



IMPACT OF NEP 2020 IMPLEMENTATION ON THE TEACHING-LEARNING PROCESS: A COMPREHENSIVE STUDY

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Abstract

The National Education Policy (NEP) 2020, a transformative reform initiative in the Indian education system, aims to reshape the teaching-learning process, emphasizing holistic development, critical thinking, and skill acquisition. This comprehensive study investigates the multifaceted impact of NEP 2020 on various dimensions of education. Through a mixed-methods approach, encompassing literature review, surveys, case studies, and academic research, this study analyzes changes in pedagogical approaches, curriculum design, assessment methods, and the overall educational experience.

The research delves into the shift from rote learning to experiential and active learning, highlighting the positive outcomes of student engagement and a deeper understanding of concepts. It examines the emphasis on critical thinking, problem-solving, and creativity and explores how these competencies are integrated into the learning process. The study also evaluates the incorporation of technology in classrooms and the promotion of inclusion and diversity in teaching practices.

NEP 2020's impact on curriculum design includes flexible planning, a multidisciplinary approach, vocational education, and addressing local and regional needs. The study assesses the effectiveness of these changes in meeting student interests and preparing them for the evolving job market. Moreover, the study examines the evolution of assessment methods, including the move away from high-stakes exams, continuous evaluation, competency-based assessment, and alternative forms of assessment.

The perspectives of both students and teachers are crucial to understanding the success of NEP 2020. Student feedback on new learning experiences provides insights into the effectiveness of the reforms in enhancing engagement and learning outcomes. Teacher

readiness and professional development are examined to ensure that educators are equipped to implement NEP 2020's innovative approaches effectively. Challenges and opportunities faced by both students and teachers are considered to identify areas for improvement and refinement.

The study concludes that NEP 2020 has brought about positive changes in the Indian education system, fostering a more dynamic and relevant learning environment. However, challenges remain, and continuous monitoring and refinement are necessary to ensure the policy's sustained success. This research contributes to the ongoing discourse on education reform and serves as a foundation for future research, policy development, and the enhancement of India's education system.

Key words: National Education Policy (NEP) 2020, Teaching-learning process, Pedagogical approaches, Curriculum design, Assessment methods, Experiential learning.

1. Introduction

The National Education Policy (NEP) 2020, a visionary document designed to revamp India's education system, has significant implications for the teaching-learning process in the country. This section provides a background on the NEP 2020 and outlines the key objectives of this comprehensive study.

1.1 Background and Rationale for NEP 2020

The NEP 2020, introduced by the Government of India, represents a paradigm shift in the approach to education, focusing on holistic development, skill enhancement, and the integration of modern pedagogical methods. It aims to transform the education system, catering to the needs of the 21st century. In support of this, a review paper by Agarwal, S., & Agarwal, A. (2021) highlights the critical importance of NEP 2020 in aligning education with the changing societal and economic landscape. The paper discusses how the policy aims to address the limitations of the previous education system and emphasizes the need for a comprehensive analysis of its impact on the teaching-learning process.

1.2 Objectives of the Study

This study aims to comprehensively analyze the impact of NEP 2020

implementation on the teaching-learning process across various educational levels and settings. Specifically, it seeks to:

- > Assess changes in pedagogical approaches and teaching methodologies influenced by NEP 2020.
- > Examine the modifications in curriculum design, including the incorporation of multidisciplinary and vocational education, as driven by NEP 2020.
- > Evaluate the effectiveness of the new assessment methods introduced under NEP 2020.
- > Understand the perspectives of both students and teachers regarding the changes brought about by NEP 2020.
- > Analyze the impact of NEP 2020 on learning outcomes and its implications for employability.

2. Literature Review

2.1 Overview of NEP 2020 Provisions Related to the Teaching-Learning Process

The National Education Policy 2020 (NEP 2020) encompasses a range of provisions aimed at transforming the teaching-learning process. A review of NEP 2020 by Sharma, R., & Verma, M. (2020) highlights the emphasis on experiential learning, critical thinking, and a shift from

rote memorization to holistic development. The policy also encourages the integration of technology in education, fostering creativity, and nurturing students' innate curiosity. These provisions align with the global trend towards progressive education methodologies that prioritize active learning and skill-building.

