Fostering Innovation through Education: India's National Education Policy (NEP) 2020 and Mainstreaming of Entrepreneurial Education

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Abstract

This paper intends to argue that incorporating entrepreneurial education into school and college curricula is essential for developing a creative and resilient mindset in young people, transforming job seekers into producers and improving initiatives like Startup India. It divides its analysis into four main sections: an introduction that presents entrepreneurship as an essential component of education that aligns with SDG 4's objectives for skill development; a comparison of NEP's visionary reforms towards experiential, multidisciplinary learning with pre-NEP 2020 issues like rote learning, vocational silos, and skills mismatches; an analysis of new teaching methods, emphasising flexible structures like credit banks and interdisciplinary enterprise skills; and A list of crucial actions for implementing NEP 2020, including teacher training and innovation councils, have also been analysed. This paper is a descriptive study, which relies on government reports and documents to study the performance of NEP in fostering innovation and entrepreneurship.
Key Words: National Education Policy 2020, Entrepreneurship, Entrepreneurial Education, Pedagogy, Skill Enhancement Courses, Value Addition Courses.

1. INTRODUCTION

According to Target 4.4 of the United Nations' Sustainable Development Goal 4 (Quality Education), countries need to make a big difference in the number of young people and adults who have the skills they need to get jobs, good jobs, and start their own businesses. This idea is being adopted by countries as part of their education policy. More than simply starting a business, it is about having an entrepreneurial mindset, which means being strong, creative, able to solve problems, and willing to try new things. In order to inculcate the entrepreneurial mindset, the focus should be on entrepreneurial education. Entrepreneurial education should be part of our education system, make the outgoing young generation industry-ready and job-ready. Strategic initiatives like Startup India help develop the entrepreneurial ecosystem through educational programs, mentorship, and incubation efforts that help students learn how to plan a business, be financially literate, be a leader, and think critically and thereby fostering a culture of innovation. Entrepreneurial education is a way of learning that changes students' minds, skills, and tools so they can see opportunities and make things better. It goes beyond traditional business theory and focuses on experiential learning. This means that students learn both hard skills like project management and financial literacy and soft skills like critical thinking, resilience, and taking risks. This paper makes an attempt to argue that inculcating entrepreneurial education as part of curriculum in schools and colleges will be more impactful.

2. BRIDGING THE ENTREPRENEURSHIP GAP: FROM THE PROBLEMS WITH PRE-NEP TO THE VISION OF NEP 2020

Prior to National Education Policy (NEP) 2020, it was hard for students to learn how to think like an entrepreneur and innovators in a world economy that was changing quickly. The National Policy on Education (NPE) 1986 and its 1992 recommendations reflected rote learning, academic elitism and redundant teaching methodologies. Eventually not arming students with wherewithal to think and operate like an entrepreneur, innovator or businessmen. These problems not only kept new ideas from coming to light (Nasiri et al., 2023).

The strict separation between academic and vocational streams was the biggest problem. It made people look down on practical skills and made it harder to learn about entrepreneurship. Most students who took vocational training were in grades 11 and 12 or had dropped out. The enrolment rate at vocational programs was well below the global average. It was around 5%. Thus the students did not find themselves job ready (Kulal et al., 2024). Emphasis on rote memorization over critical thinking, creativity, or problem-solving was highly problematic. Since from the very beginning student is trained in a way that sabotages the ability to be creative and take risk. This made a skills gap because graduates only had theoretical knowledge and not many technical or soft skills, making it harder for young people with degrees to find work (17.8% of people ages 15 to 29 were unemployed in 2017–18). Poor social and economic status worsened this problem. For instance, students in rural areas and those who were less well-off had fewer resources, fewer teachers, and a gap between students in urban and rural areas. The belief and assumption that vocational education is less valuable was also a major issue. Before the NEP, there was not much effort to align national programs like Startup India with the education system. This made it hard for new businesses to succeed because they didn't get enough training.

