational institutions is crucial for effective implementation of new education policies. Investments should be made to upgrade classrooms, laboratories, libraries, and IT infrastructure to provide students with modern learning environments.

2. Training and development of faculty: Faculty members should receive training to adapt teaching methods and curriculum to align with the new policies. Professional development programs can equip educators with the necessary skills and knowledge to deliver high-quality education and teach the newly introduced subjects.

3. Better grievance redressal: Implementing robust grievance redressal mechanisms ensures that students and faculty can address concerns effectively. Establishing dedicated grievance cells and online platforms for submitting complaints can facilitate timely resolution of issues. Youtube tutorials, online FAQs, Webinars, seminars to address doubts and confusions of students should be brought into play.

4. Certification and industry-specific courses: Introducing certification programs and industry-specific courses aligns education with the demands of the job market. Collaboration with industries helps design curriculum tailored to industry needs, enhancing students' employability.

5. Effective timetable implementation: Timetable committees should work towards creating schedules that optimize learning time and minimize gaps between classes. This ensures efficient use of resources and enhances student engagement.

6. "Sandwich" degrees: Introducing "sandwich" degree programs, which combine periods of academic study with work placements, can provide students with valuable practical experience and industry exposure, fostering holistic development.

7. Inculcate research culture: Encouraging a research culture among students and faculty from the beginning of their academic journey, not just in the final year, fosters innovation and critical thinking. Research-oriented projects and collaborations with research institutions promote a culture of inquiry and discovery.

8. Industry-academia collaboration: Strengthening ties between academia and industry promotes practical learning and ensures that curriculum remains relevant to industry requirements. Industry partnerships offer opportunities for internships, guest lectures, and collaborative research projects.

9. Liberal arts integration: Integrating liberal arts education into the curriculum acknowledges that not all subjects require traditional theoretical assessments. Instead of theoretical papers, some subjects can be assessed solely on the basis of project work, presentations, and practical applications, which will allow for a more holistic and comprehensive assessment of student learning.

10. Salford System: Implementing elements of the Salford System, which emphasizes industry integration, applied learning, and practical experience, can enhance the effectiveness of new education policies in India. Drawing lessons from the University of Salford's approach can inform curriculum design, teaching methodologies, and student support strategies.

11. Foreign collaboration (example, UKTNE): Incorporate provisions in the new education policy to facilitate partnerships between Indian and foreign institutions, outlining guidelines for collaboration, quality assurance mechanisms, curriculum alignment, cultural sensitivity, equitable access, capacity building, and an internationalization strategy to leverage Transnational Education opportunities and enhance the quality and relevance of India's higher education system.

12. Accessibility of books and resources for the NEP curriculum: This suggests a need for improved accessibility to books and resources aligned with the new curriculum. Initiatives such as creating online repositories, fostering library resource development, and encouraging resource sharing among students could be beneficial.

Conclusion

The National Education Policy (NEP) stands as a beacon of promise for the transformation of Indian education, promising a paradigm shift towards a more holistic, skills-centered approach to learning and development. Its potential to reshape educational pedagogy, curriculum design, and assessment methods is immense, offering the prospect of nurturing well-rounded individuals equipped with the competencies needed to thrive in the 21st century. Yet, the realization of this vision hinges on surmounting formidable implementation hurdles and filling critical gaps in empirical evidence. Proactive measures to address these challenges are imperative to unlock the full transformative potential of the NEP, enabling India to chart a course towards an inclusive, equitable, and future-ready education system that empowers learners from all backgrounds to succeed and contribute meaningfully to society.

Limitations of Study

1. Generalizability: Findings from this study *may not be generalizable* to all students at the University of Delhi or other academic institutions. The sample size and specific characteristics of the participants may *limit the broader* applicability of the results.

2. Social desirability bias: Participants may provide responses that they perceive as socially desirable rather than *expressing their true opinions and experiences*. Efforts will be made to minimize this bias through rapport-building techniques and assurances of confidentiality.

3. Constraint of resources & time: The study is constrained by limitations in both time and resources, potentially affecting the depth and scope of the research findings.

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