

A study on National Education Policy 2020 to the impact on Higher Education

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Abstract

At all levels of schools and colleges, it is critical to have creative and well-thought-out education policies that improve the social and economic environment. Under the direction of a committee led by Dr. K. Kasturirangan, the Indian government unveils a new education strategy. Additionally, he served as the Indian Space Research Organization's (ISRO) previous chairman. The first education policy of the twenty-first century was unveiled on July 29, 2020, as part of the New Education Policy 2020. In a developing country like India, higher education is essential since it fosters human development. Since gaining independence, the higher education sector in India has expanded tremendously. It will promote the nation's development by sharing specialized knowledge and skills. The purpose of this study is to look at the effects of NEP 2020 on the higher education system. Secondary, descriptive data were employed in this study and were examined in accordance with the goal of the investigation. Here, the data was gathered by the researchers from a variety of sources, including newspapers, books, reports, journals, and websites. NEP 2020 calls for modernizing India's higher education system. Higher education in India will develop dramatically as a result of NEP 2020.

Keywords: National Education Policy, Universalization, Impact to Higher education.

Introduction

The present government authorized the new National Education Policy for extensive reforms in the education sector in light of the significance of education in the nation and the goal of delivering high-quality education. It has taken the country close to thirty years to pass a new education policy. Before this, in 1986, the National Policy on Education was developed, and then in 1992, it was revised. The basis for fresh and comprehensive reforms in the education

system is anticipated to be laid by this policy. Preparing the National Education Policy, 2020 is known to have involved the greatest consultation process in history. When the nation as a whole was asked for helpful suggestions.

This new National Education Policy places a high value on each student's cognitive ability development, including critical thinking and problem solving. Student gains knowledge, but they also learn how to acquire knowledge. Learner-centered, flexible, comprehensive, and discovery-based pedagogy is required. Another essential component of the educational system is the work that teachers do. This strategy supports professional development for educators at all levels, enabling them to reshape students for future generations. The primary goal of this new education strategy is to provide all pupils, even those from disadvantaged backgrounds, with excellent educational opportunities.

Objectives of the study

The objective of this research is to investigate how the New Education Policy 2020 will affect higher education. The paper also examines how NEP's key components impact the current educational system and lists their key characteristics.

Review of the related literature

Kalyani (2020) says that education determines the fate of a country's people, which has a big effect on how a country is made. In terms of the nations and the citizen's growth and development education has the long-lasting impacts. In the current environment, the relevance and role of education cannot be disregarded and undermined. We can see progress and development by contrasting the pre- and post-independence eras. This will be the third time in the Indian government's 34-year history that education policies have been changed. The new NEP 2020 has numerous measures that undoubtedly affect the parties involved. In this paper, the author looks at NEP 2020 and how it affects stakeholders. It also tries to make people more aware of the policy's potential and its education institutions for excellence and a higher institution standard. According to the policy, higher education institutions (HEIs) will change to offer high-quality education and subsequently receive accreditation. The institute's accreditation will give them more autonomy, leading to higher-quality instruction and research. Higher levels of accreditation will lead to greater levels of autonomy for them. The HEIs follow a road toward autonomy, quality, and accreditation and may develop into

multidisciplinary universities, making institutions accountable to stakeholders' centers on autonomy. Utilizing the institute's total capacity will eventually increase responsiveness and innovation.

Paliath & Dhinakar (2021) found numerous issues brought up by the NEP 2020, particularly regarding the language portion. The research study examines the objections made regarding teaching the English language and other regional languages, along with subjects taught using English and other regional languages, as well as the history of this policy and pertinent language-related topics. It contends that a large portion of the criticism stems from a lack of comprehension of the policy and the fact that children can study language and other disciplines at various ages. In addition, the benefit of language learning with several languages is emphasized. To adjust to the changes brought about by the NEP 2020, ELT experts must create new teaching strategies.