NEP 2020 fills in these gaps by making entrepreneurship a big part of the curriculum. NEP also adopts skill-based approach in daily classroom teaching instead of isolated lectures, combining vocational education from Grade 6 onwards. Aiming that by 2025, majority of students will have worked in fields like coding, carpentry, and business through internships, apprenticeships, and skill labs (NEP, 2020). This also brings attitudinal and discursive changes by challenging the academic-vocational hierarchy and follows the National Skills Qualifications Framework (NSQF) for credit mobility and acknowledging the earlier learning (Gupta, 2025). This eventually makes it easier for people who dropped out to opt back. In higher education, multidisciplinary schools will offer vocational courses as part of their Bachelor's programs, which will have short-term certificates in soft skills and innovation.

NEP has a mission to promote experiential pedagogy that includes sports, arts, and inquiry. It has made changes in the curriculum to focus on skills needed in the 21st century, such as digital literacy, adaptability, and ethical innovation (Govinda, 2020). There are more democratic ways to get in and out of school, like open-distance learning, and credits that can be used anywhere. Also, there are efforts to help socio-economically disadvantaged (SEDGs) through programs like peer tutoring and community partnerships. This is even more important to ensure that ideas and initiatives like Skill India and Startup India work together. Colleges and universities should set up startup incubators and use the National Research Foundation (NRF) to give money to student-run businesses. The NRF also pays for research that crosses fields, such as AI and sustainable farming. Early pilots in schools like IITs show students making prototypes that fix problems in their own communities. These programs help job seekers and entrepreneurs connect by encouraging people to make jobs instead of looking for them.

This transformation is path breaking; NEP aims to transform India from a place that hires people to a place where people can come up with new ideas. 'Learn how to learn' has become the focus and locus of Indian education system after NEP 2020.Silos mentality has been replaced with multidisciplinary models (PIB, 2025). It employs formative and competency-driven assessment. Thus being able to assess and gauge the innovative capabilities of students. NEP also wishes to bring about a cultural renaissance, where 'Lok Vidya' (traditional knowledge) and new technology come together. By 2040, this will let students run India's $5 trillion economy through indigenous startups (George, 2023). Despite initial hiccups, NEP's vision of fairness and flexibility makes India a global center for entrepreneurship and innovation.

3. NEP AND PEDAGOGICAL INNOVATIVENESS

The world is focusing on entrepreneurial education because having an entrepreneurial mindset is important for sustained growth and to deter the uncertainties of the global market. This is a planned, multi-faceted effort based on both national economic policies and international development goals. This promise is officially made in the United Nations' Sustainable Development Goal 4 (SDG 4), specifically Target 4.4. It says that more adults and young people need to learn the skills they need to get good jobs, start businesses, and be entrepreneurs. This goal shows that people all over the world agree that education should be more than just teaching facts and figures. Education should also impart transferable skills that help develop creative and critical thinking and help develop problem-solving attitude. The purpose of curriculum planning

is to impart knowledge and learning through different teaching methods. There is a transition active/participatory pedagogies. Some new ways to teach are lectures with tutorials, practicums, field-based learning, e-learning tools, project work (often in groups), internships, and trips to places or research facilities that are related to the subject (UGC, 2022).

The National Credit Framework, has been introduced to operationalise the vision of the National Education Policy (NEP) 2020. It does so by embedding vocational learning, innovation and entrepreneurship into the credit system. Vocational education, skilling, internships, and project work are formally creditised and made academically equivalent to classroom-based instruction. Multiple Entry–Multiple Exit (ME-ME) mechanism, which enables learners to enter, exit and re-enter education at various stages with recognised certifications. This flexibility is especially critical for students pursuing vocations, business ventures and startups. The students can later return later return without losing academic progress(MoE, 2023).

