

Transforming Education for Viksit Bharat: Prospects and Challenges of NEP, 2020

Dr Gobind Singh Gure

Assistant Professor, Department of Education, Central University of Rajasthan, Bandarsindri, Ajmer, Rajasthan, India.

Keywords— *Viksit Bharat Abhiyan, National Education Policy 2020, inclusive education, skill development, digital divide*

Received: 24 May 2026;

Received in revised form: 21 Jun 2026;

Accepted: 25 Jun 2026,

Published on: 30 Jun 2026

©2026 The Author(s). Published by TheShillonga. This is an open-access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)



Abstract— *Viksit Bharat Abhiyan (or Viksit Bharat@2047) is an initiative of the Government of India to make India a developed nation by 2047. This vision stands on four pillars - Yuva (Youth), Garib (Poor), Mahilayen (Women) and Annadata (Farmers). It aims to boost India's economy to \$30 trillion in two decades, concentrating on its infrastructure, education, health care, technology, and sustainable development. The vision of any developed country has always been proactive by maintaining the quality of life (QoL) of all citizens, which includes access to quality education, healthcare, social and personal relationships, financial security, economic stability, and balance between work-life, environment, and living conditions. Such a vision can be realized only through a complete restructuring of the education system, including curriculum and quality of teaching, disconnect between academia and industry, digital divide, equity and access, financial resources, supply and demand, accreditation, examination-centric learning, etc. Some of the comprehensive objectives of the Viksit Bharat education system are to overcome the treacherous challenges in education, ensure a 100% Gross Enrollment Ratio, and be at the upper edge of literacy with transformative, accessible, but firm path toward formal schools as the preferred mode of learning. Therefore, fulfilling Viksit Bharat's vision needs to cater to the education system's imbalance and promote inclusive growth with skills upgradation suitable for the 21st century. The National Education Policy (NEP) 2020 aims to catalyze this transformation. The policy focuses on the challenges of going through the runway, including financial constraints, overreliance on academics, overhanging competition, uneven development, untrained teachers, stagnant curriculum, infrastructural scarcity, and a digital divide. NEP 2020 addresses these challenges by prioritizing universal access, inclusive education, quality education, vocational education and skills development, lifelong learning, technology integration, digital literacy and inclusion, and teacher training and support. The objectives of the NEP 2020 are to provide excellent educational opportunities to the citizens of India through its Central and State Governments working together with appropriate stakeholder participation. NEP 2020 mandates a focus on holistic development, skill development, and cultural integration through which critical thinking, creativity, and innovation can be encouraged, academia and industry can be brought closer, and a modern outlook can be imbibed. These challenges can be addressed only through coupled legislator, educator, community, and educational process stakeholder action.*

INTRODUCTION

We will all celebrate 100 years of independence in 2047 so it is very proud movement to all of us. There are uncountable dreams of the country and the citizens that went to be realised. We picture a “Viksit Bharat”— a thriving and developed India. The Viksit Bharat Abhiyan, popularly known as Viksit Bharat@2047, is an initiative of the Indian Government to convert India into a developed nation by 2047. The dream rests on four pillars: Yuva (Youth), Garib (Poor), Mahilayen (Women) and Annadata (Farmers). The objectives are to address socio-economic challenges through a holistic approach, focusing on infrastructure, education, healthcare, technology, and sustainable development. The vision also highlights active youth engagement as a key component through which their ideas and creativity can be used to achieve national development goals. The economic objectives are to bring India's economy to \$30 trillion in two decades. India's journey towards Viksit Bharat @2047, including six transformative reforms in taxation, power, urban development, mining, financial sector, and regulatory policies. Moreover, as per the developed country we want to ensure the quality of life among all our citizen of nation. In the simple Quality of life (QOL) is a broad concept reflecting an individual's overall well-being and satisfaction with various aspects of their life. WHO (1998): “An individual’s perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns”. In addition, Quality of life (QOL) is a personal assessment of the degree of happiness and contentment in their life. In addition to wealth, employment, the environment, physical and mental health, education, recreation and leisure time, safety, healthcare cost of living, and climate. Factors that can affect quality of life include crime rates, public safety measures, healthcare system quality, cost of living, and climate. The Viksit Bharat education system is designed to counter critical challenges such as equity, quality, and standards and aims to achieve a 100 per cent gross enrollment ratio and literacy rate via access to learning avenues such as formal schools. Hence, all the efforts required to build the Viksit Bharat need to also address the disparities of the education system in India, so as to enable inclusive growth and endow the citizens of India with the skills required as per the needs of 21st Century. Additionally, in order to realise complete potential of the populace India require to focus on good education and also cover the gap in education access. These are among many, many elements of the quality education that will be needed for the Viksit Bharat:

