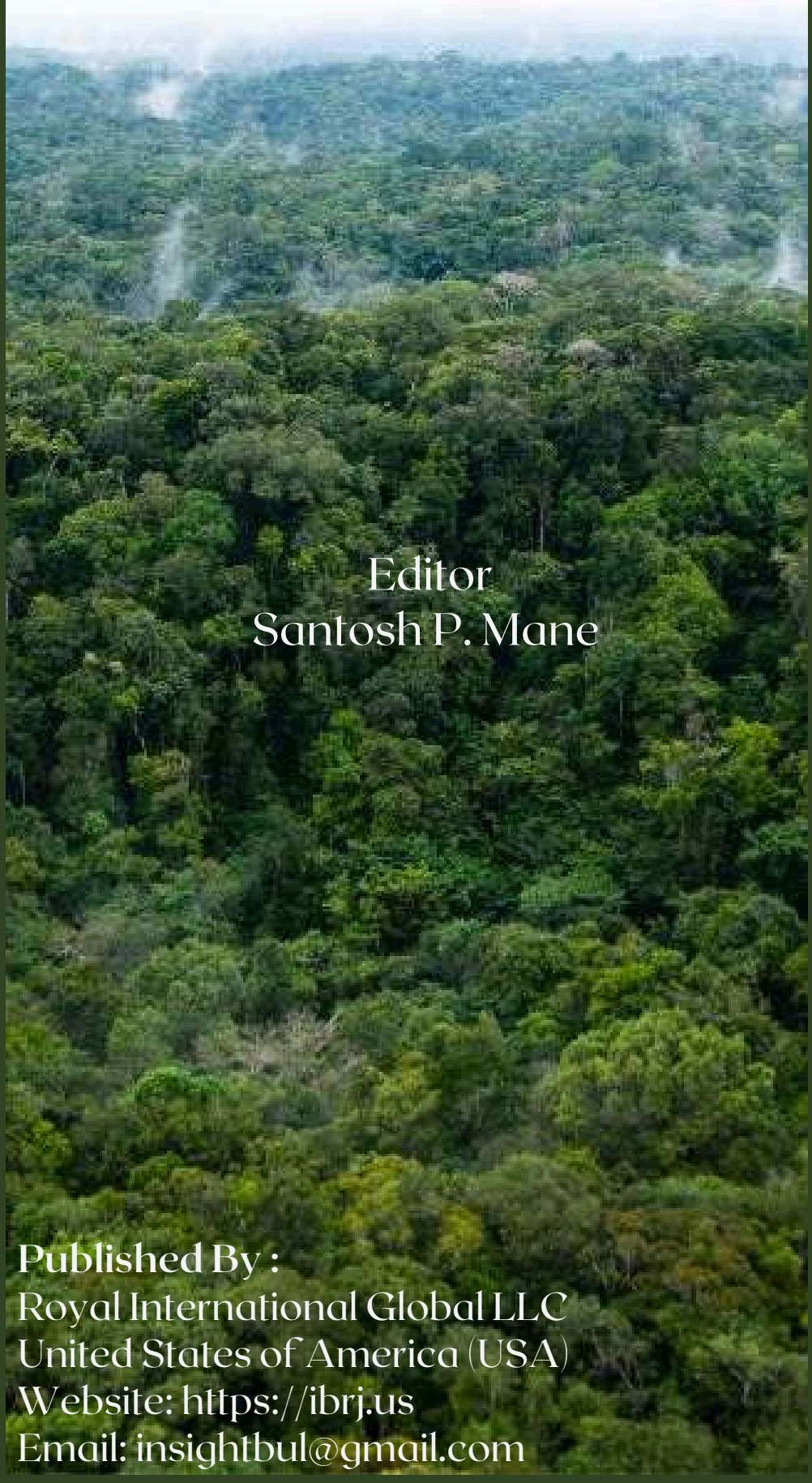
INSIGHT BULLETIN: A MULTIDISCIPLINARY INTERLINK INTERNATIONAL RESEARCH JOURNAL *(IBMIIRJ)*

