



A Study of India's New Policy Framework for Education

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Abstract

The collection of laws and regulations that direct how the education system should be run are referred to as "education policy." Education policy is comprised of the guiding principles and policies of the government in the field of education. The legal complexities that surround the applicability of two operational policies, specifically the Right to Education Act of 2009 and the New Education Policy of 2020, have also been cited as a reason for the criticism levelled against the policy. In the long run, any potential ambiguity that may exist between the statute and the newly enacted policy will need to be ironed out by deliberating on particular provisions, such as the age at which children must first enroll in school. In light of this, it is important to point out that previous attempts to pass legislation through the legislative branch of government while operating under the previous regulatory structure were unsuccessful. Natural law states that everything must change, and this includes our societies, nations, and planet. A conceptual discussion is provided to highlight the concept of the national educational policy framework, different sections of the higher education policy of NEP 2020 are highlighted, and the new policy is compared to existing education policy. This research provides a comprehensive framework of the educational system, its policies, and the merits of both the new policy and the current policy.

Keywords: NEP 2020, New Education Policy, NEP 1986, India, Education

Introduction

In this universe, the only constant is change; it is the unbreakable law that governs everything. In this location, the weather varies from moment to moment. No culture is immune to the process of transformation. Society is in a constant state of evolution. The

social order of India is not an exception to this rule. The study of the history of Indian society has revealed that a great deal of social, economic, political, and other types of change have occurred in Indian society from its primitive state to the present day. There are principally two distinct types of shifts. The first type of change is one that is caused by nature, while the second type of change is caused by humans. We have no control over the changes brought on by nature. But human change is how one tries to innovate by attempting to bring about life and societal changes.

After 34 years, the Indian government has decided to change the country's educational policy. This decision was made with the country's overall development in mind. The "Central Government appointed Dr. K.K. Kasturirangan" as chairman of the committee established in 2017 to develop a new education policy. The Kasturirangan committee is in charge of drafting the 2019 National Education Policy, which was published in 2019. The Central Government of India approved the implementation of the "National Education Policy 2020 in July of 2020". The Prime Minister of India, Shri Narendra Modi, made a Twitter announcement regarding this approval, and the Minister of Human Resource Development, "Shri Ramesh Pokhriyal Nishak," held a press conference to inform the public. In addition to this information, it was made clear that the former "Ministry of Human Resource Development" has been replaced by the "Ministry of Education." Earlier in the year 1985, the "Ministry of Education" was renamed the "Ministry of Human Resource Development". In 2020, following the implementation of a new education policy, the "Ministry of Human Resource Development" was renamed the "Ministry of Education". This happened not long after the year 2020.

1986 was the year that saw the formulation of the most recent "National Education Policy". In the past 34 years, the world has undergone changes that have never been seen before.

The revolutionary changes in the political economy of the world, which have been fuelled by developments in technology as a result of all of this has been to instill a powerful sense of aspiration and hope in the people. Following India's economic liberalization in 1991, rapid economic development in the country has resulted in a significant increase in the demand for expertise and specialized abilities. During the twenty-five years and a half that have passed since India's economic liberalization, no all-encompassing national vision has been able to be conceived in order to address the significant structural deficiencies that are slowing down an aspirational & restless India.



This is the context in which our government, led by Prime Minister Narendra Modi, has prioritized developing a national education policy that is both comprehensive and forward-looking. The formulation of this policy has been a massive undertaking on our part. The project was divided between two committees. The input from the people at the grassroots level was painstakingly gathered, and stakeholders were consulted to a large extent. The respective state governments were continuously kept in the know. Before being presented to the cabinet for final approval, the policy document underwent rigorous review and was revised on multiple occasions.

Objectives of the Study

The “National Education policy 2020” includes numerous programs designed to expand and enhance India's educational opportunities for its citizens. This research on India's “National Education Policy 2020” aims to accomplish the following objectives:

- To emphasize and survey the foundations of “India's educational system”.
- To emphasize the new education policy's concept of higher education.
- To evaluate the educational policies of 1986 and 2020.