Entrepreneurial education is a key to put the vision of Startup India and Skill India into action. Therefore entrepreneurial education should be seen as a strategic economic need. These flagship government programs and entrepreneurial education reinforce each other. These program uses the school system to create a strong ecosystem for innovation by encouraging a culture that sees entrepreneurship as a respectable and possible career path. Startup India aims to bring down the unemployment rate by harnessing demographic dividend through mentorship, incubation partnerships, and programs that teach specific skills. The success of the initiative depends on teaching basic business skills like financial literacy, project management, and market analysis to young people so that they have not only new ideas but also the skills they need to start and grow their businesses in a way that is good for the economy (Khatua et al., 2025).

NEP 2020 provides a framework to realize the goals set by the above flagship schemes (Asagar, 2025). The NEP includes entrepreneurship in its structure by requiring vocational education starting in Grade 6 .The policy encourages students to come up with new ideas at the intersection of different subjects. There are courses directly teaching entrepreneurial skills, Employability Skills Modules have been put in place. The employability skill module is now required for all vocational courses. It includes skills like communication, self-management, information and communication technology, entrepreneurship, and green skills. This integration is in line with the National Education Policy (NEP) 2020, which led to a redesign of the Samagra Shiksha scheme with new vocational education programs. Some important changes are that more government-funded schools now offer vocational education and the Hub and Spoke Model has been added. In this model, students from nearby schools can use practical training facilities in designated Hub Schools(Ministry of Skill Development and Entrepreneurship, 2022).

The main change in teaching is the focus on learning through experience, like through projects and apprenticeships. Solving a problem and making prototypes are two important things that an entrepreneur must do, NEP tries to equip students with both. The NEP's emphasizes on flexible academic structures. Students can earn and move credits using the Multiple Entry and Exit options in the Academic Bank of Credits (ABC) (Vashistha et al., 2022). This flexibility makes it much less risky to choose to be an entrepreneur because it lets students validate non-traditional learning and take a break from their formal studies and channelize their energy towards materializing their ideas, innovations and start-ups. The policy encourages and legitimizes

entrepreneurship. It does this by focusing on experiential learning. There are also provisions for providing academic credits for practical industry experience.

4. SEC VAC AND AEC COURSES UNDER NEP: GUIDING STUDENTS TOWARDS INNOVATION AND ENTREPRENEURSHIP

Courses related to entrepreneurship, start-up, financial management, business administration were earlier meant only for students graduating in core areas like commerce, economics and business management. With the introduction of NEP and innovative courses like SEC, VAC and AEC under NEP, such courses are now available for students from other discipline as well. This helps undo the prevalent silos mentality in the education system. The NEP 2020 is a major shift in the functioning of higher education. It supports a curriculum that is flexible, covers a lot of subjects, and is based on skills to encourage business and new ideas. Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), and Value Addition Courses (VAC) are all part of the undergraduate Credit and Curriculum Framework (CCFUP). To graduate from college, you need 28 to 30 credits. These classes usually give you 2 to 4 credits each. They also fit with NEP's goal of teaching students how to be "job creators" by giving them skills like how to run a business and how to solve problems. These classes are new to Indian schools. Even if they aren't majoring in business, commerce, or economics, students can still learn about entrepreneurship. This ensures that students in the arts, sciences, and social sciences possess the requisite skills and knowledge to initiate new enterprises and foster creativity.

The National Education Policy (NEP) 2020 of India is an important guide for developing skills. Education must be attuned with the needs of a global economy that is changing quickly, to realize the idea of Viksit Bharat. NEP is all about education that goes beyond memorising facts. It teaches skills like critical thinking, creativity, and problem-solving, and it puts a lot of emphasis on vocational training by working with ITIs, polytechnics, and businesses to make sure that half of the students have practical skills by 2025. Skill development will boost productivity and will lead to shrinking of gap between various socio-economic groups. This will lead us to inclusive growth and help tame the crisis of jobless growth as well.