ISSN: 3065-7857
September-2026 Volume-3 Issue-9 (I)
Double-blind peer-reviewed /refereed, open access online International journal



Editor
Santosh P. Mane

Published By :
Royal International Global LLC
United States of America (USA)
Website: https://ibrj.us
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IBMIIRJ

Multidisciplinary International Research Journal

Double-blind peer-reviewed /refereed, open access online International journal



ISSN: 3065-7857

September-2026
Volume-3 Issue-9 (I)

Office Address:
CEO
Royal International Global LLC
16192 Coastal Highways, County of Sussex,
Lewes, Delaware- 19958
United States of America (USA)
Email: insightbul@gmail.com

JOURNAL PARTICULARS

Name of Journal	**InSight Bulletin: A Multidisciplinary Interlink International Research Journal**
Frequency	Monthly (Jan to Dec)
e-ISSN	3065-7857
Publisher	Royal International Global LLC 16192 Coastal Highway, County of Sussex, Lewes, Delaware 19958 USA Email: insightbul@gmail.com Website: https://ibrj.us
Chief Editor	Santosh P. Mane
Copy right	Royal International Global LLC
Starting Year	October 2024
Subject	Multi-Disciplinary
Review Process	Double Blind Review Process
Language	English
Publication Format	online
Access	OPEN ACCESS
License	Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International
Phone No.	(+1) 3023033026
Email	2024ibrj.us@gmail.com
Journal Website	https://ibrj.us
	CEO
Registered office Address	Royal International Global LLC 16192 Coastal Highway, County of Sussex, Lewes, Delaware 19958 United States of America (USA)
	CEO
Admin. Office Address	Royal International Global LLC 16192 Coastal Highway, County of Sussex, Lewes, Delaware 19958 United States of America (USA)

InSight Bulletin: A Multidisciplinary Interlink International Research Journal

ISSN: 3065-7857
Volume No-3, Issue No-9(I), September - 2026
Publication Language – English Periodicity of Publication- Monthly
Website: https://ibrj.us

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United States of America (USA)

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal

ISSN: 3065-7857
Volume No-3, Issue No-9(I), September - 2026
Publication Language – English Periodicity of Publication- Monthly
Website: https://ibrj.us

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United States of America (USA)

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Challenges and Opportunities in Teaching English under NEP 2020

Sagar Ramu Sawant
Asst. Prof. Rajashivchatrapati Arts and Commerce College, Mahagaon (M.A , D.Ed, B.Ed, SET, LL.B)

Manuscript ID:
IBMIIRJ -2026-030901

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 1-3

September 2026

Correspondence Address:
Sagar Ramu Sawant,Asst. Prof. Rajashivchatrapati Arts and Commerce College, Mahagaon (M.A , D.Ed, B.Ed, SET, LL.B)
Email: sgrsawant55@gmail.com

Abstract

The National Education Policy (NEP) 2020 has brought major changes to the Indian education system. It gives importance to holistic, flexible, multidisciplinary and skill-based education. The National Education Policy (NEP) 2020 has brought major changes to the Indian education system. It gives importance to holistic, flexible, multidisciplinary and skill-based education. Language learning is an important part of this new educational approach. English continues to have an important role in higher education, employment and communication. NEP 2020 encourages students to develop communication, critical thinking and practical skills. It also supports the use of technology and innovative methods in language teaching. However, teachers and students face several challenges while teaching and learning English. Differences in students' educational backgrounds and English language abilities are major challenges. Lack of digital resources, trained teachers and suitable teaching materials can also create difficulties. At the same time, NEP 2020 provides many opportunities for improving English language education. Activity-based learning, digital tools, multilingual education and skill-based teaching can make English learning more effective. This paper discusses the major challenges and opportunities in teaching English under NEP 2020 and suggests ways to make English teaching more useful, practical and student-centred.

