

RESTRUCTURING HIGHER EDUCATION AS AN IMPACT OF NEP 2020: CHALLENGES AND IMPLICATIONS

Dr. Himani Avasthi*
Dr. Manyata Mehra**
Seema***

ABSTRACT

Education is our fundamental right and everybody is qualified to have education 'from cradle to grave'. Education prompts economic and social advancement. With well attention to this thought under the leadership of our current Prime Minister Shri Narendra Modi Ji and an expert team with varied foundations under the headmanship of Dr. K. Kasturirangan outlined the draft of the National Education Policy, NEP-2020. With an intention of Holistic development and multidisciplinary education, NEP-2020 is an innovative and futuristic action to give quality school and higher education to everyone. This paper at first portrays an outline of the forward-looking methodology of NEP 2020. Thereafter puts a light on the challenges and problems faced by the higher education monitoring and controlling institutions on its execution and thus discussion on the ramifications procedures as well.

KEYWORDS: NEP 2020, Challenges, Education, Higher Education, Implication Strategies.

Introduction

Education is the medium that gives us the skills, techniques, information and knowledge to be aware, comprehend and regard the obligations we have towards our society, families and nation. In this way, the greatness of the significance of education in life is enormous as well as numerous. Education helps us in getting groundbreaking thoughts and exploring new ideas. Education aids an individual to get knowledge, further get confidence in everyday life, work on one's vocation and subsequently self improvement too. It guides you to take the right decisions in life.

The NEP 2020 has illustrated an ambitious task of nearly doubling the GER (Gross Enrolment Ratio) in advanced education from 26.3 per cent (2018) to 50 per cent by 2035 while working on different facets of advanced education organizations. The emphasis is on providing a flexible curriculum through an interdisciplinary methodology, creating multiple exit points in what would be a four year undergrad program, catalysing research, further developing faculty support and encouraging internationalisation.

Higher education commission will be set up for the entire advanced education section. It will act as a solitary controller and several functions including accreditation, funding and academic standard setting will be carried out by independent verticals, that will eventually replace other regulatory bodies like the University grants commission (UGC) for the All India Council for Technical Education (AICTE). They will all be merged with the Higher education commission of India (HECI). Panel headed by Dr. k. kasturirangan framed the draft of the new national education policy which tried to address the challenges of Access, equity, quality, affordability and accountability faced by current education system.

* H.O.D. Department of Business Administration, World College of Technology and Management, Gurugram, India.

** Assistant Professor, Department of Business Administration, World College of Technology and Management, Gurugram, India.

*** BBA Final Year, Department of Business Administration, World College of Technology and Management, Gurugram, India.

Objectives of the Study

- To acknowledge the Key features of NEP 2020 corresponding to Higher Education
- To comprehend how Higher Education is rebuilt as a footprint of NEP 2020
- To anticipate and comprehend various challenges to be faced by the Universities and Colleges in executing NEP 2020.
- To understand the ramifications of NEP 2020

Literature Review

Dr. Prem Sonwal (2021) in his paper, "National Education Policy 2020 and Higher Education, 2021" listed features of the NEP 2020 and analyzed its impact on Higher Education and stated, "NEP-2020 is expected to fulfill its objectives by 2030. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

National Institute of Technology, Puducherry, Karaikal (2021) tried to understand and explore the possibilities of a systematic implementation of NEP 2020 and proposed a comprehensive roadmap for the implementation of the policy in Higher Education Institutes. (Roadmap for Implementation of NEP 2020 in HEIs)

Kuljeet kaur (2024) identified both quantitative and qualitative challenges in the process of implementation of NEP 2020 in both schools and Higher Education Institutes and found that the success of NEP depends on cooperative federalism and states taking ownership in her paper "Challenges in Implementation of NEP 2020".

For NEP 2020 to be implemented in a timely and effective manner, the entire higher education ecosystem needs to commit itself to build trust between all stakeholders including Higher Education Institutions (HEIs), government authorities, and regulatory bodies. A joint initiative by the O.P Jindal Global University and Association of Indian Universities (2021) aimed to identify various steps of implementation required to be followed primarily by the Central and the State Governments, regulatory bodies, and Indian HEIs to accomplish the objectives set in the NEP 2020. Towards this goal, the AIU also engaged with Vice Chancellors and academic leaders across five AIU zonal conferences, to discuss and seek their feedback on the tangible strategies for the implementation of NEP 2020 and presented their findings in "National Education Policy 2020, Proposals and Suggestions for the implementation: Ushering Higher Education Policy Reform for Building Atmanirbhar Indian Universities".

