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Original Research Article

TO STUDY THE IMPACT OF THE NATIONAL EDUCATION POLICY ON CRITICAL THINKING SKILLS IN MATHEMATICS EDUCATION

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Abstract:

This research paper investigates the influence of the National Education Policy on the development of critical thinking skills in the context of mathematics education. The study aims to provide an in-depth analysis of the policy's objectives and implementation strategies to discern their impact on fostering critical thinking abilities among students. The research population includes educators, students, administrators, and parents involved in the education system. Participants will share insights into their awareness of the policy, the extent of its implementation, and any observed shifts in teaching and learning practices. The findings of this research aim to contribute valuable insights into the effectiveness of the National Education Policy in enhancing critical thinking skills in mathematics education. Ultimately, the research strives to provide recommendations for refining policy implementation to better support the cultivation of critical thinking skills and prepare students for the challenges of an evolving academic and professional landscape.

Keywords: *Critical Thinking, Mathematics Education, National Education Policy (NEP),*

Introduction:

The National Education Policy (NEP) serves as a guiding framework, outlining the vision and goals for education in a country. This research paper seeks to explore the impact of the National Education Policy on the cultivation of critical thinking skills within the realm of mathematics education. The importance of critical thinking in education cannot be overstated. Mathematics education, with its inherent logical structures and problem-solving nature, serves as a prime area for the development of critical thinking skills. The NEP envisions a paradigm shift in the teaching and learning of mathematics, emphasizing not only rote memorization of formulas and procedures but also the cultivation of a deeper understanding and the ability to apply mathematical concepts in real-world scenarios. This research aims to delve into the multifaceted impact of the National Education Policy on critical thinking skills in mathematics education. In the subsequent sections of this research paper, we will delve into the specific objectives, methodologies, and findings of the study. Through a combination of quantitative and qualitative approaches, we endeavor to contribute valuable insights that inform educational practices, shape policy discussions, and advance our understanding of the intricate relationship between national education policies and the cultivation of critical thinking skills in mathematics education.

Objectives of the study:

1. To Analyze Curriculum Changes and Measure Student Performance

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2. To Examine Teaching Methods and Pedagogy,
3. To Study Teacher Training and Professional development and Measure Student Performance

Scope of the study:

Developing critical thinking abilities translates to both academic and job success. Using these skills, students tend to expand the perspectives from which they view the world and increase their ability to navigate the important decisions in learning and in life.

Limitations of the study:

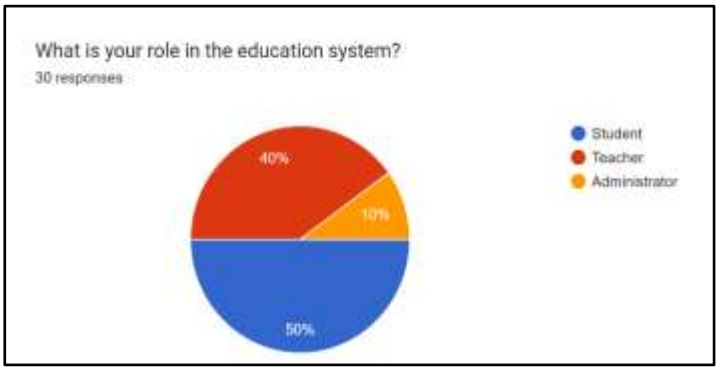
1. Time Constraints
2. Measuring Critical Thinking Skills
3. Implementation Challenges
4. Teacher and Student Variability

Research Methodology:

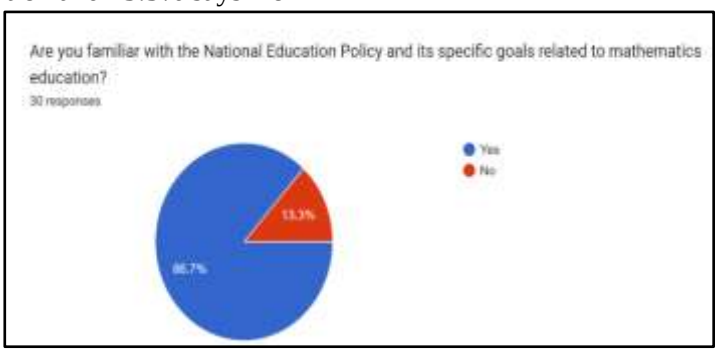
In any research work both the primary as well as secondary data are essential. Here also the research data was collected from primary and secondary sources. The primary research data is collected from Students, Teachers and Administrators.

Data Analysis and Findings:

1. From the above chart it shows that 40% are teachers, 10% are Administrators, 50% are students are the respondents.



2. From the chart it shows that 86.7% says yes that they are familiar with NEP and its specific goals related to mathematics education and 13.3% says No