Research Methodology

The method includes both a conceptual framework and a narrative analysis that focuses on highlighting the NEP for the year 2020. The study is descriptive in nature. Only secondary data has been used through websites, government portal, articles, books etc.

A Brief History - Indian Education

The history of education in India dates back to ancient times. The Vedas, the oldest texts of Hinduism, contain hymns and instructions on various subjects, including mathematics, astronomy, and philosophy, indicating that education was an essential aspect of ancient Indian civilization. The Gurukul system, which involved a student living with a teacher and learning in a residential setting, was prevalent during this period.

During the medieval period, Islamic rulers established madrasas, where Islamic subjects were taught, and Hindu rulers established schools that taught subjects like Sanskrit, literature, and religion.

The British colonial rule in India, which lasted for over 200 years, had a significant influence on the education system. The British introduced a Western-style education system, which aimed to produce a class of Indians who could assist in the administration of the British empire. The Macaulay Minute of 1835, which proposed the establishment of a system of education based on the British model, was a crucial for Indian education. This system of education, which was largely focused on producing clerks and civil servants, did not cater to the needs of the majority of the population.

After India gained independence in 1947, the government launched several initiatives aimed at expanding access to education and improving its quality. The first National Policy on Education was launched in 1968, which aimed to promote universal education, reduce disparities in education, and promote vocational education. Subsequently, several other policies and initiatives were launched, including the “*Sarva Shiksha Abhiyan, the Right to Education Act, and the National Skill Development Mission*”.

India's education system is mostly a holdover from the British system, but there is also some influence from North American philosophy and very little from the country's own traditions. (1993, Achuthan, Agrawal, and others).

India's basic educational structure was set by the British government, which was the most powerful group at the time. When India got its independence in 1947, it brought a lot of differences with it. One of these differences was in education. There were big differences in the education system based on gender, social status, social class, location, community, religion, and region. All of these things made these gaps happen.

The government has set up a number of committees, commissions, and policies and plans in order to increase access to education, improve the quality of education, and support and promote literacy across the country (Sinha, 2006). In 1950, when the Indian Constitution was passed, it was the first big step toward changing the way education works. At that time, both the central government as well as the state governments decided that education was their most important job. In 1964, the D.S. Kothari Commission was set up with the goal of coming up with a good education policy for India. The commission has told the Indian government that it agrees with a number of its suggestions. Their suggestion was that education should promote social and national unity, honesty, the modernization of the country while keeping its traditional values, and the growth of traditional, social, moral, and spiritual values and culture. by Lall and House in 2005.

In 1948, Dr. S. Radhakrishnan was named chairman of the University Education Commission (UEC). In India, the UEC was the first commission to be set up. The commission gave a report on the current state of higher education and made suggestions for how the education system could be improved to meet the needs of the future. (Aggarwal 1993).

Some of the ideas were the following:

- To make people aware of how important post-graduate education, training, and research are to the process of learning more.
- Science and technology should be given a bigger role in education.
- The commission said that English should be replaced with an Indian language as the medium of instruction.
- If we want to change the way exams are given, we should get rid of it and replace it with objective questions and oral tests.
- India's economy is based on agriculture, and the government puts a lot of weight on the role universities play in teaching people about agriculture.
- The education system should include both professional and vocational training.

NEP- A Framework

Typically, a new education policy will not be implemented in India until several decades have passed. In 1968, the administration led by Mrs. Indira Gandhi presented the nation with its first education policy. In “1986, her son Rajiv Gandhi, who was Prime Minister” at the time, oversaw the replacement of this policy with the National education policy. In 1992, the Prime Minister at the time, P V Narasimha Rao, made a few minor modifications to the constitution. And now, in the year 2020, after roughly three decades have passed, the government in power has implemented a brand-new education policy that brings about significant changes. After receiving approval from the cabinet on June 29th, the public was informed of the policy's specifics. This National Education Policy, also known as NEP

2020, was described as an all-encompassing framework that would guide the expansion of education across the nation.