Dr. Vijyagiri Bikshapathi (2023) addressed and answered some of the concerns Higher Education Institutions are facing and going to face in the emerging NEP 2020 and recommended ways to implement the same in its true spirit his work "Impact of National Education Policy 2020 on Higher Education in India".

Prof. Smt. Teena P Darbar (2021) in her research "Impact of National Education Policy 2020 on Higher Education" traced the history of education system in India, and reviewed the NEP in relation to Higher Education to understand the changes aimed by the policy, its impacts as well as challenges. She views that the NEP 2020 is a product of extensive exercise that strive to achieve 100% gross enrolment ratio by 2030. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success.

Ajay Kurien and Dr. Sudeep B. Chandramana in their work "Impact of New Education Policy 2020 on Higher Education (2020)" outlined the features of the National Education Policy 2020 and analyzed how it affects the existing education system with main focus in on its impact on higher education.

P. S. Aithal & Shubhrajyotsna Aithal (2020) in her work "Implementation Strategies of Higher Education Part of National Education Policy 2020 of India towards Achieving its Objectives" depicted the strengths and weaknesses of the National Education Policy 2020 at the level of higher education and research. Along with the recommendations to implement the NEP 2020, some predictive proposals on issues like developing quality universities & colleges, institutional restructuring & consolidation, more holistic & multidisciplinary education, optimal learning environment & student support, transforming the regulatory system of higher education, technology usage & integration, and online & digital education are also given by them in their work

Research Methodology

This research is an elucidating study. The vital research data has been gathered from various journals, publications, magazines, websites including those of Government of Nation etc. This information was then profoundly broken down and reviewed to arrive at the inferences and end result.

A New and Forward-Looking Approach for India's Higher Education System

India's National Education Policy 2020 is the country's first education policy of the 21st century. It aims to further develop the entire education system, including how it's governed and controlled to meet the country's developing needs and worldwide objectives like SDG4. The policy centers around assisting every individual with fostering their innovative potential and ensures that education develops not just academic skills, but also social, ethical, and emotional abilities.

Effective Governance and Leadership in Higher Education Institutions

- To pull together priorities on education and learning, the Ministry of Human Resource Development (MHRD) may be renamed as the *Ministry of Education* (MoE).

The various higher education monitoring and regulatory bodies, such as UGC, AICTE, MCI, DCI, and others, will be consolidated into a solitary entity, the *Higher Education Commission of India* (HECI), to act as the sole regulator for higher education in India.

- All higher education institutions (HEIs) will endeavor to have exceptional leaders and a culture of excellence. Every foundation will have a Board of Governors and will be given independence in academic, managerial, and financial matters. Leadership positions will be filled by individuals with strength for with foundations, regulatory experience, and the ability to manage testing circumstances.
- India's higher education institutions (HEIs) will progress to independent, self-governing entities focused on innovation and excellence over 15 years, through a staged arrangement of accreditation and autonomy. After accomplishing the required accreditation levels, a diverse *Board of Governors* (BoG) will be established, ensuring value and inclusivity in its composition.
- HECI will incorporate four autonomous verticals:
 - National Higher Education Regulatory Council (NHERC) – as common single point regulator of Higher Education Sector.
 - National Accreditation Council (NAC) – to replace institutions like NAAC and NAB as a meta-accrediting body.
 - Higher Education Grants Commission (HEGC) – funding and financing of HE transparently.
 - General Education Council (GEC) - to frame 'graduate attributes' and formulate a National Higher Education Qualification Framework (NHEQF).
- An independent body, the *National Educational Technology Forum* (NETF), will be established to facilitate the open sharing and discussion of ideas on leveraging technology to improve learning, assessment, planning, and administration.
- *Multidisciplinary Education and Research Universities* (MERUs) will be set up aim that achieving the highest standards for multidisciplinary education across India.
- *National Research foundation* (NRF) will be set up to catalyze and expand and fund research and innovation in universities and colleges across the country.
 - Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The course of events to become multi-disciplinary is by 2030 and have to be grown more than 3,000 students' campus by 2040. Multidisciplinary Universities will be of two types as (1) Research-intensive Universities, and (2) Teaching-intensive Universities. Every existing College will develop into either degree granting autonomous College or migrated into a Constituent College of University and becomes fully a part of the University.
 - HEIs, which deliver the highest quality will get additional motivation from the public authority. All current affiliated Colleges will eventually develop autonomous degree-granting colleges with the mentoring backing of affiliated universities by improving and securing the prescribed accreditation level.