Tejashwini (2022) reported that the NEP directly contributes to the long-term transformation of the nation into a prosperous and knowledgeable society by providing high-quality education to everyone. The Union Cabinet of India approved the new NEP on July 29, 2020, with a comprehensive framework starting with primary education, higher education, and vocational training in all parts of India. There has a 100% gross enrollment ratio in schooling, and by 2025, higher education should achieve a 50% GER, since the new plan intends to make pre-kindergarten through secondary education universal by 2030. The education community faces many opportunities and problems as a result of NEP 2020 implementation. The study analyzed the NEP's relationship to higher education, looked at how it affected teachers, discussed the prospects and difficulties in putting it into practice, and projected the NEP's future. According to Boruah and Mohanty's (2022) research, English medium education (EME) in India is supported by neoliberal ideas of individual and institutional agency and responsibility for economic success.

Dev (2022) raised the issue of how a significant "generic learning outcome" and "communication skills" will empower students to study further and/or enter the world of work after graduating, according to the recommendations of the National Education Policy 2020 and UGC's draft National Higher Education Qualifications Framework (NHEQF). The researcher, Dev, is worried about how the policy's goals, which will cause a big change in

higher education across the country, will affect the teaching of English, especially in terms of pedagogy, assessment, and teacher training.

Methodology

This study is descriptive in nature. The required secondary data was gathered from a number of websites, such as the Government of India's, periodicals, magazines, and other publications. The findings and deductions were then drawn after this data was examined and examined.

Highlights of Indian National Education Policy 2020

Highlights of the Stages: In order to directly contribute to the transformation of India into an equitable, sustainable, and thriving knowledge society, the National Education Policy 2020 envisions an education system that is centered on the country's traditional culture, values, and ethos. The present planned NEP 2020 aims to increase the current gross enrolment ratio (GER) to 50% by 2035 by offering a liberal education that is both transdisciplinary and interdisciplinary to all applicants. The following is a list of the different educational lifecycle stages that the policy announced.

| S. No. | Educational life-cycle Stage | Features |
|--------|------------------------------|--|
| 1. | Foundation Stage | Five years Foundational Stage provides primary education which is flexible, multilevel, play-centered, activity-centered, and discovery centered learning. Using time tested Indian traditions and cultures; this stage is continuously promoted by research and innovation for the cognitive and emotional stimulation of children. |

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| 2. | Preparatory Stage | Three the year Building on play-centered, discovery-centered, and activity-centered learning is the goal of the preparatory stage. Furthermore, at this period, textbook-based formal classroom instruction is progressively introduced. The goal is to introduce students to a variety of topics and get them ready to learn more in-depth information. |
| 3. | Middle school education Stage | Middle school education, which lasts three years, focuses on more abstract ideas in all academic areas, including the arts, social sciences, sciences, and humanities. The approach that will be used in specialized topics with subject teachers is experiential learning. The semester system is introduced to the students, and there will be half-yearly exams at the one-class level. |
| 4. | Secondary education Stage | The curriculum for the four years of secondary school includes instruction in liberal arts and other transdisciplinary disciplines. This phase will be conducted using a curriculum and pedagogical approach that is subject-oriented and involves greater depth, flexibility, critical thinking, and consideration for students' life goals. The semester system is introduced to the students, who will take five to six subjects each semester. At the conclusion of the tenth and twelfth grades, there will be board exams. |

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| 5. | Under-graduation Education Stage | Each subject's undergraduate degrees will last three or four years, with several ways to graduate: a certificate upon completion of the first year, a diploma with completion of the second year, or a bachelor's degree upon completion of the third year. It is recommended to pursue a four-year undergraduate degree with a major, minor, and research projects. |
| 6. | Post-graduation Education Stage | Three different lengths of master's degrees are available: one year for four years of bachelor's degree students, two years for three years of bachelor's degree students, and an integrated five years with a final year concentrate on higher quality research. To improve professional competency and get students ready for a research degree, the master's program will have a significant research component. |
| 7. | Research Stage | In the research stage, higher quality research in any core subject, multidisciplinary subject, or interdisciplinary subject must be pursued for a Ph.D. for a minimum of three to four years of full-time or part-time study, respectively. They should complete eight credits of teaching, education, and pedagogy relating to their chosen Ph.D. subject during their doctoral program. The former M.Phil program, which lasted a year, has ended. |

