

Implementation Strategies of National Education Policy 2020: Psycho-Legal Analysis towards Achieving its Objectives

Dr. Upankar Chutia¹, Ms. Gyanashree Dutta², Dr. Harguneet Kaur³, Dr. Bhupinder Singh⁴, Ms. Arunima Shastri⁵

¹Assistant Professor, Alliance School of Law, Alliance University Bangalore.
upankarsls@gmail.com

²Assistant Professor, Alliance School of Law, Alliance University Bangalore.
duttagyanashree123@gmail.com

³Assistant Professor, School of Humanities and Social Sciences, CHRIST (Deemed to be University) Delhi-NCR, India.

harguneet.kaur@christuniversity.in

⁴Associate Professor, School of Law, CHRIST (Deemed to be University) Delhi-NCR, India.
bhupinder.singh@christuniversity.in

⁵Assistant Professor, School of Law, CHRIST (Deemed to be University) Delhi-NCR, India.
arunima.shastri@christuniversity.in

Abstract

Education is considered to be the fundamental aspect of human life as people's well-being, growth and development. It is the basic element of life where members of the society get the knowledge, awareness, job skills and cultural practices. From school level to higher education, the relevance and significance is more for the organized society where every individual works for the betterment and quality lifestyle. In India, education is the fundamental right given under the Constitution of India, 1950 to all the citizens. The directive principle of state policy (Part IV) and fundamental duties (Part IVA) of the Indian constitution contain the provisions of education for the children. The new education policy 2020 is aimed at inclusive and equitable education for all from school to university level education. The National education policy 2020 (NEP) is the government of India's leading initiative, succeeding the 1986 National education policy (Suresh et. al., 2021). It was enacted considering India's on-going progress and global leadership in economic development, as well as towards providing universal access to high-quality education to all of its people. It aims at bringing social fairness and equality, scientific progress, national integration, and cultural preservation. The heritage of India's educational system which is based on Jnan (Knowledge), Satya (Truth) and Pragya (Wisdom) are the guiding principles of the policy. The new policy of 2020 in order to develop the education standards at higher levels proposes several transformations in the present system in different arenas. Firstly, it proposes to increase Gross Enrolment Ratio by 50% by 2035 by adding 3.5 Crore new seats to the existing facility. Secondly, it aims to provide a diverse combination of subjects with multidisciplinary undergraduate education. The NEP 2020 emphasises the involvement of mental health workers at the school level to ensure proper well-being of children. In order to cater to the need of learning disabled children in the middle and secondary levels of schooling, recruitment of special educators will be undertaken. As change remains to be the only constant, under NEP Outcome based Education envisages a pedagogical model whereby the curriculum restructuring, effective pedagogic and outcome-based assessment practices have been adopted to inculcate high order thinking and learning skills as opposed to the conventional views of collecting credits. This design entails a student centric system predesign to certain attainment methodology to minutely capture the learning objectives and learning outcomes. It is the realignment of each outcome with its parallel objective treated as a single identifiable pointer to gain an optimum attainment.

Keywords: Quality Education, Outcome Based Learning, Elementary Education, Higher Education, Psycho-Legal Analysis

Introduction

Education is considered to be the fundamental aspect of human life as people's well-being, growth and development. It is the basic element of life where members of the society get the knowledge, awareness, job skills and cultural practices. From school level to higher education, the relevance and significance is more for the organized society where every individual works for the betterment and quality lifestyle. In India, education is the fundamental right given under the Constitution of India, 1950 to all the citizens. The directive principle of state policy (Part IV) and fundamental duties (Part IVA) of the Indian constitution contain the provisions of education for the children. To provide the strength of education aspects, the government of India came with National Education Policy 1986 with the "*special emphasis on the removal of disparities and to equalise educational opportunity*" specifically for women and SC & ST communities. This policy was really a significant step towards achieving the objectives for a better society because education serves the multipurpose goals like- awareness, healthcare, hygiene, lifestyle, entrepreneurship, job skills and so on which helps the people to raise up their living. Now in 2020, the NEP- New Education Policy is there to enhance the ambiance of earlier education policy via adding new goals and agendas like- quality education, online education, e-content, outcome based learning, effective mentorship, etc. for the effective education delivery system.

Methodology

This paper is a mixture of data collected from the government websites and from secondary sources such as- books, legislations, reports, articles. The methodology is to check and find out possible outcomes on the study of new national policy on education to enhance the quality, affordability, accessibility, accountability and equity.