India's new policy framework for education was announced in July 2020, and it aims to revolutionize the education system in the country. The policy focuses on various aspects of education, including *“early childhood education, school education, higher education, vocational education, and teacher training”*.

One of the key highlights of the policy is the emphasis on foundational literacy and numeracy skills in the early years of education. The policy also proposes the establishment of a *“National Curricular and Pedagogical Framework for Early Childhood Care and Education (ECCE)”* to ensure a uniform standard of education for children aged 3 to 8 years.

The policy also focuses on making education more inclusive and equitable. It proposes the setting up of a Gender Inclusion Fund to a Special Education Zones to cater to the needs of disadvantaged communities. The policy also proposes the revision of the regulatory framework for higher education to promote greater autonomy and accountability in institutions.

Vision of NEP 2020

The vision of the “New Education Policy (NEP)” of India is to transform the country's education system into a vibrant and dynamic system that prepares students for the challenges of the 21st century. The policy envisions an education system that is holistic, multidisciplinary, and flexible, and that promotes *“creativity, critical thinking, and problem-solving skills”* among students.

The NEP aims to provide quality education that is accessible, affordable, and equitable to all students, regardless of their socio-economic background, gender, or geography. The policy seeks to bridge the gaps in education and promote inclusivity by providing education in *“mother tongue or local language as a medium of instruction, setting up a Gender Inclusion Fund, and creating Special Education Zones for disadvantaged communities”*.

The NEP also aims to promote multidisciplinary education by integrating vocational education with mainstream education, allowing students to choose their own subjects and courses, and promoting research and innovation in higher education. The policy envisions a credit bank for transfer of credits to facilitate student mobility across institutions and disciplines.

The policy envisions a teacher training system that provides quality training and continuous professional development to teachers, enabling them to adopt modern pedagogical techniques and technology in the classroom.

Overall, the vision of the New Education Policy of India is to create a modern, innovative, and dynamic education system that prepares students for the challenges of the future, promotes inclusivity and equity, and contributes to the socio-economic development of the country.

Challenges in NEP 2020

Implementation: The success of the NEP depends on its effective implementation, which requires coordination and collaboration among various stakeholders, including the central and state governments, education institutions, teachers, and parents. The

implementation of the policy will require significant resources and infrastructure, and the capacity of the education system may be a challenge.

Funding: The implementation of the NEP requires significant financial resources, and the government will need to allocate sufficient funds for the policy's successful implementation. The policy proposes several initiatives, such as the establishment of new institutions and the introduction of new courses, which may require significant funding.

Language Policy: The NEP proposes the use of mother tongue or local language as the medium of instruction until at least Class 5. However, this policy may face challenges in implementation as India has a diverse linguistic landscape, and it may not be possible to provide education in every local language.

Teacher Training: The NEP emphasizes the importance of teacher training in improving the quality of education. However, the implementation of this policy may face challenges, including the capacity of teacher training institutions and the quality of the training provided.

Assessment and Evaluation: The NEP proposes a new system of assessment and evaluation, which focuses on holistic development and competency-based learning. However, the implementation of this policy may face challenges, including the capacity of assessment agencies and the need for retraining of teachers and students.

Education Policies & It's Reforms in India

India has undergone several education policy reforms over the years, with the most recent being the “New Education Policy (NEP)” announced in July 2020. Some of the key education policy reforms in India are:

- ✓ “*National Policy on Education, 1968*”: This policy aimed to promote universal education, establish a common system of education, and reduce the gap between rural and urban education. It also aimed to improve the quality of education and promote vocational education.
- ✓ “*National Policy on Education, 1986*”: This policy aimed to provide education for all, reduce disparities in education, and promote excellence in education. It also aimed to integrate vocational education with mainstream education, promote teacher training, and use technology in education.
- ✓ “*Right to Education Act, 2009*”: This act made it mandatory for the government that aimed to bridge the gaps in education and promote inclusivity.
- ✓ “*New Education Policy, 2020*”: The NEP aims to transform the education system by promoting a holistic, multidisciplinary, and flexible education system. It aims to promote foundational literacy as well as numeracy skills, establish a “*National Curricular and Pedagogical Framework for Early Childhood Care and Education (ECCE)*”, integrate vocational education with mainstream education, and revise the regulatory framework for higher education.