Salient Features of NEP 2020 in Higher Education

- Higher education should strive to cultivate individuals who are not only knowledgeable but also thoughtful, creative and well rounded.
- Higher education will incorporate research at the undergraduate and postgraduate levels, embracing a holistic and multidisciplinary approach that emphasizes communication, critical discussion, debate, and research, to cultivate a rich learning environment that inspires creativity, interdisciplinary thinking, and intellectual growth.
- Education should empower individuals to delve deeply into their chosen areas of specialization, while also fostering the development of character, ethical principles, and Constitutional values. It should nurture intellectual curiosity, scientific inquiry, creativity, and a commitment to service, alongside cultivating 21st-century skills across a broad spectrum of disciplines, including sciences, social sciences, arts, humanities, languages, and professional, technical, and vocational fields.
- Quality higher education should foster personal growth, community engagement, and societal contribution.
- Higher Education Institutions (HEIs) will equip students for purposeful lives and careers, and economic independence, by fostering a culture of innovation and research, encompassing start-up incubation, technology advancement, pioneering research, industry partnerships, and interdisciplinary collaboration across various fields.
- The Choice-Based Credit System is upgraded to a flexible Competency-Based Credit System, focusing on skill development and mastery.
- Online Distance Learning (ODL) courses will be integrated into degree programs with a credit system, upgraded to global standards to attract international students and allow credit transfer from foreign universities.
- The National Scholarship Portal will be enhanced to support meritorious students financially, while private HEIs will be incentivized to offer more scholarships and free ships.

This Policy Outlines the following Key Transformations to the Current Framework

- Transforming India's higher education landscape by promoting multidisciplinary institutions and regional language instruction across a wider network of universities and colleges;
- Transitioning to a more comprehensive undergraduate education that integrates diverse disciplines;
- Granting faculty and institutions greater autonomy and independence;
- Transforming education via innovative curriculum, teaching, assessment, and support;
- Affirming the trust and credibility of faculty and institutional leaders;
- Creating a National Research Foundation to advance innovation and discovery
- Granting HEIs autonomy through independent boards, freeing them to innovate.
- Simplifying regulation with a single, strategic oversight body for higher education.
- Breaking down barriers: widening access, equity, and inclusion in higher education.

Challenges

The National Education Policy (NEP) 2020 has brought about significant changes in the higher education landscape, posing several challenges for the Higher Education Institutions.

Challenges for University Grants Commission

Some of the challenges faced by UGC as an impact of NEP 2020 are:

- **Reduced Powers and Autonomy:** With the establishment of the Higher Education Commission of India (HECI), UGC's powers and autonomy have been reduced, leading to a significant change in its role and functioning. It lead to UGC having limited decision making authority, reduced funding control, decreased influence on policy making, lessened regulatory authority and etc.

- **Merging with HECI:** UGC will be merged with HECI, which may lead to a loss of identity and autonomy. It will need aligning the goals and objectives of UGC and HECI, building a new culture and identity for the merged entity. It will also lead to development of new organizational structure and governance system.
- **New Regulatory Framework:** UGC will have to adapt to a new regulatory framework, which may require significant changes in its processes and procedures like revising and aligning existing policies and procedures to the new framework, facilitating a smooth transition from old to new regulations, clearing and clarifying ambiguities and addressing uncertainties, managing expectations and feedbacks from diverse stakeholders including government, industry academia and society.
- **Focus on Quality Education:** To prioritize quality education, UGC must invest in resources and efforts to support universities and colleges in meeting new regulatory standards. This includes developing rigorous assessment methods to evaluate student learning outcomes, ensuring accountability and transparency in quality assurance, and providing faculty development programs to enhance teaching competencies.
- **Integration with other Bodies:** UGC will have to work closely with other bodies, such as the National Assessment and Accreditation Council (NAAC), which may require significant coordination and collaboration. It will need fostering partnerships with industries and employers along with other partnerships like inter-university collaboration, research collaboration, International partnerships, etc. that will need enhancing of credibility and reputation, sharing resources and expertise, negotiating and implementing Memorandum of Understanding (MoUs) and agreements, developing and coordinating joint programs and initiatives with other institutions, etc
- **Funding and Resource Allocation:** UGC's funding and resource allocation may be impacted by the new policy, which may require significant adjustments. Due to its reduced funding control, UGC's autonomy in allocating funds to universities and colleges is reduced. It may face budgetary constraints and need to balance funding for research and teaching. UGC will have to redistribute resources from redundant programs to new initiatives, prioritizing programs and initiatives to align with goals of merged entity.
- **Implementation Challenges:** UGC may face challenges in implementing the new policy, particularly in terms of infrastructure, faculty development, and curriculum reforms. Challenges in Implementation may arise due to resistance, technological integration, integration of systems, procedures and processes of UGC and HECI. The merged entity will need to manage change and ensure minimal disruption of services and harmonizing of policies and regulations to ensure consistency.
- **Resistance to Change:** UGC may face resistance from stakeholders, including universities and colleges, to the changes brought about by the new policy. It will have to meet diverse expectations and manage feedback from government, industry, academia alumni, community members and society. Institutions may resist change to their autonomy, academic programs and administrative structures. Employees may worry about job security, changes in roles, or new expectations. Students may be concerned about changes to their programs, fees, and services.
- **Capacity Building:** To effectively implement the new policy, UGC must enhance its capacity through strategic investments in training and development, focusing on strengthening administrative capabilities, upgrading technological expertise, advancing faculty development, and boosting research capacity for data-driven decision-making, thereby enabling it to adapt to the evolving higher education landscape and drive meaningful change.
- **Accountability:** UGC will be held accountable for the implementation of the new policy, which may require significant improvements in its monitoring and evaluation by establishing clear performance metrics for institution and programs and outcome based funding. UGC will have to ensure quality in teaching, research and governance while ensuring transparency in decision making and resource allocation to promote accountability among staffs and faculty and institutions.