Relevance of Study

The new education policy 2020 is aimed at inclusive and equitable education for all from school to university level education. A framework of various facets for NEP is that

adhering to quality education, reachability, innovative education, infrastructure support from all around the corner are the key takeaways discussed.

Overview of National Education Policy (NEP) 2020

The National education policy 2020 (NEP) is the government of India's leading initiative, succeeding the 1986 National education policy (Suresh et. al., 2021). It was enacted considering India's on-going progress and global leadership in economic development, as well as towards providing universal access to high-quality education to all of its people. It aims at bringing social fairness and equality, scientific progress, national integration, and cultural preservation. The heritage of India's educational system which is based on Jnan (Knowledge), Satya (Truth) and Pragyaa (Wisdom) are the guiding principles of the policy. It relooks at rich India's heritage that once provided world class education to the scholars through its famous Universities like Takshashila, Vikramshila and Nalanda, thereby popularly known as knowledge hub (Amandeep, 2020). Rethinking on the ancient education system prevalent then, it was focused more towards self-liberalization and realization rather than viewing education acquisition of knowledge towards preparation for a better life. It thus attempts to revisit those rich heritages and etymology incorporating those legacies in modern Indian education system (NIEPID, 2020).

The policy reaffirms teacher as the fundamental of any reforms in a society and thereby the teacher should be kept at an epitome position so that it can rightly reshape the students to be a better member of a society (Anupam, 2021). It reassures the dignity and livelihood of a teacher so that the brightest of minds are motivated to join this profession without any hesitation. Considering education as a tool towards bringing social and economic justice, the policy profoundly looked into the aspects of students, whereby every student is assured for quality education irrespective of them being marginalized or being in any disadvantageous position and giving them equal opportunities as well as a platform to excel.

Scientific and technological advancements on big data, machine learning, and artificial intelligence today have led to the automation of many low-skilled jobs and expect more in the near future. Thereby in order to crater such global demands of skills in addressing the challenges of the modern world such as energy, sanitation, climate change, water, food, pollution etc. India also needs more highly trained workers in fields like biology, chemistry, physics, agricultural science, and climate science. Here the new education policy can play a major role in transforming the educational system in India (NIEPID, 2020). It is devised on the pillars of Equality, Affordability, Accountability, Access and Quality aligned towards the Sustainable Development Agenda 2030 (Vikaspedia, 2021). Thereby, proposing to develop an educational system that fosters sound intellectual development, a scientific temperament, compassion, empathy, and courage in pupils, while also sparking their creative imaginations.

The Policy envisions that our educational institutions' curricula and pedagogy shall foster a profound feeling of respect for Fundamental Duties and Constitutional principles, a sense of belongingness to one nation, and a conscious understanding of one's tasks and responsibilities in a changing world. It also strives to instill in learners, a deep sense of pride in being Indian, not just in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support a responsible commitment to human rights, sustainable development and living, and global well-being, reflecting a truly global citizen.

Features of New Educational Policy

Under the NEP 2020 various policies are being formulated towards catering the differential needs of different clusters of students in different levels, such as in School level and in higher education levels.

School Education

The NEP 2020 proposes to replace the existing 10+2 framework in school education with a new 5+3+3+4 pedagogical and curricular structure involving the children among ages of 3-18. These starts with Foundational level for two years between ages of six to eight, from class

one and two on the other hand in Anganwadi or pre-school or Balvatika the time period is for three years for the students between ages of three to six years. Precatory level includes three years between class three to five for students between ages of eight to eleven. Middle level again includes three years for the students between class six to eight between the ages of eleven to fourteen. Finally the secondary level consists of four years for students from class nine to twelve between ages of fourteen to eighteen. The new 5+3+3+4 framework includes a solid foundation of Early Childhood Care and Education (ECCE) beginning at the age of three, with the goal of encouraging general learning, growth, and well-being (P. S. Aithal, et. al., 2021).

Firstly, the policy focus on Early Childhood Care and Education (ECCE), the 10+2 structure of school curriculum is being phased out and replaced with a 5+3+3+4 structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years. This will introduce the hitherto unrecognised age range of 3-6 years into the school curriculum, which has been globally acknowledged as a critical time in a child's development of mental capabilities. The new system will consist of 12 years of formal education followed by three years of Anganwadi/pre-school education (NIEPID, 2020).

For children under the age of eight, the National Council of Educational Research and Training will develop a National Curriculum and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE). ECCE will be provided via a significantly expanded and strengthened network of institutions, including Anganwadis and pre-schools, wherein teachers and Anganwadi staff will be trained in ECCE methodology and curriculum. ECCE will be developed and executed in partnership with the Ministry of Human Resources Development, the Ministry of Women and Child Development (WCD), the Ministry of Health and Family Welfare (HFW), and the Ministry of Tribal Affairs.