Keywords: *NEP 2020, English Language, Teaching,Higher Education, Language Skills, Innovative Pedagogy etc.*

Objectives of the Research Paper

The present research paper has the following two main objectives:

1. To study the major challenges faced by teachers and students in teaching and learning English under NEP 2020.
2. To examine the opportunities provided by NEP 2020 for improving English language teaching through innovative, skill-based and student-centred methods.

Methodology

This research paper is based on a qualitative and descriptive method. The researcher has used secondary sources for the study. Information has been collected from the National Education Policy 2020, books, research articles, educational reports and other relevant academic sources. The study focuses mainly on English language teaching in the context of higher education in India.

Introduction

Education plays an important role in the development of an individual and society. In India, the education system has been changing according to the needs of society, technology and the employment market. The National Education Policy 2020 is one of the important steps towards changing the traditional education system. It aims to make education more flexible, inclusive, multidisciplinary, skill-oriented and student-centred. Language education has an important place in the Indian education system. India is a multilingual country where students learn different regional and national languages. English also has a significant position in education, employment, higher studies, technology and international communication. Therefore, effective English language teaching is important for students, particularly at the higher education level. NEP 2020 gives importance to communication, understanding, critical thinking, creativity and practical use of language. This approach provides an opportunity to change the traditional method of teaching English. Instead of focusing mainly on examinations, teachers can encourage students to use English in real-life situations.

The policy also supports multidisciplinary education. In the future, students may study subjects from different areas according to their interests.

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How to cite this article:
Sagar Ramu Sawant. (2026). Challenges and Opportunities in Teaching English under NEP 2020. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 1–3.

English can become an important connecting language in such an environment. Students need English not only for studying English literature or language but also for accessing knowledge in science, commerce, management, technology and other fields.

Challenges in Teaching English under NEP 2020-

Although NEP 2020 provides many opportunities, its implementation also creates several challenges.

i) Different levels of English proficiency

One of the biggest challenges is the difference in students' English language abilities. Students come from different schools, regions and social backgrounds. Some students have studied English from an early age and can communicate comfortably. Others have limited exposure to English. When students with different levels are taught in the same classroom, it becomes difficult for the teacher to follow one common method. Teachers need to use simple and flexible teaching methods and provide additional support to weaker learners.

ii) Traditional teaching methods

In many institutions, English teaching is still based mainly on lectures, textbooks, grammar exercises and examinations. Students may learn rules but may not get enough opportunities to use English in practical situations. NEP 2020 encourages experiential and skill-based learning. Therefore, teachers need to move from teacher-centred teaching towards student-centred learning.

iii) Lack of trained teachers

The successful implementation of NEP 2020 requires teachers who understand new teaching methods and digital tools. Teachers of English need training in communication-based teaching, digital learning, activity-based teaching and assessment methods. Without proper professional development, teachers may find it difficult to implement the objectives of the policy effectively.

iv) Digital divide

Technology can make English teaching more interesting and effective. Students can use educational videos, online dictionaries, language-learning applications, digital libraries and online courses. However, not all students have equal access to smartphones, computers, high-speed internet or other digital resources. The digital divide can therefore create inequality among learners. Institutions need to provide suitable digital facilities so that technology becomes a tool for inclusion.

v) Large classrooms

Large classrooms are another challenge. English is a skill-based subject and students need opportunities to speak and participate. In a classroom with a large number of students, it is difficult for every student to get enough speaking and interaction time. Teachers need to use group work, pair work, discussions and classroom activities to provide opportunities to more students.

vi) Examination-oriented learning

The examination system can influence the way students learn English. If students believe that marks are more important than communication skills, they may focus on memorising answers rather than developing language abilities. NEP 2020 encourages assessment that supports learning and the development of different skills. Therefore, English assessment should include speaking, listening, reading, writing, presentation and other practical activities.