Challenges faced by the Universities and Colleges

- **Curriculum Reforms and Faculty Development:** Universities must revamp their curricula to reflect the new policy's focus on interdisciplinary learning, skill development, and critical thinking, and concurrently invest in faculty development programs to empower teachers with the skills and expertise needed to deliver innovative, tech-integrated education that fosters a more holistic learning experience.
- **Infrastructure Upgrades:** Universities may need to upgrade their infrastructure like classrooms, libraries and laboratories to support the new policy's focus on technology-enabled learning and research and pedagogy.
- **Autonomy and Accountability:** Universities will have to balance their newfound autonomy with increased accountability, as they will be responsible for their own assessment and accreditation that is they are expected to be self regulating while also being held accountable for quality and standards.
- **Funding and Resource Allocation:** Universities may face challenges in securing funding and resources to support the new policy's initiatives, such as the establishment of multidisciplinary research centers. They need to manage their finances effectively as the NEP emphasizes financial autonomy and self sustainability.
- **Integration with other Institutions:** Universities may need to form partnerships with other institutions, such as industry partners, research institutions, schools, local communities and organizations to provide a more comprehensive learning experience and for resources sharing and support. It requires strong leadership and clear vision and communication along with flexibility, trust and adaptability to achieve shared goals and objectives.
- **Focus on Research and Innovation:** Universities will be expected to prioritize research and innovation, which may require significant investments in research infrastructure and personnel, establishing research culture and infrastructure development along with ethical considerations. Universities will need to create new knowledge and intellectual property, foster entrepreneurship and job creation so as to contribute to national development and goals.
- **Diversity and Inclusion:** Universities will need to prioritize diversity and inclusion, which may require significant efforts to increase access and support for underrepresented groups. They need to ensure access and equity for marginalized groups including SC/ST/OBC students, women and students with disability.
- **Assessment and Accreditation:** Universities will be responsible for their own assessment and accreditation, which may require significant investments in assessment and quality assurance systems. Colleges and Universities need to ensure quality standards in teaching, learning and research, as per the NEP's emphasis on quality education, and undergo quality accreditation process.
- **Resistance to Change:** Universities may face resistance from stakeholders, including faculty, staff, and students, to the changes brought about by the new policy. It can manifest in various ways like lack of cooperation and enthusiasm for implementing new programs or initiatives, difficulty in adapting to new technologies, fear of change in power dynamics or institutional culture, etc.
- **Building Industry Partnerships:** Universities may need to build partnerships with industries and community organizations to provide students with practical skills and experience for research, innovation and skill development.
- **Focus on Skill Development:** Universities will need to prioritize skill development, which may require significant changes in curriculum design and delivery. Colleges need to provide student support services like mental health services, career counseling and internship opportunities.
- **Addressing Regional Disparities:** Universities may need to address regional disparities in access to higher education, which may require significant investments in outreach and support programs, offering tailored programs and curricula relevant to regional needs, establishing satellite campuses in underserved regions, developing region specific research and innovation initiatives, etc.

- **Balancing Online and Offline Learning:** Universities will need to balance online and offline learning, which may require significant investments in digital infrastructure and training for faculty. Colleges and Universities need to integrate technology into teaching, learning and research as per NEP's emphasis on 'Digital Education'.