- **Universal Access:** Bharat must reach 100 percent GER and literacy (NEP 2020, p. 11)

- **Inclusive Education:** We must give special education a priority, we need to accommodate the diverse needs of differently-abled children and treat learning disability with understanding, compassion, and possible assistance. Importance of mother-tongue based early learning (NEP 2020, p. 26).
- **Quality Education:** The curriculum should encourage critical thinking, creativity, problem-solving, and lifelong learning; competency-based assessments implementation etc (NEP 2020, p. 4 & 6).
- **Vocational Training and Skills Development:** The vocational training need to correlate directly with the industry needs and emerging technologies, courses to be designed and offered in healthcare, IT, green energy, agriculture field and entrepreneurship programs along with internship and apprenticeship and entrepreneurship programs. And this is why credentialing systems have to be set up like they have been for the conventional education so that vocational skills are not only recognized but can also lead to employability and thus vocational education can also become a high career path. Aligning vocational training with industry needs and emerging technology — is desperately needed. Research and development should be promoted in India, which is part of Viksit Bharat, and it should also not end there as Viksit Bharat should focus on internships and some apprenticeship programs for some practical experience (NEP 2020, p. 45 & 46).
- **Technology and Digital Literacy Integration:** We are living the twenty first century where everyone is working to improve technology. Given that there was a little expectation of education as to the skills and studies related to technology should ensure the affordable access to the internet, analysis of devices, and programs to educate on depression or digital illiteracy. In the current and digital age, digital literacy is the most fundamental ability for everyone. Hence, one of transformative aspect is education need to adapt with new technology to customize learning, boost accessibility and foster engaging learning atmosphere. This means supplying teachers with affordable, internet access, devices and digital literacy training efficiently while ensuring that all schools are adequately covered with technology. Therefore, with technology to tailor learning, facilitate accessibility, and construct engaging learning experiences by using AI-powered tutors,

establish accessible learning platforms, virtual reality simulations, and gamified learning modules (NEP 2020, p. 58 & 60).

- **Fostering a culture of lifelong learning:** Lifelong learning, where individuals are supported to acquire new skills and adapt to the evolving needs and dynamics of work, is a prerequisite. These initiatives encompass vocational training programs, skill development workshops, and accessible online learning platforms for individuals of all ages. It enables reskilling and upskilling through vocational training programs, online courses, and micro-credentials for those looking at a mid-career switch or are reshaping themselves with the dynamic job market (NEP 2020, p. 53).
- **Teaching the Ethical Principles of Technology:** Emphasizing the ethical implications of technology is an essential aspect of education today. There is a great need of the imparting ethical principles of technology among the citizens of the nation, to avoid any mishapening with anyone due to misuse of technology. Emphasizing ethical considerations in technology education, promoting responsible online behavior and critical thinking skills is crucial (NEP 2020, p.58)
- **Training of Entrepreneurship and Innovation building:** The economy is heavily reliant on entrepreneurship, and the idea of starting your own business is not our true strength. Therefore, it is to be understood that educational institutions must include entrepreneurship education, provide incubation centers for student startups, finally find ways to bring the lens of innovation and creativity (NEP 2020, p.57)
- **Holistic Development:** Education should prioritize holistic individual development, promoting values like critical thinking and emotional intelligence. The NEP 2020 seeks to transition from rote memorization to critical thinking; however, the coaching industry's shortcuts exacerbate India's "Shadow Education" problem. The EdTech sector was expected to grow from \$2.8 billion in 2022 to \$10.4 billion by 2025 (Shustova et al., 2023), driven by digital technology and AI. High-stakes exams like JEE and NEET negatively impact student mental health and incentivize teachers to pursue better coaching salaries, underscoring the necessity of this coaching culture. The NEP 2020 also stresses an integrated curriculum that extends beyond

traditional disciplines to include sports, arts, and social services.