Opportunities in Teaching English under NEP 2020

Along with challenges, NEP 2020 provides many opportunities to improve English language teaching.

i) Student-centred learning

NEP 2020 gives importance to the learner. In English classrooms, teachers can create activities in which students actively participate. Discussions, role plays, presentations, debates, interviews and group projects can improve students' confidence. When students actively use English, they can gradually overcome their fear of making mistakes.

ii) Development of communication skills

Communication is an important requirement in today's world. Students need English for higher education, interviews, professional communication and international interaction. English teaching under NEP 2020 can focus on practical communication rather than only grammar. Students can be given situations from real life and encouraged to communicate in English.

iii) Use of technology

Technology provides many new possibilities for English language teaching. Teachers can use videos, podcasts, online newspapers, presentations, language-learning applications and digital classrooms. Students can listen to English news to improve listening skills, watch short educational videos and discuss them in class, and use online dictionaries to learn pronunciation and vocabulary. Technology can therefore make English learning more attractive and interactive.

iv) Multilingual approach

NEP 2020 gives importance to Indian languages and multilingual education. This does not reduce the importance of English. Instead, knowledge of different languages can support language learning. Teachers can use students' mother tongue or other familiar languages when necessary to explain difficult concepts. A multilingual classroom can become a useful environment where students respect different languages while improving their English.

v) Skill-based English teaching

English can be connected with employability and professional skills. Students can learn how to write emails, prepare resumes, give presentations, participate in interviews and communicate in professional situations. Such activities make English learning useful for students' future careers.

vi) Multidisciplinary learning

One of the important features of NEP 2020 is multidisciplinary education. English can be connected with different subjects. Students can read articles related to science, economics, environment, business or technology and discuss them in English. This approach can improve both language skills and subject knowledge.

vii) Creative and innovative pedagogy

NEP 2020 encourages innovative teaching. English teachers can use storytelling, games, project work, creative writing, theatre, role play and group activities.

Literature can also be taught through creative methods. Instead of only explaining a poem or story, teachers can ask students to perform a scene, create a dialogue or connect the literary text with present-day life.

Role of the English Teacher

The role of the English teacher is changing under NEP 2020. The teacher becomes a facilitator, guide and motivator. An English teacher should create a friendly classroom where students are not afraid of making mistakes. Students should get opportunities to speak, write, read and listen to English. Teachers should also understand the different needs of learners and provide additional activities to students who need more support. Continuous professional development is also important.

Role of Students

Students also have an important role in the successful implementation of NEP 2020. They should take responsibility for their own learning. They can read newspapers, books and online articles, listen to English programmes, watch educational videos and practise speaking with classmates. Students should understand that making mistakes is a natural part of language learning. Regular practice can gradually improve their confidence and fluency.

Conclusion

NEP 2020 provides a new direction to the Indian education system. It gives importance to flexibility, multidisciplinary learning, skill development, technology, creativity and holistic education. These principles can bring positive changes to English language teaching in higher education. At the same time, the implementation of the policy is not free from challenges. Different levels of language proficiency, traditional teaching methods, lack of trained teachers, large classrooms, unequal access to technology and examination-oriented learning can create difficulties. However, these challenges can be converted into opportunities through proper planning and cooperation. English teaching should move from memorisation towards communication and practical use. Teachers should use student-centred, activity-based and technology-supported methods. Students should be encouraged to participate actively and take responsibility for their learning. The success of English language teaching under NEP 2020 depends on teachers, students, educational institutions and policymakers working together. If the opportunities provided by the policy are used effectively, English education can become more practical, inclusive and skill-oriented.

Thus, NEP 2020 can play an important role in creating confident English language users who are prepared for higher education, employment and global communication. The real success of the policy will depend not only on its ideas but also on their effective implementation in classrooms.

Acknowledgement

I would like to express my sincere gratitude to everyone who supported and encouraged me in completing this research paper entitled "Challenges and Opportunities in Teaching English under NEP 2020."