Secondly, apprehending the need for foundational Literacy and Numeracy, wherefore the policy urges for an urgent formulation of National Mission on Foundational Literacy and Numeracy under the Ministry of Human Development. It also proposes for a National

Book Promotion Policy formulation and mandates that the States shall come up with plans towards achieving foundational literacy and numeracy, universally for all the students from grade three within 2025.

Thirdly, another focus of the policy is on providing universal access to education at all school levels starting from the foundation level to the secondary level. It aims to track all the students on their improvements including the school dropouts and facilitating them with various systems where they could be refitted in the educational journey. There are various pathways identified to achieve the same and some of them are vocational courses, adult literacy, open schools etc.

There are other various other initiatives taken under the NEP 2020 such as reformulation of the school curriculum and the teaching pedagogy by aiming towards bringing holistic development in the learners focused on critical thinking and experiential learning. Some others include the assessment reforms in schools, multilingualism, inclusive education and transparent and robust teachers recruitment and promotion systems (NIEPID, 2020).

Higher Education

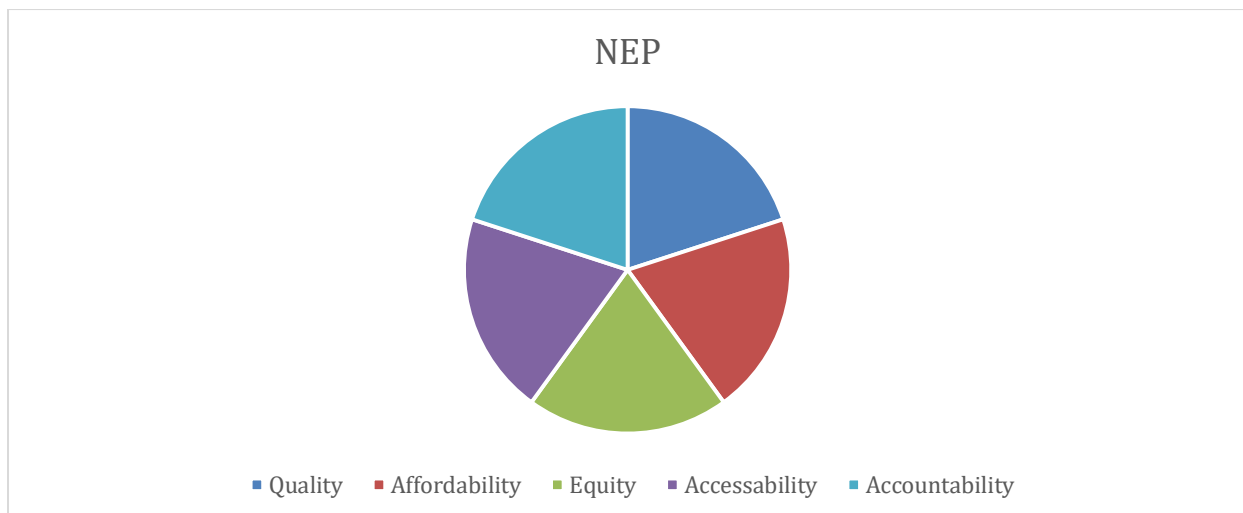
The new policy of 2020 in order to develop the education standards at higher levels proposes several transformations in the present system in different arenas. Firstly, it proposes to increase Gross Enrolment Ratio by 50% by 2035 by adding 3.5 Crore new seats to the existing facility. Secondly, it aims to provide a diverse combination of subjects with multidisciplinary undergraduate education. It also suggests an undergraduate education with multiple exit points and which can be for three to four years. Thirdly, it proposes to set up the Higher Education Commission of India (HECI) which

will be the regulatory body of all higher education except for legal and medical education. The HECI shall look into the functioning and standardisation of the education at the higher levels and it shall govern, regulate as well as accredit both public as well as private educational institutions. Fourthly, aims to rationalize the educational architecture by providing high quality teaching and adequate resources for the students. It aims to promote all types of institutions such as research-intensive, teaching-intensive as well as autonomous colleges. Fifthly, it recommends a transparent recruitment process, interdependency to design the curricula, capacity building of the faculties through different means and thus motivating them to deliver more effectively. Sixthly, it aims to establish the National Curriculum Framework for Teacher Education, NCFTE 2021 in consultation with NCERT towards looking at the standards and minimum education qualification of the teachers. Seventhly, it aims for a national mentoring mission which will consist of senior and retired teachers (Ajay K. et. al., 2020).