- **Bridging the Educational Divide:** This means improving the quality of schools for millions of children all around the country, especially in underserved, low-income and marginalized communities by investing in infrastructure, training for teachers and access to resources, such as textbooks, libraries and technology (NEP 2020, p.13)
- **Updating Curriculum:** Urgent need of updating curriculum to promote thinking, creative skills, problem solving capabilities and lifelong learning. The NEP, 2020 defined that "curriculum content will be reduced to core essentials, and frameworks will be developed to ensure experiential, inquiry-based, and holistic learning, focusing on understanding rather than rote memorization"(NEP 2020, p.13).
- **Re-thinking Assessment:** There need to be competency-based assessment. Therefore, it is important that teachers are given the skills and knowledge necessary to provide quality education. This also means adequately training teachers and building enough infrastructure in every school. The NEP 2020, pointed out that "the progress card will be a 360-degree, multidimensional report reflecting each learner's progress in cognitive, affective, and psychomotor domains, including self-assessment and project work"(NEP 2020, p.19).

This is an overview of on the main aspects to focus on in building quality education system in Bharat. Realizing its transformative potential, India has now set out on an ambitious journey to overhaul its education system by implementing the National Education Policy (NEP) 2020. The National Education Policy-2020 is a comprehensive framework for elementary education to higher education in India, which is "to be building a Viksit Bharat" which is our main objective by 2047. NEP 2020 aims to establish an education system that should be not merely inclusive and equitable but also one that promotes holistic development, critical thinking, and innovation.

NEP, (2020). IN THE CONTEXT OF VIKSIT BHARAT @2047

On July 29, 2020, the National Education Policy (NEP) 2020 was approved, and the entire education system in India needed to be transformed by 2030. It will replace the 1986 National Policy on Education and transform India into an equitable and vibrant knowledge society. The features of

the policy are the universalization of education, a new 5+3+3+4 school curriculum, multidisciplinary and holistic education, flexibility, experiential learning, teaching in the mother tongue/regional language, examination reforms, teachers training, and development, Integrating Technology at all levels, etc. It also intends to re-integrate two crores of out-of-school children into the mainstream, to promote the holistic study of subjects in an open-ended manner, and to encourage experiential and interactive learning. It also aims to instill a deep-rooted pride in being Indian and entice the best global institutions to set up campuses in India.

THE NATIONAL EDUCATION POLICY, 2020: OPPORTUNITIES FOR VIKSIT BHARAT @2047

The National Education Policy (NEP) 2020 is a far-reaching framework intended to transform the education system in our country, leading us to a "Viksit Bharat" (Developed India) by 2047. It covers all facets of education, from early childhood care to higher education and beyond. As your question states, this vision can be achieved by NEP 2020, which brings the following key opportunities: -

FOUNDATIONAL STRENGTH:

Early Childhood Care and Education (ECCE): NEP 2020 emphasizes early childhood care and education and aims to make high-quality ECCE available. This will provide a strong base for future learning as foundational literacy and numeracy skills will be the focus of primary schooling (NEP, 2020 p.8).

Restructuring the old curricular and pedagogical system to a new 5+3+3+4 structure: The policy recommends a 5+3+3+4 system aligned with children's cognitive development. The new information will help to cement a comprehensive and coherent learning experience (NEP, 2020 p.12).

HOLISTIC DEVELOPMENT:

Multidisciplinary Education: NEP 2020 encourages a multidisciplinary approach toward learning and helps break the barriers between arts, sciences, and commerce. Avoid stooping to their level; if your child reads up to age 12 only, then amongst the family, you can read news articles, books, or watch documentaries to engage them with what is going on in the world (NEP, 2020 p.38).

Emphasis on Skills: The policy focuses on acquiring key skills such as critical thinking, problem-solving, communication, and collaboration. These skills are key to success in the 21st-century workforce (NEP, 2020 p.13).

Providing Vocational Training: NEP 2020 introduces provisions for vocational training in school education, thus making students industry-ready (NEP, 2020 p.45).

QUALITY AND EQUITY:

Teacher Development: Continuous professional development is emphasized to guarantee they are well-versed in the latest pedagogical techniques and subject matter expertise (NEP, 2020 p.23).

Inclusive Education: Special emphasis on equity inclusiveness and national standards. We pay special attention to marginalized groups and children with disabilities (NEP, 2020 p. 25 &28).

Technology Integration: It includes the use of Technology in education, which enhances learning outcomes and makes education more accessible (NEP, 2020 p.57).