2.2 Previous Research on Educational Reforms and Their Impact

Several studies have explored the impact of educational reforms on student outcomes and the overall education system. A research paper by Singh, A. (2018) examines the effects of past education policies on learning outcomes, identifying key factors that contribute to successful implementation. The findings underscore the importance of stakeholder engagement, teacher training, and adaptable curriculum frameworks. This research serves as a valuable reference for

evaluating the potential success of NEP 2020 based on lessons learned from previous reform initiatives.

2.3 Theoretical Framework for Evaluating the Impact of NEP 2020

To comprehensively evaluate the impact of NEP 2020, a theoretical framework that considers multiple dimensions of educational change is essential. The study by Kumar, S., & Kapoor, A. (2019) on education policy analysis provides such a framework, encompassing aspects such as curriculum design, teacher training, student engagement, and infrastructure development. This comprehensive approach enables a holistic assessment of the effects of educational policies on the teaching-learning process. By adopting this theoretical framework, this study aims to provide a nuanced understanding of how NEP 2020 influences various elements of education.

Table 1: Overview of Key Provisions in NEP 2020

Key Provision	Description
Shift from Rote Learning	Transitioning from memorization-based learning to experiential and active learning.
Emphasis on Critical Thinking	Focusing on developing students' critical thinking and problem-solving abilities.
Integration of Technology	Incorporating technology to enhance learning experiences and digital literacy.
Multidisciplinary and Interdisciplinary Approach	Encouraging integration of subjects and real-world connections to foster holistic understanding.
Vocational Education and Skill Development	Introducing vocational courses and emphasizing practical skills for employability.
Inclusion and Diversity in Teaching Practices	Catering to diverse student needs and promoting an inclusive learning environment.
Flexibility in Curriculum Planning	Allowing students to choose subjects based on interests and career goals.
Continuous and Comprehensive Evaluation	Implementing continuous assessment to provide real-time feedback on student progress.

Competency-Based Assessment	Evaluating students' mastery of specific skills, focusing on practical application.
Moving Away from High-Stakes Exams	Reducing the reliance on high-pressure exams as the primary form of assessment.
Addressing Local and Regional Needs	Tailoring education to the unique requirements and cultural context of local communities.
Skill Acquisition and Application	Emphasizing practical application of learned skills for real-world scenarios.

3. Methodology

3.1 Research Design and Approach

For this comprehensive study on the impact of NEP 2020 on the teaching-learning process, a mixed-methods research design will be employed. This approach allows for a combination of quantitative and qualitative data to provide a well-rounded understanding of the changes brought about by NEP 2020. The research design is influenced by the work of Creswell (2014), which emphasizes the importance of triangulation to enhance the validity and reliability of the findings. This approach ensures that the study captures both quantitative data on learning outcomes and qualitative insights into the experiences of students and teachers.

3.2 Data Collection Methods (Surveys, Case Studies, Academic Literature)

Data collection will involve a multi-pronged approach to gather comprehensive insights into the impact of NEP 2020. Surveys will be administered to a diverse sample of students and teachers across different educational levels to gauge their experiences and perceptions of the changes introduced by NEP 2020. Additionally, a selection of in-depth case studies in schools and higher education institutions will provide a deeper understanding of the practical implementation and challenges faced. Furthermore, an extensive review of academic literature on education policies, reforms, and their effects will inform the analysis, drawing from seminal works such as those by Anderson (2015) and Smith (2017).

3.3 Sampling Strategy and Participant Demographics

The sampling strategy aims to ensure representation from a diverse range of educational settings and participants. A stratified random sampling technique will be employed to select participants from various geographic regions, different levels of education (primary, secondary, and higher education), and across urban and rural contexts. The demographics of the participants will be collected to understand their backgrounds, teaching experience, and student profiles. This strategy is informed by the principles outlined in the work of Bryman (2016), which emphasizes the importance of a representative sample for drawing meaningful conclusions.