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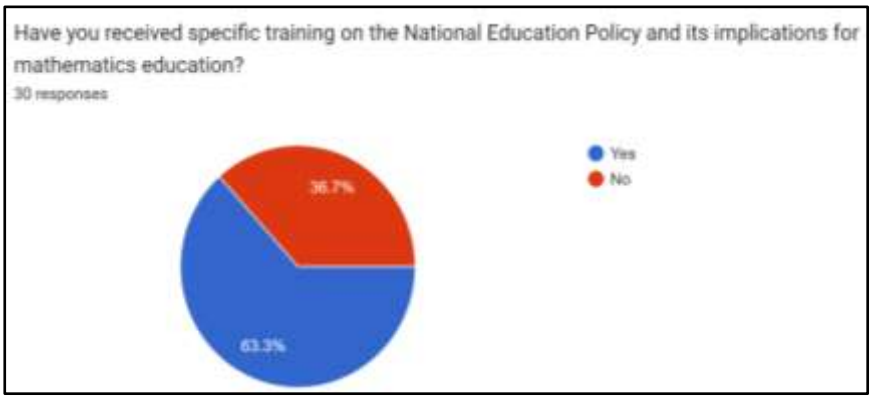
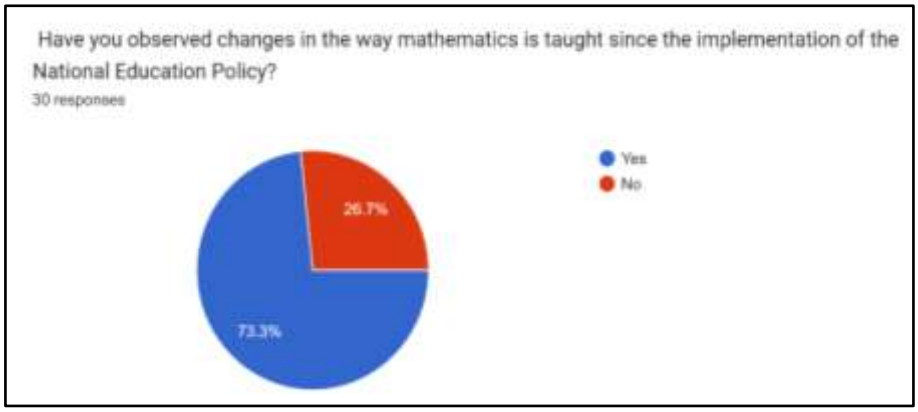
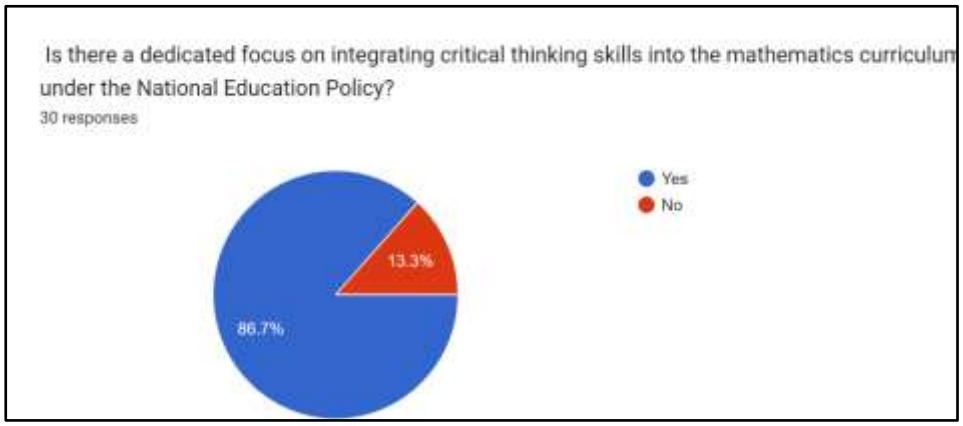
3 . From the chart it shows that 63.3% says they received specific training on NEP and its implications for mathematics education and 36.7% say No.



4. From the chart it shows that 73.3% have observed changes in the way mathematics is taught since the implementation of the NEP and 26.7% says no.



5. From the chart it shows that 86.7% are dedicated focus on integrating critical thinking skills into the N mathematics curriculum under the NEP and 13.3.% respondent say no.



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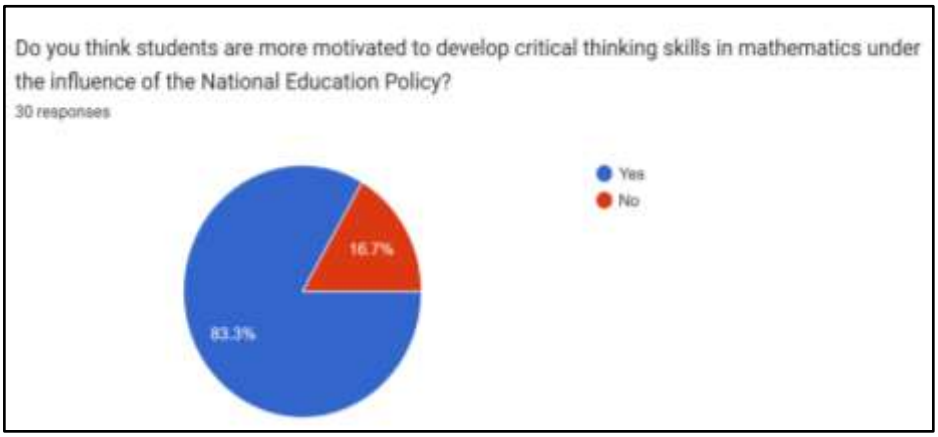
6. From the chart it shows that 76.7% are experienced challenges in implementing the recommended ea teaching methods for critical thinking in mathematics and rest 23.3% are not.

7. From the chart it shows that 83.3% are more motivated to develop critical thinking skills in mathematics under the influence of the NEP and 16.7% say no.



Challenges:

However, the study also identified certain challenges and limitations in the policy's impact. Some areas showed a slower response to the changes, and not all educators were equally equipped to integrate critical thinking elements into their teaching practices. Resource constraints and variations in policy implementation across regions were observed as potential impediments to achieving uniform success.

Conclusion:

In summary, while the National Education Policy has made commendable strides in fostering critical thinking skills in mathematics education, there remains room for refinement. By addressing the challenges identified and building upon the positive outcomes, policymakers can further strengthen the policy's impact and contribute to a more robust foundation for critical thinking development in mathematics education. This study underscores the importance of continuous evaluation and adaptation of education policies to meet the evolving needs of students and educators.

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