Skill Enhancement Courses (SEC) under NEP aims to impart practical training as per the requirements of the job market. SEC courses focus on job-oriented skills like financial management, digital literacy, data analysis, and training in ICT. In fact some of the courses like 'entrepreneurship development', 'innovation and entrepreneurship' and 'business analytics' are directly related to entrepreneurship. Innovation and self-employment are the major themes of these courses (Roy, 2023). SEC courses are for individuals with innovative and entrepreneurial minds. These courses also have components for hands-on training and market simulations. Digital literacy and hands-on learning give more control over ICT tools and inquiry-based methods(Jain &Kaur, 2024). In a four-year honours program, SECs add 10–12 credits over Semesters III–VI and they can be easily substituted by internships(Gadling and Bhosale, 2025) .These innovative courses and the knowledge and skill they intend to impart will help NEP reach its goal of 50% vocational exposure by 2025.

The Indian Knowledge System (IKS) has been added to modern teaching methods, as called for by India's National Education Policy (NEP) 2020 (Asagar, 2025). With the aim to decolonize our

education system, the NEP brings together ideas like the 'Guru-Shishya Parampara' and 'Panchakosha Vikas' with the modern ideas and technology. NEP intends to promote a more complete and connected way of learning that values ethics as well as technology. Value Addition Courses (VAC) has been introduced to take this cause further. VAC help develop skills, ethics, and Indian Knowledge Systems (IKS) eventually helping in holistic personality development(NEP, 2020). Courses like 'value-driven leadership' encourage moral and ethical values among the entrepreneurs (Sharma, 2020). According to DU's 2022 framework, VACs are worth eight credits and take place over Semesters I–VI. The VAC also promotes participation and engagement in community projects, which in turn helps those venturing into 'social entrepreneurship'. Banerjee et al. (2025) say that they have increased participation from both men and women, with 35% of students taking IKS-related courses.

Ability Enhancement Courses (AEC) has also been introduced under NEP to impart students with life-skills. These courses help students become more aware of the environment, improve their communication skills, and develop their ethical reasoning. Courses like 'business communication', 'technical communication', and 'leadership through self-management' nurture personality traits which are quintessential for entrepreneurs, innovators and businessmen.These courses also align with NEP's goals for holistic development. UGC allows students to learn basic skills like financial literacy. In DU's UGCF-2022, AECs are worth 8 to 10 credits spread out over Semesters I to IV. They can be pooled across disciplines and deposited in the Academic Bank of Credits (ABC). NEP goes beyond AEC, SEC, and VAC to include Generic Electives, Discipline-Specific Electives, and Internship/Apprenticeship/Project/.

Category	Course Name
SEC	Entrepreneurship Development
SEC	Innovation and Entrepreneurship
SEC	Developing Sustainability Plan for Business
SEC	Digital Marketing
SEC	IT Tools for Business
SEC	Big Data Analytics-I
SEC	Entrepreneurship Development
SEC	Sustainable Eco-tourism and Entrepreneurship
SEC	Business Intelligence and Data Visualisation
SEC	APP Development
SEC	Introduction to Blockchain
SEC	Digital Marketing
SEC	Business Analytics
SEC	Aquaculture Entrepreneurship
VAC	Digital Empowerment
VAC	Financial Literacy
VAC	Value-driven Leadership
VAC	Negotiation and Leadership

AEC	Business Communication and Presentation Skills
AEC	Leadership through Self-Management
AEC	Technical Communication
AEC	Corporate Social Responsibility

Figure 1: List of some of the courses related to entrepreneurship being offered under NEP 2020 by University of Delhi.