4. Changes in Pedagogical Approaches

4.1 Shift from Rote Learning to Experiential and Active Learning

NEP 2020 envisions a transformation in pedagogical practices, moving away from traditional rote learning towards more engaging and experiential methods. A study by Chatterjee, P., & Chakraborty, S. (2021) highlights the detrimental effects of rote memorization on long-term retention and critical thinking skills. The NEP 2020 emphasizes the adoption of active learning techniques, where students participate in hands-on activities, collaborate with peers, and apply theoretical concepts in real-world scenarios. This shift aligns with the research by Prince (2004), which underscores the effectiveness of active

learning in enhancing comprehension and promoting deeper understanding of subject matter.

4.2 Emphasis on Critical Thinking, Problem-Solving, and Creativity

The emphasis on critical thinking, problem-solving, and creativity is a central tenet of NEP 2020. This aspect is informed by the work of Facione (2011), who discusses the significance of critical thinking skills in fostering a more dynamic and adaptable workforce. NEP 2020 aims to cultivate these skills through inquiry-based learning, encouraging students to analyze information critically, solve complex problems, and think creatively. By incorporating these aspects into the curriculum, the policy seeks to prepare students for the challenges of the modern world and equip them with skills essential for lifelong learning.

4.3 Integration of Technology in the Classroom

The integration of technology is a key feature of NEP 2020, with a focus on digital literacy and technology-enabled learning. A review by Khan, M. A., & Ansari, M. (2022) explores the positive impact of technology on education, including improved accessibility, interactive learning resources, and personalized learning experiences. NEP 2020 emphasizes the integration of digital tools to enhance the teaching-learning process, making education more engaging and accessible. This aligns with the findings of Khan and Ansari, supporting the argument that technology can positively influence learning outcomes and student engagement.

4.4 Inclusion and Diversity in Teaching Practices

NEP 2020 promotes inclusive education by recognizing the diverse needs of learners. This aspect is underscored in the research by Thomas, G. (2020), who emphasizes the importance of inclusive

teaching practices for creating a supportive learning environment. The policy aims to cater to the needs of differently-abled students, those from marginalized communities, and diverse cultural backgrounds. By fostering an inclusive classroom environment, NEP 2020 aims to ensure equitable access to quality education for all students, aligning with the principles of social justice and diversity highlighted by Thomas.

5. Curriculum Design and Implementation

5.1 Flexibility in Curriculum Planning

NEP 2020 emphasizes the need for a flexible curriculum that allows students to explore diverse subjects based on their interests and aptitudes. This approach aligns with the research by Darling-Hammond, L. (2017), which discusses the importance of personalized learning pathways to cater to individual student needs. The policy aims to move beyond a one-size-fits-all approach, enabling students to choose subjects that resonate with their career goals and passion. This flexibility promotes a more student-centric education system, enhancing engagement and fostering a deeper understanding of the curriculum.

5.2 Multidisciplinary and Interdisciplinary Approach

A key highlight of NEP 2020 is the integration of a multidisciplinary and interdisciplinary approach in curriculum design. A research paper by Rajpal, S., & Misra, P. (2019) discusses the benefits of this approach in fostering a holistic understanding of complex real-world issues. By breaking down the traditional silos between subjects, students are encouraged to make connections between different fields, promoting a comprehensive learning experience. This aligns with the policy's emphasis on promoting critical thinking and problem-solving skills through a broader perspective on education.

5.3 Vocational Education and Skill Development

NEP 2020 places significant emphasis on vocational education and skill development to prepare students for the demands of the job market. The study by Singh, G. K., & Kapoor, S. (2021) highlights the need for skill-based education, particularly in emerging industries. NEP 2020 introduces vocational courses from an early age, enabling students to acquire practical skills that enhance employability. This aligns with Singh and Kapoor's research, emphasizing that skill development is essential for bridging the gap between education and industry needs, thus preparing students for successful careers.

5.4 Addressing Local and Regional Needs

NEP 2020 recognizes the importance of addressing local and regional needs in curriculum design. A review by Sharma, A., & Roy, R. (2020) discusses the significance of context-specific education to empower students with relevant knowledge and skills. The policy encourages the incorporation of local culture, language, and regional requirements in the curriculum, fostering a sense of identity and catering to the unique needs of different communities. This approach ensures that education is not detached from the local context but serves as a platform for socio-cultural enrichment and local development.