Implications of NEP 2020 in Higher Education

The NEP sets an ambitious target to increase higher education enrollment from 26.3% to 50% by 2035, requiring sustained growth in both public and private sectors. A key focus will be on strengthening public institutions to achieve exceptional quality, thereby expanding access to quality education and promoting equity.

- **Autonomy and Accreditation**

Universities will have to establish a stage-wise mechanism to grant graded autonomy to affiliated colleges through a transparent accreditation system and HEIs will have the freedom to move gradually from one category to another based on their plans and effectiveness.

- **Integrated Higher Education System**

The higher education sector will transform into a unified, interconnected system, incorporating professional and vocational education, where Higher Education Institutions (HEIs) collaborate to drive mutual growth, share resources, and support each other in community engagement, faculty development, and capacity building, ultimately fostering a culture of cooperation and collective success.

The complex nomenclature of HEIs such as 'deemed to be university', 'affiliating university', 'affiliating technical university', and 'unitary university' will be simplified to 'university' upon fulfilling criteria and norms.

Accredited institutions will be authorized to provide flexible learning options, including Open Distance Learning (ODL) and online programs, to expand access to quality education and cater to diverse student needs.

- **Holistic and Multidisciplinary Education**

In the long term, all undergraduate programs, including professional and technical disciplines, will transition to a holistic education approach. Single-stream institutions will be phased out, and multidisciplinary institutions or clusters will emerge, allowing students to explore various disciplines, including arts, humanities, science, and vocational subjects. This approach aims to develop all human capacities in an integrated manner.

To achieve global standards, Multidisciplinary Education and Research Universities (MERUs) will be established, focusing on research, innovation, and industry-academia linkages. Additionally, specialized institutions like the Indian Institute of Translation and Interpretation (IITI) will be set up, leveraging technology to aid translation and interpretation.

The higher education system will also introduce high-quality programs and degrees in areas like Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design.

- **Flexible Curricula**

Imaginative and flexible structures will be incorporated to enable creative combinations of disciplines through 3 or 4-years degrees with multiple entry and exit points with certifications (e.g., certificate, diploma, Bachelor's degree).

Curricula will include credit-based courses and projects in the areas of community engagement and based education for which HEIs will be needed to establish departments related to various subjects, including languages, literature, music, philosophy, and more.

- **Learning and Teaching**

Institutions and faculty will have the autonomy to innovate in curriculum, pedagogy, and assessment. Choice-Based Credit System (CBCS) will be revised to instill flexibility and innovation. Criterion-based grading system will be followed to assess the students.

All institutions will have to integrate their academic plans into Institutional Development Plans (IDPs). High-quality support centers and academic and career counseling will be made available.

Academic Bank of Credit (ABC), a digital repository to store academic credits earned from recognized HEIs, is established. Classrooms will be equipped with latest educational technology

HEIs will have to prepare for an independent and transparent faculty recruitment process and criteria. The National Research Foundation (NRF) will be established for independent governance and competitive funding for research

- **Student Support**

Government and HEI will adopt actions specific for higher GER and inclusivity following outreach programs and inclusive admissions processes.

Opportunities for sports, cultural, and community service activities will be provided to students along with counseling systems for stress and emotional adjustments.

Hostel facilities and quality medical facilities will have to be increased with developments in basic infrastructure and facilities. Universities and HEIs will have to make rigorous efforts to provide incentives for meritorious students from SC, ST, OBC, and other SEDGs Private HEIs will also be encouraged to give free ships and scholarships

- **Vocational Education and Skills**

Exposure to vocational education for at least 50% of learners is aimed to be reached by 2025. This will be done through integration of vocational education in schools and HEIs.

B.Voc degrees and vocational courses will be available in HEIs either on their own or in partnership with industry and NGOs so HEIs will have to find sources for the same. Alignment of Indian Standards with International Standard Classification of Occupations will be done.

- **Global Engagement**

Increased international student mobility and global standards in quality education International Students Office at each HEI for support will be started.

Research and teaching collaborations with foreign institutions along with student/teacher exchanges will be facilitated. Indian universities will be encouraged to set up campuses abroad and foreign universities will be facilitated to operate in India as well.

Conclusion

The National Education Policy 2020 is a forward-looking approach towards making India a knowledge hub of the world. Surely, the path to it will not be easy due to many challenges and obstacles but a constant and deliberate effort by one and all will guide India's Education System to achieve the determined goal of the Policy. It will refine the Higher Education system through its reform measures in a way that will prove beneficial for future generations and will support excellence in every field.

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