Other education policy reforms in India include the establishment of the “*National Council of Educational Research and Training (NCERT)*”, the *National Institute of Educational Planning and Administration (NIEPA)*, and the *University Grants Commission (UGC)*”. These reforms

have played a crucial role in improving the quality of education in India and promoting inclusive and equitable education.

Teachers' Development Through New Education Policy 2020

The “*New Education Policy (NEP) 2020*” of India places a significant emphasis on the development of teachers, recognizing them as the key drivers of educational change. The policy proposes several initiatives aimed at improving the quality of teacher education and professional development, including:

- **Continuous Professional Development (CPD):** The NEP proposes the establishment of a comprehensive and integrated system of CPD for teachers, which would focus on updating their knowledge and skills, enhancing their pedagogical practices, and promoting their professional growth.
- **National Mission for Mentoring:** The NEP proposes the establishment of a National Mission for Mentoring, which would provide mentorship and support to teachers at all levels of the education system.
- **Redesigning Teacher Education:** The NEP proposes the redesigning of teacher education programs, to make them more comprehensive, multidisciplinary, and integrated. The policy also proposes the integration of technology in teacher education and the use of innovative pedagogical methods.
- **Multilingualism:** The NEP emphasizes the importance of multilingualism and proposes the development of a multilingual teacher education program. This would enable teachers to teach in multiple languages, including regional and local languages.
- **Promoting Research and Innovation:** The NEP proposes the promotion of research and innovation in teacher education, to develop new and effective pedagogical methods, assessment tools, and teaching materials.

Knowledge Acquisition & Research

Research is the foundation upon which new knowledge is constructed, as well as an indispensable element for the maintenance and development of every human society. As part of the policy, it is envisioned that the “*National Research Foundation (NRF)*” will be established to facilitate the development of a robust environment conducive to the conduct of high-quality research. Promoting a culture of research throughout all of our educational institutions is one of the most essential objectives of this Foundation. To "ensure synergy of purpose and avoid duplication of efforts," the Foundation will establish priority research areas or topics and coordinate with a variety of academic institutions and funding agencies. The Foundation's mission statement included these objectives. In analysing the complexities of research and higher education, policymakers have taken into account both the needs of our massive population and the needs of the national economy. It is necessary for us to generate both increased levels of knowledge and substantial new employment opportunities. Our ever-expanding and ever-evolving economy necessitates the hiring of workers and professionals with a wide range of distinct and specialized skill sets. Despite the fact that Mahatma Gandhi placed a significant emphasis on vocational education, we have been unable to successfully synchronize vocational education with "mainstream" education. This is something that causes me considerable unease. Historically, we have regarded vocational education as a second-rate option "intended for students who are unable to handle the former."

The policy seeks to level the playing field by levelling the status hierarchy, as well as integrate vocational education with traditional education.

Comparison – NEP [1986-2020]

India's education system has gone through a lot of reforms over the years, and many changes have been made in response to the needs of the time. After India got its independence, the government made a number of important changes in this area. These changes gave the country's education system a new look. The Education Policy of 1986 brought about a lot of changes, such as modernizing education, putting more focus on women's education, reviewing the education system for teachers, educating adults, using educational methods, putting more emphasis on student research, and many more. The country's education system was moving forward based on the same education policy. However, to keep up with the fast pace of social and technological change, the education system needed a makeover, which was done by putting in place a new education policy in 2020. Only by comparing the new education policy to the old version of the NEP can its pros, cons, and features be properly judged. The table shows the difference between the NEP 2020 and the NEP 1986.