Comparing the NEP 2020 with Current NEP- Information technology-driven modernization of the education system was the main goal of the 1986 National Education Policy. Restructuring adult literacy, women's empowerment, early childhood care, and teacher education received more focus. It was also suggested that higher education services would be of higher quality if universities and colleges had more autonomy. However, NEP 1986 did not produce research output in the form of scholarly papers and patents, nor did it enhance

the quality of education in terms of producing graduates with employment skills. NEP 2020 proposes a liberal education to foster interdisciplinary and cross-disciplinary education and research at the under- and post-graduate levels in an effort to make up for the previous NEPs' failure. The National Education Policy 2020's enhanced features are contrasted with the National Education Policy 1986's in the table below.

| S. No. | NEP 1986 | NEP 2020 |
|--------|---|---|
| 1. | The role of education is the all-round development of children's. | Objective is to give Multidisciplinary & interdisciplinary liberal education. |
| 2. | Education structure of 10 (5+3+2)+2+3+2 is followed. | Education structure of 5+3+3+4+4+1 is suggested. |
| 3. | The child's sixth year of life is when the first preliminary schooling begins at the primary level of education. | The first preliminary education starts at 3rd year of a child as a Foundation level stage. |
| 4. | Two years of pre-university and two years of higher secondary education were taken into separate consideration. They both took board exams as well. | Four years Clubbing is the design of the secondary schooling level. Two years at the pre-university and two years at the upper secondary level. Exams are advised at the school level, with the exception of the board exams taken in grades 10 and 12. |
| 5. | With the exception of NITs and Medical Colleges, all UG and PG admissions are determined by the results of entrance exams held at the college or state level. | All UG and PG admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level. |

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| 6. | UG programmed are for three - four years. | Undergraduate programs last four years, with the option to graduate with a diploma after the first year, an advanced diploma after the second year, a pass degree after the third year, and a practical-based degree after the fourth year. |
| 7. | PG education is of two years with specialization focus. | PG education is of one to two years with greater specialization & research focus. |
| 8. | The majority of HEI colleges have little curricular or assessment autonomy because they are attached to state universities. | All higher education institutions, including colleges, are independent, and none of them will be connected to state universities. They also have autonomy over curriculum and assessment. |
| 9. | Teaching has no bearing on examinations. Every assessment and examination is under affiliated university authority. Teaching faculty members have a small part in directly assessing pupils. | One component of a continuous evaluation system is examination. Assessment and examinations are departmental responsibilities for faculty members who are teaching a subject. |
| 10. | Teaching-learning method mainly focuses on classroom training and fieldwork learning. | Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects. |
| 11. | The higher education system, the expected student-faculty ratio is 20:1. | Higher education system, the expected student-faculty ratio is 30:1. |
| 12. | Faculty members at HEIs are viewed as facilitating students' education to become competent. | Faculty at HEIs is viewed as partners and mentors who help students develop into innovators and creative thinkers. |

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| 13. | Students have the freedom to select the subjects across their area of study. | The choice of subjects to take outside of and related to their field of study is up to the students. |
| 14. | A one-year research program leading to an M.Phil in any field is available to give students a head start on their research careers. | Students are exposed to preliminary research in their undergraduate and graduate courses, which makes a one-year research degree leading to an M.Phil in any field possible. |
| 15. | To become an Assistant Professor in any of the three categories of Higher Education Institutions, one must first pass the NET or SLET and have the corresponding Master's degree. | To be eligible to work as an assistant professor in any of the three types of Higher Education Institutions, candidates must hold a Ph.D. and have passed the NET or SLET. |
| 16. | Universities receive more research funding from UGC and other bodies than colleges do. | All three of the five categories of Higher Education Institutions will receive an equal share of research money from the National Research Foundation and other organizations, contingent upon a just assessment of the research proposal. |
| 17. | Accreditation is required in HEIs in order to access government grants and facilities. | Accreditation is required for HEIs to operate and offer degrees. Continuous operation necessitates mandatory accreditation once every five years. |
| 18. | The graded accreditation model is followed. | The binary accrediting model—a yes-or-no system—will be used in place of several institution grades. |
| 19. | Promotion and faculty performance and accountability are related, but pay is not. | Faculty performance & accountability is linked to promotion and compensation. |