Along with the above, there are various other aims of this policy which includes scholarship support for students belonging to ST, SC, OBC and SEDGs which will be regulated through a National Scholarship Portal, providing more open and distance learning courses and the quality of which is at par with the classroom learning programs, online education, utilization of new technology in education, adult education and well as promotion of local Indian languages.

Factors Associated with NEP 2020

The NEP 2020 is based on the pillars of Quality, Affordability, Equality, Access and Accountability. Through these visions to reform education at all levels starting from early school to higher education levels.



1. Quality

The policy focuses more on quality than quantity in the new system which starts with the transformation in the teaching and the learning process through curriculum upgrading to more application based learning and fostering critical thinking as well as developing crucial skills. It stresses more on developing new teaching pedagogy for students of different ages and application of innovative teaching techniques involving technology. It also suggested for a conceptual learning and holistic learning in the classroom rather than memorizing to only score in the examination. Finally it focused on the quality and education by revisiting the status of the teachers towards motivating and making their appointment more transparent as the teachers have a great role to play in this initiative of transformation (Rohan, 2020).

2. Affordability

Another focus of this policy is to make education affordable to all the sections of the society and should target for making India a study destination for students from different nations. It affirms to increase the budget allocated and through which it shall ensure high-quality education to all including underprivileged and underrepresented groups. It shall ensure the timely flow of funds and their utilisation at the ground level, which shall also include the aspects of commercialization of education. It mandates for a tighter policy for all such institutions such as public disclosure of finances, procedures as well the outcomes of the courses offered towards better regulating the

same. It also puts much stress on providing scholarships to support students belonging to ST, SC, OBC and Socio-Economically Disadvantaged Groups (SEDGs) regulated through a National Scholarship Portal. Thus, making the quality education affordable and making it available for all irrespective to caste, creed, religion and economic status (Kishore K. et. al., 2020).

3. Equality

The policy aims to bring equality in education, which is intended to avoid any isolation of ethnic or linguistic minority groups or with any disability. It also aims for equality in education through elimination of all factors such as marginalization or belonging to any vulnerable groups. It also gives more importance towards gender equality in arenas of education and their participation at all levels and providing quality education to all leaving no one behind (NIEPID, 2020).

4. Access

The policy is framed on the principles to provide universal access to high quality education to all learners regardless of any factors either social or economic. It aims to remove all barriers that restrict the learners to have access to quality education by employing different methodologies to include all groups of learners. It sets its focus from the foundation level and identifies the reasons for their dropouts and addresses the issues effectively. It also calls for the focused policy of the government such as Samagra Shiksha and the initiatives of Anganwadi in ensuring every child its right to education. It also suggests involving modern

technology in education such as digitalization of study materials so that it becomes more accessible to the masses. Further, the policy promotes the open school providing quality education at par to the classroom education shall provide for better access to all irrespective to all odds restricting the access (Anand J. et. al., 2020).

5. Accountability

Quality control and accountability are another basis of this policy. It makes all the stakeholders and participants accountable towards providing high-quality education to all and presenting their roles and their commitments at the highest levels. Each of the stakeholders roles shall be assessed based on their performance with multiple feedback systems based on their outputs. The assessment and accreditation of all the private and public schools shall be based on the benchmarks and criteria pre-set. It also looks into the accountability of the exorbitant fee by some schools and protecting parents from arbitrariness, which includes complete disclosure of the fees. At the higher education levels it proposes to set up the Higher Education Commission of India (HECI) that shall keep a check on the transparency and accountability of all the educational institutions in India. It shall make accountable to the utilisation of funds and progress it has made in the education sector (Saumen C., 2020).

Psychological Perspective on School and Higher Education

A major shift in the New Education Policy highlights the focus on the early years of a child (3 to 6 years) which had been neglected till now. As maximum development of a child's brain occurs by this age major steps in this direction are now being taken by the government. Guidelines in the form of "A National Curricular and Pedagogical Framework for Early Childhood Care and Education" for children in the age range of 3 to 8 years will be developed by NCERT to guide both parents and educational institutions. The main aim of the Early Childhood Care and Education initiative is to enhance the motor, cognitive and socio-emotional development of the child (Ministry of Human Resource Development, 2020). The early years have been established by many

researchers cross-culturally as the critical period for the various domains of individual development. This critical or sensitive period is marked with a "peak period of plasticity". Language proficiency determined by the language principles of syntax, grammar, phonology, morphology and pragmatics have been linked to appropriate levels of exposure to language during the early years of an individual (Newport, Bavelier & Neville, 2001). With the increasing prevalence of obesity, inactive lifestyle and onset of chronic diseases from preschool years it makes it meaningful to intervene during these developmental years (Goldfield, Harvey, Grattan & Adamo, 2012). In an earlier study, Heckman (2006) had also maintained that the first thousand days of a person's life are crucial for cognitive development.