Source: Compiled by the Author based on the course that are being offered by Delhi University.
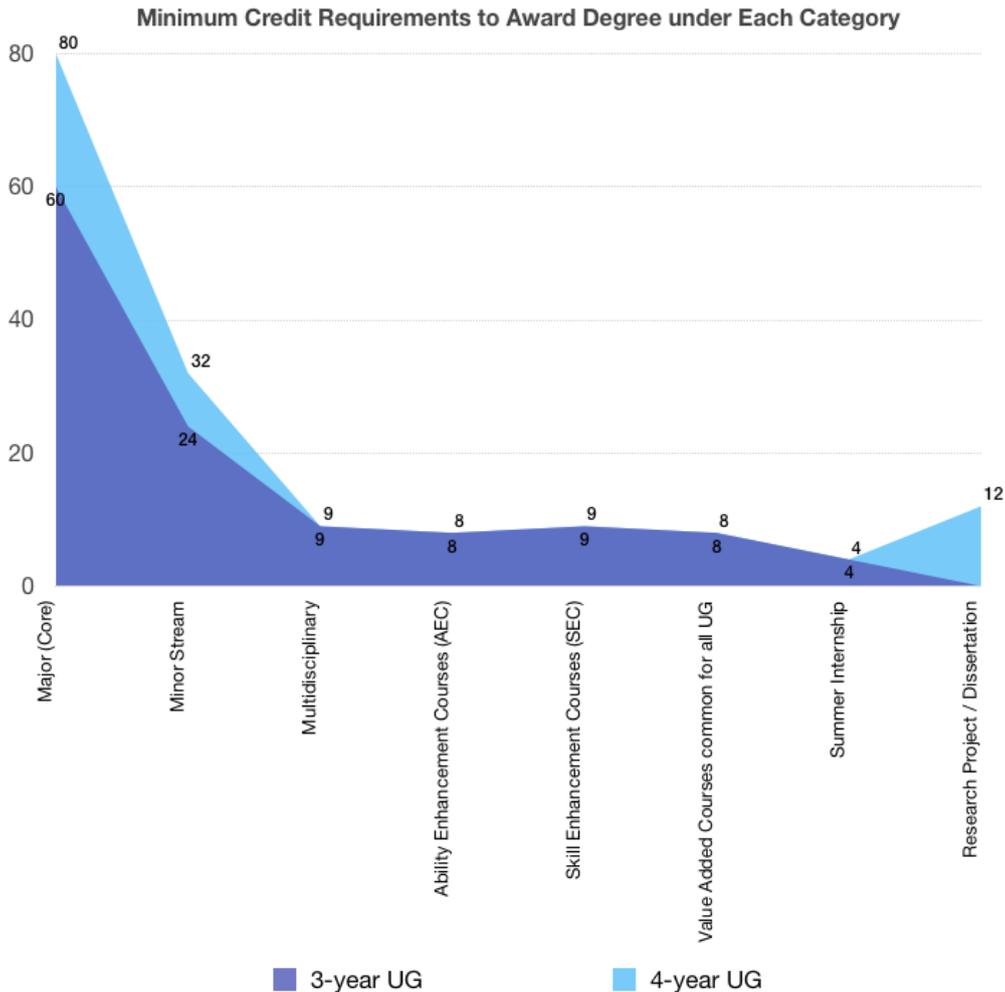

Figure 2: Weightage (based on credit score) given to different types of courses in Undergraduate program under NEP 2020.

Source: Prepared by the Author based on the NEP 2020 Report.

Figure 2 reflects that the weightage has shifted from Core courses to variety of non-core multidisciplinary courses often related to skill, innovation, business, leadership and entrepreneurship.