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| 20. | Choice based credit system followed. | Liberal education based on STEAM & Competency based credit system followed. |
| 21. | Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education. | All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL. |
| 22. | Bachelor's degree holders with four years of experience are not eligible for direct admission to Ph.D. programs unless they also hold a master's degree. | Holders of a four-year bachelor's degree who demonstrate their research abilities in their last year of study are eligible to be admitted directly to both types of HEIs' Ph.D. programs without a master's degree. |
| 23. | Undergraduate programmes of 3 years to 4 years depending on the type of the programme. | All undergraduate programs last four years, yet under certain circumstances; students may finish with a degree in as little as three years. |
| 24. | No foreign universities are allowed to function directly in India. | In order to compete with Indian institutions, some 100 highly regarded international universities would be permitted to operate in India. |

Impact of new education policy

The impact of the new national education policy can be examined under the following headings:

1. Quality institutions and colleges will gain from widespread unification: Institutional reform and consolidation will cause the value volume of the nation's higher education institutions to drop by almost one-third. Despite the policy's shortcomings, there will be a lot of cooperation and consolidation in India's higher education institutions. It is predicted that the above plan

will result in a reduction of India's higher education institutions from 15,000 to 50,000 colleges.

2. The Indian higher education system is characterized by single-disciplinary islands of excellence like IIT, IIM, and AIIM. Multidisciplinary education should be stressed. By encouraging the creation of large, multidisciplinary universities akin to those in the US and the UK, known as multidisciplinary education and research universities (MERUs), the new national education policy places a strong emphasis on interdisciplinary education. MERUs will serve all of the nation's districts as well as remote areas, providing high-quality education in a range of subjects to individuals from all walks of life. Students will have more flexibility in selecting their areas of interest as a result.

3. Faculty shortages and the need to raise faculty quality: Our country's existing faculty-to-student ratio, which is 1:30 after the Right to Education Act, should be improved to 1:20, which is considered a healthy ratio. This change will result in the appointment of at least 500000 new academic members. Along with resolving the faculty deficit, the quality of the faculty must also be addressed. By 2022, a set of national professional standards for teachers (NPST) will be established, which will govern all areas of teacher career management, including tenure, ongoing professional development, salary, promotions, and other awards. The strategy also mentions setting performance standards for teachers, which clearly define the function of the teacher at various levels of experience and skills.

4. Catalyzed Research Activities: The National Research Foundation (NRF) proposed by the NEP is anticipated to create a devoted focus on quality research, including lowering research spending by making it more competitive and enhancing funding processes' efficiency to have a more targeted approach to funding research activities. Students will be encouraged to participate in research activities from an early age.

5. Open Distance Learning (ODL) and online programmes improve access and equity: Around 40 lakh students, or 11% of all higher education students in India, are enrolled through ODL. The pandemic issue also contributes to the improvement of the ODL system, which is expected to witness a large increase in the future years, doubling India's Gross Enrolment.

6. Single regulatory body for higher education: The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

7. Multiple entry and exit options: If students decide to drop out of the course in the midst, they will have a number of options for doing so. Academic Bank of Credits will transfer their credits.

8. Technology-based approach for adult education via TV stations and apps: There will be the development of high-quality technology-based adult learning choices, including applications, online courses and modules, TV channels available via satellite, online books, and ICT-equipped libraries and Adult Education Centers.

9. Regional languages will be offered for online courses: Planning for education, instruction, evaluation, and training for teachers, schools, and students will all involve technology. The e-content will be offered in eight major regional languages, including Bengali, Odia, and Kannada, in addition to Hindi and English for the e-courses.

10. International universities to open campuses in India: A new rule will make it easier for the top 100 international institutions in the world to operate in India. "Such (foreign) educational institutions will be given a particular exemption concerning regulatory, governance, and content standards on par with other autonomous educational institutions of India," a document from the HRD Ministry said. Please keep in mind that an education loan in India can help you independently finance your higher studies, regardless of whether your goals are to study at these universities in your home nation or outside.

11. Every college admission exam is the same: The National Testing Agency (NTA) will administer the common entrance exam for all higher education institutions. There will be an optional test.