The NEP 2020 emphasises the involvement of mental health workers at the school level to ensure proper well-being of children. In order to cater to the need of learning disabled children in the middle and secondary levels of schooling, recruitment of special educators will be undertaken. Learning disability is a neurodevelopmental disorder characterized with cognitive impairment. Although the prevalence rate of this disorder in India is less than 15 percent however, it is associated with a lot of comorbidities and leads to adjustment problems in the children. Early detection and appropriate intervention right from preschool years is beneficial to avoid a poor academic performance by such students during formal schooling (Muthusamy & Sahu, 2020).

The NEP 2020 sees a shift of the education system from merely memorizing and rote learning to a holistic, flexible, interdisciplinary, value-based education focused on higher order cognitive abilities such as critical thinking, problem solving, creativity, and non-cognitive abilities viz., understanding of aesthetics, soft skills, character building etc. Incorporation of special courses to help in smooth transition of children from disadvantaged sections of society alongwith zero tolerance for discrimination and harassment highlights the vision of inclusive education of the new policy.

No education policy can be a success till the interests of the backbone of the education system are taken care of. To motivate the faculties so that they come up with innovative teaching ideas, practices and research policy initiatives like decrease in workload, flexibility in creating their own pedagogies and provision of incentives such as promotions and rewards have been recommended (MHRD, 2020). Acknowledging the work pressure of teachers and taking adequate measures in this direction would be helpful in reducing the stress and attrition rates of the school teachers. As teachers are a significant part of a student's life and fall in their microsystem not many children are emotionally prepared for a change amongst their teachers (Menon, 2019). According to Herzberg's theory of motivation, basic amenities and good work conditions are factors which prevent dissatisfaction of the employees but do not function as motivating factors. Factors such as multiple growth opportunities, better salary structure and reduced political interference, may however, be helpful in motivating faculties (Pathak, 2021).

Outcome based Education and NEP 2020

As change remains to be the only constant, under NEP Outcome based Education envisages a pedagogical model whereby the curriculum restructuring, effective pedagogic and outcome-based assessment practices have been adopted to inculcate high order thinking and learning skills as opposed to the conventional views of collecting credits. This design entails a student centric system predesign to certain attainment methodology to minutely capture the learning objectives and learning outcomes. It is the realignment of each outcome with its parallel objective treated as a single identifiable pointer to gain an optimum attainment.

The activities are expected to be designed in a manner such that skill attainment quotient maximizes to supplement industry ready professionals catering to their specific field of knowledge.

The Institution can simply be chosen based on the outlined Course Outcome (CO), Program Outcome (PO), Program Specific Outcome (PSO) and Program Educational Objective (PEO). This stays to be unique for every Institution and therefore leads to better options

that a student may wish to avail through inducting himself or herself in an Institution ascertained through the outcome-based education. This remains to be the prime focus of NEP 2020.

NEP and its Effective Implementation Strategies

NEP vests its primary focus on revamping the curriculum so as to achieve the flexibility of the curriculum structure and programme. This system entails multiple entry exit options in general as well as professional programmes. The credit-based system envisages the adoption of UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021.

The idea is to integrate the vocational courses with the general courses and to find a confluence in this process of integration of Arts, Humanities and Social Sciences with Science, Technology, Engineering and Management (STEM). A further integration has been suggested of professional and life skills and a unique model to integrate traditional pedagogies with modern and innovative pedagogical approaches.

The emphasis has been laid down into recognizing and establishing multidisciplinary and research-oriented Institutes. The aim is to facilitate the building of a multidisciplinary research center to act as a bridge between university and industries.

Concluding Observations

The new education policy (NEP) 2020 will really be a welcoming step towards the effective implementation of providing quality education. It provides opportunities for lifelong learning and skill enhancements via transforming elementary and higher education. The NEP also focuses on research and innovation pedagogy which improve the outcome-based learning. The earlier education was completely content based where less importance was given to practical aspects. The NEP will bridge the gap between content based to outcome-based learning. The different pedagogies will adopt teaching practice to enhance its viability and effective implementation of new education policy 2020.

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