	New Education Policy 2020	National Policy of Education 1986
1	Ministry of Education	Ministry of Human Resource Development
2	Gross Enrolment Ratio -50% (2035)	Gross Enrolment Ratio -26.3% (2018)
3	5+3+3+4 format	10+2 format
4	Break-up of age: 3-8, 8-4, 11-14, 14-18	Break-up of age: 6-16, 16-18
5	Exam- class 3, 5, 8, 10, 12	Exam- Each year upto class 12
6	Board exam- objective and description, Twice a year	Board exam- Descriptive, Once a year
7	No hard separation of Art, Commerce, Science. All will be mixed with curriculum	Hard separation- Art, Commerce, Science
8	Curriculum content will be reduced to its core essentials	No such policy
9	One vocational subject is must- class 6 to 8	Not mandatory in existing format
10	Bag- less days encouraged	No such policy

11	Health card and check-up will be done	Health card and supplements programs are already running
12	360 degree holistic report card for students including skills	No such policy
13	Coding to be taught from class 6 onwards	Not mandatory in existing format
14	3 language- by state, region and choice of student	3 language- Hindi, English and the regional
15	Indian Sign Language students with hearing impairment to be developed by NIOs	No such policy
16	Pre- school to be added in KVS	Starts from class 1
17	Preparatory class Balavatika for children below the age of 5- by ECCE qualified teacher	Not mandatory in existing format
18	Report card to have reviewed from teachers, peers and students as well	Report card to have reviewed from teachers
19	NCC wings- secondary and higher	NCC wings- secondary and higher

	secondary schools	education schools
20	Free boarding schools like JNVs for poor students	Free boarding schools like JNVs for poor students
21	National scholarship Portal for SC, ST, OBC and SEDG	National scholarship portal for SC, ST, OBC and SEDG
22	Education sector to get 6% of GDP	Education sector to get 4.5% of GDP
23	Minimum qualification for teaching- 4 year integrated B.Ed. degree by 2030	No such policy
24	IITs will include multidisciplinary like arts, humanities etc.	No such policy
25	National Testing Agency (NTA)- It will conduct aptitude test and exams in the science, humanities, languages, arts and vocational subjects, at least twice every year for university entrance exams	No such policy

26	E-content in total 8 languages	Lack of regional language e-content
27	Multiple entry and exit options for incomplete courses. Their credits will be transferred through Academic Bank of Credits	This is the main difference between both the policies with credit storing for higher studies
28	For Higher studies, 4 options are given: 1- year diploma, 2- year Advanced diploma, 3- year Graduation, 4- year Graduation with research	For Higher studies, 4 options were already there: 1/2- year Diploma, 3- year Graduation, 4- year Graduation with research
29	After graduation, Master's degree of 1 year and 2 year with research options are given	After graduation, Master's degree of ½ year were already there
30	M.Phil. is discontinued. Doctorate can be pursued after Master's	First M.Phil., then Doctorate could be pursued
31	Best Indian universities to set up campuses in other countries and best 100 foreign universities may come to set up in India	No such policy
32	Atleast one large multidisciplinary institution in or near every district by the year 2030	No such policy
33	Controlling Authority- HECI (Higher Education Commission of India) except Medical and Legal. Divided into 4 parts: National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grant's Council (HEGC) for funding and National Accreditation Council (NAC) for accreditation	(Technical), ICAR (Agriculture), BCI (Legal), CCIM (Medical), ICAI, ICSI, CBSE, NCERT, etc.

Disadvantages of “New Education Policy 2020”

The “*New Education Policy (NEP) 2020*” of India is a comprehensive policy framework aimed at transforming the education system. However, there are some potential disadvantages of the policy that need to be considered, including:

- **Emphasis on Vocational Education:** The NEP proposes a greater emphasis on vocational education and skills training. While this is important, there is a risk that this could lead to a focus on job-oriented education and neglect academic education.
- **Centralization of Education:** The NEP proposes a greater role for the central government in the regulation of education. However, this could lead to a lack of flexibility and diversity in the education system, and neglect the needs and priorities of different regions.
- **Lack of Clarity on Implementation:** The NEP is a comprehensive policy framework that proposes several initiatives and reforms. However, there is a lack of clarity on the implementation of these initiatives, including funding, timelines, and capacity building.
- **Language Policy:** The NEP also proposes the use of mother tongue as well as local language as the medium of instruction until at least Class 5. While this is important for promoting local languages, there may be challenges in the implementation of this policy, including a shortage of trained teachers in local languages and a lack of availability of teaching materials.
- **Assessment and Evaluation:** The NEP proposes a new system of assessment and evaluation, which focuses on holistic development and competency-based learning. However, the challenges, including the capacity of assessment agencies and the need for retraining of teachers and students.