5. THE JOURNEY SO FAR – EVALUATING THE PERFORMANCE OF NEP VIS-À-VIS ENTREPRENEURIAL EDUCATION

This section evaluates the performance of NEP in fostering entrepreneurial education and spirit. It does so by analyzing the reports published by government itself and academic writings on the performance of NEP 2020 in the last five years. One of the major goals of NEP is to nurture individuals towards becoming job-creators instead of job-seekers. In the wake of realizing it the government has come up with major policy changes, new programs and schemes. In order to make higher education institutions (HEIs) more innovative and supportive of startups, Institution's Innovation Councils (IICs)have been set up (Sharma & Sharma, 2025). This is in line with the goals of NEP 2020. IICs help in shaping new ideas, and starting businesses by giving people by providing avenues and resources to build prototypes and incubate them. They also offer mentorship and organize hackathons and innovation challenges. Thus helping the HEIs in their bid to become global centre for innovation. There are now 6,503 IICs in 28 states and 8 union territories according to the report published on Press Information Bureau(Department-related Parliamentary Standing Committee on Education, Women, Children, Youth, and Sports, 2023)

There is also focus on cross-disciplinary faculty development, which includes projects in artificial intelligence (AI), Indian Knowledge Systems (IKS), and other new technologies. Through centers across India the Malaviya Mission Teacher Training Program (MMTTP) has trained teachers, focusing on AI, cyber-security, STEM, and leadership. The University Grants Commission (UGC) also gave instructions on March 14, 2022, for setting up Research and Development Cells (RDCs) in higher education institutions (HEIs) to support research that crosses disciplines and applies to real life (UGC, 2022). This is in line with the goals of Atma-Nirbhar Bharat. RDCs have been set up in about 2,871 universities and higher education institutions so far. The All India Council for Technical Education (AICTE) has set up 423 IDEA (Idea Development, Evaluation & Application) Labs in schools to promote hands-on STEM learning and develop synergy and connection between academia and industry.

Government efforts and programs led to a record patent filing in 2023–24, the numbers reached to 92,168. This shows the momentum of innovation in the country. The KAPILA (Kalam Program for IP Literacy and Awareness)program has made people more aware of intellectual property, and under this program training on IP was provided to teachers and students (PIB, 2025). The National Institutional Ranking Framework (NIRF) India Rankings 2024 added a separate Research and Innovation Index, which shows that institutions are becoming more competitive. The Institutions of Eminence program has 12 higher education institutions leading research and development, technology transfer, and startup incubation that are linked to industry. This strengthens India's position on the global research map (ibid.).

Flagship programs make this focus on entrepreneurship even stronger. There is a close synergy between these programs and NEPs goals and ideals. The Ministry of Education runs the Smart India Hackathon, which is the biggest open platform for entrepreneurs and innovators in the world. It affects more than 20 lakh students directly and indirectly in all of its editions. The Mahatma Gandhi National Council of Rural Education (MGNCRE) works to make higher education better in rural areas by following the National Education Policy (NEP) 2020 and Gandhi's ideas (Saha, 2022). It does this by changing Rural Institutes into Regional Development

Institutes and Rural Universities. It makes college courses based on new jobs in rural areas, encourages vocational training to help people become self-sufficient, and backs programs that take place in the field. In rural India, HEIs work with local governments, development agencies, gramsabhas, and businesses to find people who can work together. MGNCRE helps with studies of the rural economy by providing higher education, rural management education, participatory methods, local resources, and interdisciplinary faculty workshops on entrepreneurship and livelihoods. It figures out what vocational needs the state has that district HEIs can meet, makes manuals, textbooks, and audiovisual materials, does outreach, and connects with sector skill councils, entrepreneurship agencies (including social enterprises), industry, service sectors, and HEIs to find relevant rural vocational courses. (MoE, 2024)

There are programs that have been planned to integrate schools and industries. Jawahar Navodaya Vidyalayas (JNVs) show that entrepreneurial skills are being added to the curriculum. For example, Tata Motors' CSR has set up Automotive Skill Labs in 25 JNVs to teach coding, AI, and other modern skills at different levels. The Skill Education Unit School Teachers' Development Program in Entrepreneurship Mentoring from EDII trained 1,500 school teachers who are connected to CBSE through three online programs to share what they learnt. (MoE,2023)

The entrepreneurial focus of NEP 2020 includes targeted programs that promote self-reliance. Some of the most important policy and institutional efforts are:

- **Atal Tinkering Labs (ATLs)** provide students new skills and knowledge. It provides them with practical knowledge on access to tools like robotics kits, and electronic kits to foster a spirit of creativity and problem-solving.