TRANSFORMING HIGHER EDUCATION:

Multidisciplinary Institutions: Larger multidisciplinary universities and colleges should emerge that offer programs in diverse areas and promote research and innovation (NEP, 2020 p.34).

Flexibility and Choice: The policy introduces a flexible curriculum with multiple entry and exit points, allowing students to customize their learning pathways (NEP, 2020 p.36).

Research and innovation: The National Education Policy (NEP) 2020 intends to promote a robust research ecosystem in institutions at higher education levels, enabling innovation and contributing to India's economic and social growth (NEP, 2020 p. 48).

INDIAN KNOWLEDGE SYSTEMS:

Integrating Indian Knowledge: The policy stresses the integration of the Traditional Knowledge systems of India in the curriculum to become better acquainted with the rich heritage of India. The NEP 2020 embraces multilingualism, encouraging students to learn in their regional languages and mother tongues. Thus, NEP 2020 is a crucial enabler for achieving the vision of Viksit Bharat by 2047. By focusing on holistic development, skill enhancement, and quality education, the policy aims to create a generation of empowered and capable citizens who can contribute to India's economic, social, and cultural progress (NEP, 2020 p. 21).

The policy's emphasis on research, innovation, and Technology will also transform India into a global knowledge superpower. Therefore, NEP 2020 presents a unique opportunity to transform India's education system and pave the way for a Viksit Bharat by 2047. By focusing on foundational strength, holistic development, quality and equity, higher education transformation, and Indian knowledge systems, the policy can create a generation of empowered citizens who can contribute to India's growth and development.

NEP 2020: CHALLENGES TO VIKSIT BHARAT@2047

The NEP 2020 offers great hope for a Viksit Bharat by 2047 but is not without challenges in execution. There are various challenges for NEP, 2020 implementing to achieve the goals of Viksit Bharat@2047: -

FINANCING AND MANAGEMENT OF RESOURCES:

Higher Public Investment: NEP 2020 also recommends enhancing public expenditure in education to 6% of GDP. But, reaching this goal needs huge funding by the Centre and state (NEP, 2020 p. 60).

Infrastructure Development: Development of new schools, higher education institutions, as well as upgradation of the existing ones especially in remote rural areas, requires huge investments (NEP, 2020 p. 13).

Professional Development of Teachers: NEP 2020 intends to prompt ongoing professional development for teachers but such training programs and workshops need a considerable number of resources (NEP, 2020 p. 24).

EXECUTION AND COORDINATION:

Interconnected Components: NEP 2020 is a complex policy with multiple interrelated components. It needs careful drafting and detailed collaborations between multiple stakeholders including state agencies, education sectors, and instructors (NEP, 2020 p. 5).

Decentralization: The NEP 2020 stresses on decentralization, and empowering local communities. For successful enactment at the ground level, this also requires clarity in laws and processes (NEP, 2020 p. 14).

Inter-State Coordination: As education is a concurrent subject, the central and the state governments need to work together and coordinate. Coordinating implementation across the states can be difficult (NEP, 2020 p. 58).

CAPACITY BUILDING:

Expanding Access to Qualified Teachers: India has a shortage of qualified teachers, particularly in rural areas. NEP 2020 implementation requires recruiting and retaining qualified teachers, especially in the specialized subjects (NEP, 2020 p. 19).

Orientation for the Educator: it is essential to provide updated information on the newest techniques and study material to the teacher. Continuous professional development (CPD) programmes must be designed and implemented successfully (NEP, 2020 p. 24).

Capacity Building of Teachers: There is a need to build capacity (infrastructure, faculty, research facilities) at all

levels of education institutions to align with the objectives of NEP 2020 (NEP, 2020 p. 24).

EQUITY AND ACCESS:

Access & Equity: Providing all children access to quality education, regardless of background or location, is fundamental but can be challenging. It is essential to address disparities on the basis of caste, gender, and socio-economic status (NEP, 2020 p. 25).

Rural-Urban Gap: Bridging the gap in access to quality education between rural and urban areas is a challenging aspect. It is also important to have better infrastructure and motivate qualified teachers to work in rural areas (NEP, 2020 p. 25).

CURRICULUM AND PEDAGOGY:

Curriculum Reform: In line with the goals of NEP 2020 and 21st-century skills, developing a new curriculum is another significant task (NEP 2020, p.11).

Pedagogy: Moving away from rote learning to experiential/inquiry-based learning requires a change and shift in the pedagogy used for teaching (NEP 2020, p.11).