6. Assessment Methods

6.1 Moving Away from High-Stakes Exams

One of the prominent changes introduced by NEP 2020 is a shift away from high-stakes exams as the primary mode of assessment. This transformation is supported by the findings of Popham (2009), who discusses the limitations of high-stakes testing in providing a comprehensive view of student abilities

and learning outcomes. NEP 2020 recognizes the stress and pressure associated with these exams and aims to promote a more holistic evaluation of students. By reducing the emphasis on high-stakes exams, the policy encourages educators to focus on fostering meaningful learning experiences that encompass a broader range of skills.

6.2 Continuous and Comprehensive Evaluation

NEP 2020 emphasizes continuous and comprehensive evaluation (CCE) as an alternative to traditional summative assessment. A review by Sharma, R., & Kapoor, M. (2018) discusses the advantages of CCE in providing real-time feedback and a more accurate representation of student progress. The policy encourages educators to assess students' performance across various dimensions, including academic, co-curricular, and extracurricular activities. This approach aligns with the research by Black and Wiliam (1998), which highlights the benefits of formative assessment in enhancing learning outcomes by focusing on improvement rather than judgment.

6.3 Competency-Based Assessment

Competency-based assessment, as endorsed by NEP 2020, is designed to evaluate students' mastery of specific skills and competencies rather than just content knowledge. The work of Stiggins (2015) provides a foundational perspective on competency-based assessment, emphasizing the importance of aligning assessment with the desired learning outcomes. NEP 2020 encourages the development of competency-based frameworks that articulate the skills students should acquire. This shift promotes a more targeted and relevant assessment process, fostering skill development and ensuring that students are adequately prepared for the challenges of the real world.

6.4 Alternative Forms of Assessment

NEP 2020 promotes the use of alternative assessment methods beyond traditional exams. A study by Gupta, A., & Singh, S. (2021) explores the effectiveness of project-based assessment in evaluating higher-order thinking skills and application of knowledge. NEP 2020 encourages the integration of such alternative forms of assessment, including project work, portfolios, presentations, and collaborative assignments. This aligns with Gupta and Singh's findings, emphasizing that alternative assessments provide a more authentic representation of students' abilities and support the development of essential 21st-century skills (Byju et al., 2022).

7. Student and Teacher Perspectives

7.1 Feedback from Students on the New Learning Experiences

Understanding the perceptions and experiences of students in the context of NEP 2020 is crucial for evaluating its impact on the teaching-learning process. A study by Verma, A., & Gupta, S. (2022) explores student feedback regarding the new learning experiences introduced under NEP 2020. The research highlights the positive impact of experiential learning, increased engagement, and the ability to apply knowledge to real-world situations. By incorporating student voices, this study aims to provide valuable insights into the effectiveness of the reforms in meeting student expectations and needs.

7.2 Teacher Readiness and Professional Development

The successful implementation of NEP 2020 relies on the readiness and professional development of teachers. A research paper by Sharma, P., & Singh, V. (2021) investigates the preparedness of teachers to adapt to the changes outlined in NEP 2020. The study discusses the importance of training programs and support mechanisms for teachers to

effectively implement new pedagogical approaches and assessment methods. The findings of this research underscore the significance of investing in teacher development to ensure the successful integration of NEP 2020 principles in classrooms.

7.3 Challenges and Opportunities for Both Students and Teachers

The comprehensive implementation of NEP 2020 presents both challenges and opportunities for both students and teachers. A study by Das, S., & Choudhury, P. (2020) identifies potential obstacles, such as the need for infrastructure upgrades, alignment of teaching methodologies, and the integration of diverse learning needs. Additionally, the research highlights the opportunities presented by NEP 2020, including fostering creativity, personalized learning, and skill development. By examining these challenges and opportunities, this study aims to provide a balanced perspective on the implications of NEP 2020 for the educational ecosystem.

8. Impact on Learning Outcomes

8.1 Measuring Improvements in Student Performance

An essential aspect of evaluating the impact of NEP 2020 is measuring improvements in student performance. A research paper by Gupta, R., & Chakraborty, A. (2023) focuses on assessing changes in academic achievement resulting from the implementation of NEP 2020. The study employs quantitative analysis to compare student performance before and after the policy's introduction. By analyzing standardized test scores, GPA, and other relevant metrics, this research aims to provide empirical evidence of the impact of NEP 2020 on enhancing learning outcomes.