- **School Innovation Councils (SICs)** have been established in schools to organize workshops to build innovation and entrepreneurial ecosystem.

- **School Innovation Ambassador Training Program (SIATP)** provides extensive training to teachers on design thinking, Intellectual Property Rights (IPR), and entrepreneurship to enable them to mentor students effectively.

- **INSPIRE Awards – MANAK**, works with the National Innovation Foundation to invite original science ideas from students, providing financial awards and mentorship to develop viable prototypes.

- **The National Innovation and Entrepreneurship Promotion Policy (NIEPP)** is a framework by India's Ministry of Education (MoE) and CBSE to embed innovation, creativity, and entrepreneurial skills in the K-12 education system, aligning with NEP, guiding schools to nurture problem-solving, idea generation, and startup culture through initiatives like tinkering labs, internships, hackathons, and teacher training, aiming to create a vibrant ecosystem from the ground up.

- **Atal Incubation Centres (AICs)** have been established in universities and corporate areas, these world-class business incubators provide startups with infrastructure, mentorship, seed funding, and industry networks to help them flourish.

- **Institution's Innovation Councils (IICs)** systematically foster a culture of innovation and a startup ecosystem within HEIs by encouraging applied research and IP generation. By establishing Institution's Innovation Councils (IICs), the Government of India is bolstering the innovation and startup ecosystem within Higher Education Institutions (HEIs) in line with the NEP 2020 vision. By providing venues for prototype development, incubation, and industry collaboration, these councils support applied research, ideation, and entrepreneurship. The expansion of IICs has been depicted through the Figure 4 below.

- **The Anusandhan National Research Foundation (NRF)**, established under the 2023 Act, is a key NEP 2020 initiative with a mission to foster an inclusive research ecosystem. It funds HEI's and universities with grants for research infrastructure, mentorship, supports the existing R&D cells and Innovation hubs and help them establish linkages with the industry.

- **AICTE-IDEA (Idea Development, Evaluation & Application)** Labs offer prototyping facilities and training in 21st-century skills such as critical thinking, problem-solving, and design thinking.

- **Academic Credit for Entrepreneurial Efforts:** The National Credit Framework introduced by NEP 2020 allows for academic credits to be awarded for participation in startup activities, internships, and innovation challenges, validating learning experiences outside the traditional classroom.

- Trainers Training Programs and programs to encourage, support, and sustain entrepreneurship development.

- Setting up five livelihood business incubation centers that help people start businesses in fields like fashion design, beauty and wellness, mobile repair, food processing, and electrical and home appliances.

- The launch of the online e-mentoring platform **"Udyam Disha"** to help new and existing business owners with online mentoring and hand-holding services.

- The launch of the YouTube channel **"PM-Udyami Talks"** to spread the word about entrepreneurship and show how people have benefited from NIESBUD programs.

- Creating national-level content for entrepreneurship education to make sure that first-generation entrepreneurs, including ITI/polytechnic students, unemployed youth, and women in the community, all get the same training.

- Training programs aimed at encouraging entrepreneurship among migrants, tribal people, women, and other groups that are often left out (SC, ST, OBC, transgenders, and rag pickers) to create job opportunities.