I am deeply thankful to my teachers, colleagues, and well-wishers for their valuable guidance, suggestions, encouragement, and support throughout the preparation of this research paper. Their constructive ideas helped me develop a better understanding of the challenges and opportunities associated with English language teaching under the National Education Policy (NEP) 2020.

I am also grateful to the institutions, educational organizations, and various academic sources that provided valuable information for this study. The research draws upon the National Education Policy 2020, books, research articles, educational reports, and other relevant academic sources.

Finally, I express my heartfelt thanks to my family, friends, and all those who directly or indirectly contributed to the successful completion of this research paper. Their continuous encouragement and support have been invaluable.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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1. Government of India. (2020). National Education Policy 2020. Ministry of Education, Government of India.
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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Nep 2020: Excellent Opportunities for the Younger Generation in Higher Education

Dr. Ashok D. Chavan
Department of Commerce,Late Ramesh Warpudkar ACS College,
Sonpeth, District: Parbhani

Manuscript ID:
IBMIIRJ -2026-030902

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 4-7

September 2026

Correspondence Address:
Dr. Ashok D. Chavan
Department of Commerce,Late Ramesh Warpudkar ACS College,Sonpeth, District: Parbhani
Email: ashokchavan31@gmail.com

Abstract:

Today in India overall, NEP 2020 has the potential to empower the young generation by transforming higher education into a flexible, inclusive, skill-based, innovative, and globally competitive system. Its effective implementation can significantly contribute to the intellectual, professional, social, and economic development of Indian youth and strengthen their role in building a progressive and knowledge-driven nation.

Introduction:

Today the National Education Policy 2020 presents a transformative framework to restructure the Indian education system and create new opportunities for the youth in higher education. This policy emphasizes holistic, multidisciplinary, flexible, skill-oriented, and student-centric education, thereby helping to move away from traditional methods that rely solely on rote learning and exam-based assessment. NEP 2020 offers students greater freedom to choose subjects across various disciplines, enabling them to develop diverse knowledge, creativity, critical thinking abilities, and problem-solving skills. Provisions such as the 'Academic Bank of Credits' and flexible learning pathways are making higher education more accessible and inclusive for a wide range of students. One of the major prospects of NEP 2020 for young people is the emphasis on employability and skill development. By integrating vocational education, internships, experiential learning, entrepreneurship, research, and emerging technologies into higher education, the policy aims to prepare students for the changing demands of the modern economy. The promotion of digital education and technology-enabled learning can further expand access to quality education, particularly for students from geographically and socially disadvantaged backgrounds. Moreover, this policy fosters multidisciplinary research and innovation, thereby providing young people with the opportunity to actively participate in knowledge creation and nation-building. Also focuses on the internationalization of higher education by promoting collaboration with global institutions and improving the quality and competitiveness of Indian universities. This can enable young learners to acquire global perspectives while remaining connected to national values and priorities. However, the successful realization of these prospects depends upon effective implementation, adequate infrastructure, qualified faculty, financial support, and equal access to educational opportunities.

Research methodology:

The present study is based primarily on a descriptive and analytical research methodology. The study examines the provisions, objectives, and potential impact of the National Education Policy (NEP) 2020 on the young generation in the field of higher education. Both primary and secondary sources of data may be used for the study. Primary data can be collected through structured questionnaires, interviews, and discussions with students, teachers, and education experts. Secondary data can be collected from government reports, policy documents, research articles, books, journals, educational websites, and other relevant published sources. The collected information may be analyzed using descriptive and analytical techniques to understand the opportunities, benefits, challenges, and future prospects created by NEP 2020 for Indian young people. The study focuses particularly on multidisciplinary education, skill development, employability, digital learning, research, innovation, entrepreneurship, and academic flexibility. The findings of the study are expected to provide a comprehensive understanding of how NEP 2020 can contribute to the educational, professional, social, and economic empowerment of the young generation in India.