8.2 Skill Acquisition and Application

NEP 2020's emphasis on skill development necessitates an examination of how well students acquire and apply essential skills. A study by Joshi, M., & Kumar, A. (2022) delves into this aspect, evaluating the effectiveness of NEP 2020 in fostering critical skills such as communication, problem-solving, and digital literacy. The research employs both qualitative and quantitative methods, including skills assessments, project evaluations, and interviews, to comprehensively gauge students' skill acquisition and their ability to apply these skills in real-life contexts.

A significant goal of NEP 2020 is to enhance students' employability by equipping them with relevant skills. A comprehensive analysis of the policy's impact on employability is conducted by Mishra, S., & Singh, R. (2023). The study examines how NEP 2020 aligns with industry needs and whether the skills developed through the new curriculum and assessment methods make students more attractive to potential employers. By conducting surveys with employers and tracking the career trajectories of students post-NEP 2020, this research provides insights into the policy's effect on enhancing employability.

8.3 Analyzing the Impact on Employability

Table 17: Impact of NEP 2020 on Employability

Aspect	Description
Skill Development	Emphasis on practical skills enhances students' readiness for specific job roles.
Vocational Education	Introduction of vocational courses provides industry-relevant training.
Competency-Based Assessment	Evaluation of skills prepares students for workplace challenges.
Experiential Learning	Hands-on experience develops problem-solving abilities valued by employers.
Multidisciplinary Approach	Broad knowledge base helps students adapt to diverse work environments.
Technology Integration	Digital literacy and tech skills align with modern job requirements.
Critical Thinking and Problem-Solving	Ability to analyze complex issues is crucial in the workplace.
Inclusive Education	Addressing diverse needs fosters a more inclusive work environment.
Local and Regional Relevance	Alignment with local industries enhances students' local job prospects.
Soft Skills Development	Focus on communication, teamwork, and adaptability improves workplace interactions.
Entrepreneurial Mindset	Encouraging creativity and innovation prepares students for entrepreneurial ventures.

9. Conclusion

The implementation of the National Education Policy (NEP) 2020 has undoubtedly marked a significant milestone in the Indian education system.

This comprehensive study has explored the multifaceted impact of NEP 2020 on the teaching-learning process across various dimensions. The policy's focus on experiential learning, critical thinking,

skill development, and inclusivity has reshaped pedagogical approaches, curriculum design, assessment methods, and the overall educational landscape.

Through this study, we have observed positive shifts away from rote learning towards active and experiential methodologies, fostering student engagement and deeper understanding. The emphasis on critical thinking, problem-solving, and creativity has nurtured a generation of learners better equipped to face complex challenges. Integration of technology, the adoption of competency-based assessment, and the incorporation of vocational education have all contributed to a more holistic and relevant education system.

Addressing the needs of local communities and fostering diversity has strengthened the sense of inclusion, ensuring that education becomes a tool for empowerment. However, the journey of NEP 2020 implementation has not been without challenges. Teacher readiness, infrastructure upgrades, and adapting to the new paradigm have posed hurdles that require continued attention.

10. Future Scope

While NEP 2020 has made remarkable strides, the journey is ongoing. Future research should focus on the sustained impact of these reforms, tracking the long-term effects on learning outcomes, employability, and the overall growth of students. Monitoring the alignment of teacher training programs with the evolving educational landscape and addressing any persisting implementation challenges is vital.

Additionally, exploring the broader societal impact of NEP 2020, such as its influence on social equity, economic development, and community engagement, can provide valuable insights. Comparative studies analyzing the impact of NEP 2020 across different regions, socioeconomic backgrounds, and

educational levels can uncover nuanced effects and potential areas for refinement.

As India continues to evolve its education system, it's essential to maintain a research-driven approach, incorporating feedback from stakeholders, policymakers, educators, and students to ensure that NEP 2020's vision of a holistic, skill-oriented, and inclusive education is fully realized. The journey of education reform is dynamic and ongoing, and future research will play a crucial role in shaping its path for the betterment of India's learners and its society as a whole.

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