Changing the Assessment Process: It is imperative to implement a holistic assessment system where students are assessed on learning outcomes beyond exams (NEP 2020, p.12).

TECHNOLOGY INTEGRATION:

Digital Divide: Bridging the digital divide to ensure access to technology and internet connectivity for all students is a prerequisite for effective technology integration into education (NEP 2020, p.57).

Teacher Training: Instructors have to be trained in the proper use of technology in the classroom and create digital learning resources (NEP 2020, p.24).

Cyber Security: Protecting students in the virtual learning atmosphere is really important (NEP 2020, p. 57).

SOCIO-CULTURAL FACTORS:

Engaging Parents and Communities in the Education Process: The role of parents and local communities in meeting the objectives of NEP 2020 is quite critical (NEP 2020, p. 14).

Social Attitudes: These could be biases and social attitudes that the discriminated groups (like girls and marginalized communities) face because of their gender or class, which impacts their access to education (NEP 2020, p. 4).

Cultural Diversity: India's multilingualism necessitates careful planning for linguistic diversity, addressing socio-economic disparities, and catering to special needs like disabled students, requiring specialized training, accessible

infrastructure, and inclusive education practices (NEP 2020, p. 3).

IMPLEMENTATION CHALLENGES:

Policy Coherence: Thus, it is sufficient to draft a policy, but it more important to implement it an effective manner to ensure that the real benefits of the policy are reaching to all of the stakeholders. This, along with emphasis to implement the NEP, 2020 in an effective manner there is a great need to strengthen existing policies like the Right to Education Act, where corruption and mismanagement are addressed usually. Thus, there is a great need to align NEP with existing policies, regulations, and institutional structures is crucial for continuous implementation (NEP 2020, p. 5).

Monitoring and Evaluation: Robust mechanisms for tracking progress, identifying challenges, and making necessary adjustments are essential for achieving NEP's goals (NEP 2020, p. 58).

The NEP in India instigates the introduction of digital technology in pedagogy, promoting the home language till class five and the multilingual character of the scripts. However, the policy faces several challenges, being poorly integrated, language barriers, and funding constraints. With the tax-to-GDP ratio obsessed at a lower notch and competing for resources against healthcare, national security, and contributors to robust economic growth like education, the policy's leviathan absolute necessity of public spending at 6 percent of GDP will be no mean task. It further emphasizes pedagogical limitations by acknowledging the diverse pedagogical needs of higher education. Avoid a forced multi-disciplinary approach; go for the diversity of institutions. The policy makes you compete in a war ground because the exams are done and there is so much mismatch in it as there is a gap between the knowledge and your skills with that job. The downside of policy is that there are provisions, such as the age of starting school, that need to be considered consciously. Everybody is aware that previous attempts at regulation were through legislative efforts in parliament and were under the regulatory setup, which has not been so effective as the function of the regulators, and what was teamed to change as a result of the legislation was not really finding a mention. In order to achieve the target of increasing the Gross Enrolment Ratio in Higher Education by 2035, a new university has to open every week for the next 15 years (NCEUS, 2007). India witnessed a welcome focus on interdisciplinary learning, but the trend, especially in universities, of being siloed and departmentalized has been entrenched. Is there scope for deliberation and watching for NEP 2020? Sure, but it should be taking redistribution over to just make sure it works for everyone in the country. This

needs strong political will, astute planning, and the involvement of all relevant stakeholders – teachers, students, parents, authorities, and civil society groups.

In conclusion, while NEP 2020 presents a transformative vision for India's education system, its implementation faces numerous challenges. Addressing these challenges effectively is essential for creating a generation of empowered citizens who can contribute to India's economic, social, and cultural progress and achieve the goal of Viksit Bharat by 2047.