Overall, while the NEP 2020 has several positive aspects, it also has some potential disadvantages that need to be addressed to ensure the successful implementation of the policy.

Suggestions for India's NEP-2020

- ✓ Early childhood care and education comprises the first five years of a child's life. The Anganwadi system will be utilized to implement it.
- ✓ Anganwadi should initially be transformed into Kids Zone so that children can engage in sports and receive education in these areas. In order to facilitate collaboration between education and healthcare, one of the two Anganwadi employees should be replaced with an ASHA employee, and physiotherapy should be provided. It is believed that during this time period, 85 percent of a person's brain will develop. In order to cultivate a robust and capable generation in this field, it will be necessary to provide children with various forms of specialized training during this time period.
- ✓ During the primary stage, will continue their education from the third to the fifth grade. Children between the ages of 8 and 11 are permitted to attend. In this class, the child must find ways to reduce the weight of their textbooks. In order to facilitate the child's overall growth and maturation, moral tales should be read to children during this stage of development. At this stage, alternatives to using bags should be educated upon.
- ✓ The child learns more about his surroundings and his relationship to them during the secondary stage. In addition to providing children with bicycles and midday meals, the government makes facilities like Navodaya available to them so that they can be deferred. Due to the economic problem that exists in rural areas of India, they are

unable to receive an education, and as a result, they must interrupt their education to work in agriculture.

- ✓ Furthermore, the concept of employment education will only become a reality when evaluations are based not only on textbooks, but also on local arts promotion, culture, and small cottage industries.
- ✓ In addition to receiving religious education during the senior year of high school, students shouldn't receive sexual education in the presence of their parents.
- ✓ Providing children with vocational training and entrepreneurial opportunities that include internships in different regions of the country is one way to help them develop an understanding of the geographical environment.
- ✓ The implementation of all declarations requires a strong political will and the establishment of essential infrastructure.
- ✓ In India, research receives a smaller annual budget allocation. In 2017–2018, research expenditures represented 0.7% of the gross domestic product. China received 2.8% of the total expenditures of the United States, while Israel received 2.1%. Message processing at the National Research Foundation must be expedited so that the new policy can effectively promote research.
- ✓ The top universities in India should confer more than 50,000 doctorates annually in order to increase the country's capacity for innovation and specialized talent.
- ✓ To increase the Gross Enrolment Ratio, both the federal and state governments should offer distinctive incentive programs to educational institutions.
- ✓ Environmental protection, sports and cultural preservation, as well as research and development, are prioritized by the new policy. There is a deficiency in the basic infrastructure required to meet all of these needs.
- ✓ Therefore, the government should prepare to lend a substantial amount of money to educational institutions over a period of twenty to thirty years.

Conclusion

After 34 years, this new education policy was put into place. Its main goal is to give all students access to higher education, and its long-term goal is to make pre-primary education (ages 3–6) available to everyone by the year 2025. India's new policy framework for education aims to promote a holistic, flexible, and inclusive education system that prepares students for the challenges of the 21st century. Today, India has a vast and diverse education system, with several types of schools and institutions, ranging from government-run schools to private schools and international schools. The education system in India faces several challenges, including low enrolment rates, high dropout rates, a shortage of trained teachers, and inadequate infrastructure. The successful implementation of these initiatives would not only improve the quality of education but also enhance the status and professional identity of teachers in India. Overall, the “NEP 2020” is a bold as well as comprehensive policy framework that addresses several challenges facing the Indian education system. However, its successful implementation depends on addressing the challenges mentioned above and ensuring collaboration and coordination among all stakeholders.

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