12. The format of degree programs: Under the National Education Policy 2020 plan, an institution's undergraduate degrees must be completed in three or four years. During this time, one may withdraw from the degree. Every educational institution must award students with a diploma after they have studied for two years, a degree after they have studied for three years, and a certificate to students who have completed one year of study in any professional or vocational program of their choosing. In order to store the academic results

digitally, the Indian government would also assist in the creation of an Academic Bank of Credit. This will make it possible for the institutions to total the credits at the end and include them in the student's degree. This will be beneficial for people who might have to withdraw from the course in the middle. Instead of starting the course from scratch, students can resume it later from where they left off. There might be some challenges in creating a one-year postgraduate degree for students who have earned a four-year undergraduate degree and two-year postgraduate degrees for students who completed a three-year undergraduate degree, notwithstanding NEP 2020's declaration that educational institutions will have the freedom to begin PG courses.

Challenges of Higher Education in India

(1) Low Student Enrollment Rate: The gross enrolment ratio (GER) is 25% as a result of the socioeconomic disadvantage that prevents many people from accessing higher education. Demand and supply are vastly out of balance.

(2) Inadequate infrastructure and facilities: The majority of the institutions are located in rural areas with little teacher staff and inadequate infrastructure. The government and society do not provide enough financial support for higher education.

(3) Lack of faculty position: inadequately taught subjects at postsecondary educational establishments. Due to inadequate training, the number of teachers is extremely low, and those who do exist do not have the necessary expertise.

(4) Traditional teaching methods uses – Globalization and competition from overseas universities result from the curriculum's lack of flexibility and improvement, including its improper inclusion of science and technology. The management of teachers' careers and their advancement are negatively impacted by inadequate resources.

(5) Lack of research work – In higher education, research activity is nearly nonexistent because of a lack of funding from the public and private sectors. An inadequate amount of research activity has a negative impact on global recognition.

(6) Lack of optimum governance and Leadership – The entire networking of the system, which includes the ideas of relevance, equity, access, and quality, should be efficiently managed under capable leadership for the best possible administration of Higher education.

(7) Teaching shop – Nearly all institutions nowadays struggle with a shortage of staff, funding, and infrastructure. The Guest faculty runs academic sessions at many higher education institutions.

(8) Fund needed–Due to one of the biggest financial crises in higher education institutions, the higher education system may eventually collapse.

(9) Narrow Domains – Several recently established institutions focus on certain fields of study, such as hospitality and tourism. Rather than creating a new university, these might be added as a new branch or postgraduate center.

(10) Faculty – The Ministry of Higher Education has struggled to recruit and retain skilled teachers despite a substantial pool of NET/Ph.D. applicants. A large number of positions remain unfilled, forcing qualified applicants to apply to other departments.

(11) Accreditation – As per the June 2010 NAAC statistics, "not even twenty-five percent of the nation's higher education institutions were accredited." Merely 30% of authorized universities and 45% of accredited schools were deemed to be of sufficient quality to receive an "A" rating.

(12) Quota system – It is the reservation and quota system that has destroyed the quality of higher education. I believe unfit applicants are chosen from reserved categories and qualified ones from general categories are ignored.

(13) Fake colleges & university – Excellent, creative institutions are disregarded, allowing phony universities and colleges to proliferate thanks to dishonest bureaucratic structures and tainted regulatory frameworks.

Conclusion

A significant work that provides a plan for the advancement of education in India is the National Education Policy (NEP). It's a big step toward creating a knowledge-based society ready for the challenges of the twenty-first century. Reforms at every educational level, from elementary school to tertiary education, are outlined in the policy. NEP seeks to put more emphasis on improving early childhood care, reorganizing the educational regulatory environment, and fortifying teacher preparation. A whole new set of skills is needed to keep up with the growing dematerialization and digitalization of economies, which is

fundamentally what education for the next generation of students must address. A turning point for higher education is the NEP 2020. What will really make it revolutionary is if it is implemented efficiently and within a set timeline.

With its emphasis on holistic development, transdisciplinary learning, flexibility, technological integration, teacher empowerment, and evaluation changes, NEP 2020 marks the beginning of a new age in the Indian educational system. It opens the door for an inclusive, student-centered, and future-ready educational system.

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