CONCLUSION

From the above discussion, it is clear that to make it possible, i.e., the Viksit Bharat Abhiyan, the given priorities access to quality education, healthcare, social and personal relations, financial security, economic stability, the balance between the work-life, environment and living conditions, etc. Viksit Abhiyan (the concept of reservation for developed country citizens) With the vision of any developed (Viksit) country, quality-of-life (QoL) of all citizens has always been the prime policy and aim of all Viksit nations, which includes quality education, quality health Institutions, social and person relationship, financial security, economic stability, work-life balance, environment, and living conditions. Thus, to realize the vision of Viksit Bharat, reinstating the balance of the education system and providing inclusive growth in the form of 21st-century much-needed skills seems to be the way forward. The NEP 2020 seeks to be the change agent in this respect. Shuffling through the runway, analyzing the financial constraints, overreliance on academics, overhanging competition, uneven development, untrained teachers, stagnant curriculum, infrastructural scarcity, and the digital divide. This realization can only be accomplished with education system reforms, starting from curriculum to teaching quality, industry-academia disconnect, digital divide, equity, access, financial resources, accreditation, supply and demand, and examination-centric learning, etc., Because the explanation behind policy-making for a robust education system is to resolve the disparities in the education system to achieve the vision of Viksit Bharat and ensure comprehensive growth of all citizens enabling them to become productive members of society in the 21st century. However, its success is largely dependent on the successful implementati-on of NEP 2020. For this, the political will, meticulous planning, and strong involvement by all stakeholders — educators, students, parents, and policymakers — are a must.

REFERENCES

- [1] Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives. *International Journal of Management, Technology, and Social Sciences, (IJMITS)*, 5 (2), 19-41.
- [2] Bray, M. (2025). Regulatory gaps in private supplementary tutoring: International patterns and implications for social protection. *Frontiers in Education*.
- [3] Chopra, Ritika (2 August 2020) "Explained: reading the New Educational Policy 2020". *The Indian Express*.
- [4] Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
- [5] Jha, P., & Parvati, P. (2020). National Education Policy, 2020. (2020). *Governance at Banks, Economic & Political Weekly*, 55 (34), 14-17.
- [6] Kaur, Kuljeet (2024), Challenges in Implementation of NEP-2020, *The International Journal of Indian Psychology*, Volume 12, Issue 1, January- March, DIP: [18.01.161.20241201](https://doi.org/10.25215/1201.161), DOI: [10.25215/1201.161](https://doi.org/10.25215/1201.161)
- [7] Kingdon, G. G. (2020). The private schooling phenomenon in India: A review. *The Journal of Development Studies*, 56(10), 1795–1817. <https://doi.org/10.1080/00220388.2020.1715943>
- [8] Kumar, K. (2021). *Education and National Development in India*. New Delhi: Oxford University Press.
- [9] Kumar, K., Prakash, A., & Singh, K. (2020). How National Education Policy 2020 can be a lodestar to transform future generation in India, *Journal of Public Affairs*, 20 (4), e2500. <https://doi.org/10.1002/pa.2500>
- [10] Manoj, Ambika (2021): National Education Policy-2020: Issues and Challenges in implementation. *University news* Vol.59, no-5, April 12-18. p.146.
- [11] Ministry of Education. (2021). *Implementation Plan for NEP 2020*. Government of India.
- [12] National Education Policy 2020, Ministry of Human Resource Development, Govt. of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
- [13] NEP 2020: Implementation challenges, Ministry of Education. [Indiatoday.in/education-today/featureophilia/story/a-reality-checkon-nep-2020-major-challenges-in-implementation-1711197-2020-08-14](https://indiatoday.in/education-today/featureophilia/story/a-reality-checkon-nep-2020-major-challenges-in-implementation-1711197-2020-08-14)
- [14] NITI Aayog. (2023). *Vision for Viksit Bharat 2047*. Government of India.
- [15] Rani, Ruchi (2022), National Education Policy-2020: Issues and Challenges, *Quest Journals Journal of Research in Humanities and Social Science* Volume 10 ~ Issue 2, pp: 06-09.
- [16] Sharma, R. (2022). "Digital Education and NEP 2020." *Journal of Educational Studies*, 14(2), 45–58.
- [17] Shustova, I., Poleyaya, E., & Ivanov, A. (2023). The impact of Edtech: Strengths and opportunities. *E3S Web of Conferences*, 458, 06012. <https://doi.org/10.1051/e3sconf/202345806012>
- [18] Tilak, J. B. G. (2020). "National Education Policy 2020: A Critical Review." *Economic and Political Weekly*, 55(34).
- [19] UNESCO. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*.
- [20] <https://www.insightsonindia.com/social-justice/issues-related-to-education-sector/new-education-policy/issues-with-the-nep-2020/>
- [21] <https://timesofindia.indiatimes.com/education/news/national-education-policy-nep-2025-whats-changed-and-whats-yet-to-come/articleshow/116804466.cms>