- Setting up 21 extension centres at **National Skill Training Institutes (NSTIs)** to make NIESBUD's presence felt across the country. The Ministry of Rural Development gave

NIESBUD the title of National Resource Organisation (NRO) for the Start-up Village Entrepreneurship Programme (SVEP). This helped State Rural Livelihoods Missions (SRLMs) carry out the program. (PIB,2022)(PIB,2025)

Financial Year	No. of Patents Filed
2020-21	24,326
2021-22	29,508
2022-23	43,301
2023-24	51,574
2024-25	68,176

Figure 3: Number of patents filed in the last five years
Source: Prepared by the author based on the statement released by Ministry of Commerce and Industry on PIB. (https://www.pib.gov.in/PressReleasePage.aspx?PRID=2146928&reg=3&lang=2)

Figure 3 reflects the increase in number of patents over the years. This data becomes important because in response to the question asked in the Rajya Sabha regarding the implementation and performance of NEP, the minister Shri Ravi Chandra Vaddiraju clearly highlighted the increasing number of patents filed as the impact of the push made for innovation and entrepreneurship under NEP 2020 (MoE, 2025).
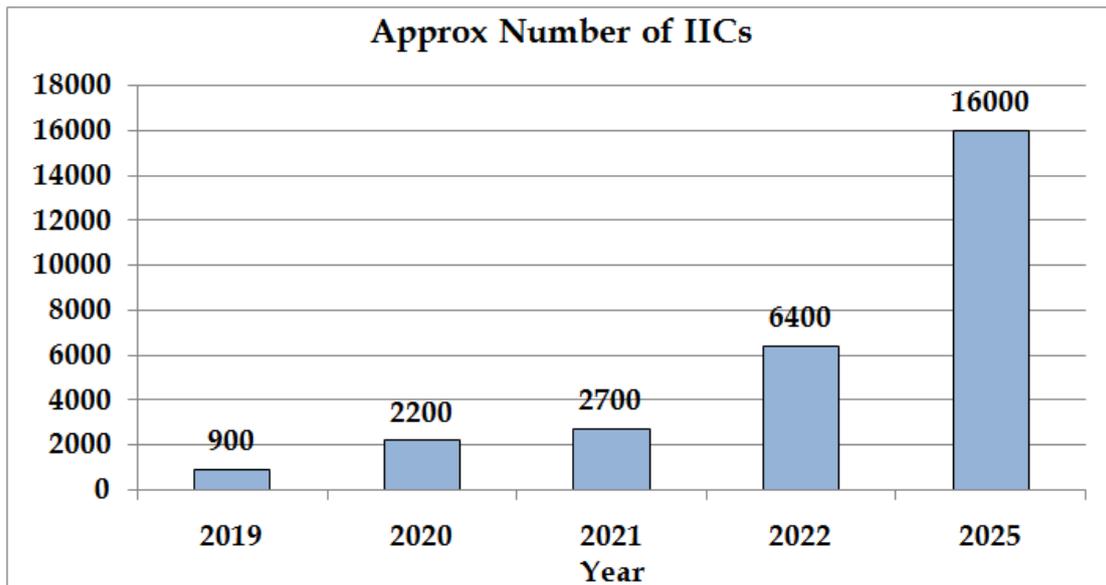

Figure 4: Growth of Institution's Innovation Councils (IICs) in India, 2018–2024
Source: Author's compilation based on PIB and MoE data.

Figure 4 demonstrates a rapid expansion of the Institution's Innovation Council (IIC) network. This increase clearly depicts the institutionalization of innovation and entrepreneurship ecosystems under NEP 2020.

6. CONCLUSION

NEP wants to reach 50% of learners by 2025. Experiential, project-based learning keeps working and giving students skills like how to solve problems, work with people from different fields to find long-term solutions, create a culture of incubation and innovation, and think more analytically. The National Education Policy 2020 represents a significant advancement in the integration of entrepreneurial education into Indian curricula, filling in pre-NEP gaps such as vocational silos and rote learning through experiential, multidisciplinary pedagogy. NEP develops resilient innovators through SEC, VAC, and AEC courses, as well as programs like IICs, ATLs, and Startup India synergies. This transforms job seekers into creators and aligns with SDG 4 for skill-driven growth. This comprehensive framework promises inclusive innovation, driving India towards a $30 trillion economy by 2047 despite obstacles related to equity and resources. NEP promotes a thriving ecosystem where creativity drives self-reliance.

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