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How to cite this article:
Ashok D. Chavan. (2026). Nep 2020: Excellent Opportunities for the Younger Generation in Higher Education. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 4–7.

Objective of the Study:

- To study the major provisions of the NEP 2020 related to higher education.
- To examine the prospects and opportunities created by NEP 2020 for the young generation.
- To analyze the role of NEP 2020 in promoting skill development, employability, and entrepreneurship among students.
- To evaluate the importance of multidisciplinary and flexible learning opportunities introduced under NEP 2020.
- To study the challenges and possibilities associated with the effective implementation of NEP 2020 in higher education institutions.

Hypotheses of the Study:

- NEP 2020 has a significant positive impact on the educational and professional development of the young generation.
- The multidisciplinary and flexible education system under NEP 2020 improves students' learning opportunities and career prospects.
- Skill-based and vocational education under NEP 2020 enhances the employability of young graduates.
- Digital education and technology-based learning contribute significantly to improving access to higher education.
- The effective implementation of NEP 2020 can make Indian youth more innovative, skilled, and globally competitive.

Formulating an effective NEP 2020 education policy is merely the first step. Its success hinges on efficient implementation, continuous monitoring, stakeholder cooperation, and data-driven decision-making. Governments, educational institutions, teachers, researchers, and civil society organizations all contribute to ensuring that strategic objectives are translated into measurable outcomes.

National Education Policy (NEP) 2020 creates major opportunities for the young generation by replacing rigid study tracks with flexible, skill-based, and multidisciplinary learning. As outlined in the Press Information Bureau policy release, this framework prepares students to become job creators rather than just job seekers.

NEP 2020 introduces pre-vocational training from Classes VI to VIII, including bag less days and opportunities for local internships. It offers courses aligned with the National Skills Qualifications Framework (NSQF) for Classes IX to XII, covering essential areas such as communication skills, green skills, and Information and Communication Technology (ICT). The policy shifts the focus away from rote memorization towards hands-on, inquiry-based, experiential, and critical-thinking approaches to learning. It aims to bridge the gap between classrooms and workplaces through internships, apprenticeships, and active industry–academia partnerships. NEP 2020 also provides flexibility in course selection and credit transfer, enabling students to acquire diverse and relevant twenty-first-century skills. Furthermore, it emphasizes high-demand technical capabilities such as coding, digital literacy, and data analytics to meet the changing requirements of the modern labour market. The policy encourages creative problem-solving, innovation, and risk-taking abilities from an early stage of education. It also promotes the establishment of dedicated entrepreneurship cells and incubation centers within educational institutions to provide mentorship, resources, networking opportunities, and support for innovative ideas. Ultimately, NEP 2020 seeks to transform the traditional mindset of young people from being merely job seekers into becoming job creators who can develop innovative solutions and address real-world and community challenges.

The multidisciplinary and flexible learning approach introduced under NEP 2020 breaks down traditional silos between academic streams, allowing students to combine science, arts, humanities, and vocational subjects based on their individual interests.

Implementing the National Education Policy (NEP) 2020 in higher education institutions (HEIs) in India offers a transformative vision for holistic and multidisciplinary learning, but it faces profound operational hurdles alongside massive structural possibilities.

Young students refer broadly to the young generation growing up in a highly digital, technology-driven, and rapidly changing social and economic environment. For young students, the National Education Policy (NEP) 2020 presents significant opportunities; however, its implementation also involves several important challenges. One of the major challenges is the digital divide, as unequal access to smart phones, computers, reliable internet connectivity, and digital learning resources may prevent many students from fully benefiting from technology-enabled education. Another challenge is the effective implementation of multidisciplinary and flexible learning systems, which requires adequate infrastructure, trained faculty, updated curricula, and efficient academic administration. Young students also face increasing competition in rapidly changing labour markets, where technological skills, adaptability, creativity, and continuous learning have become essential. Although NEP 2020 emphasizes skill development and employability, there may still be a gap between the skills acquired in educational institutions and the actual requirements of industries. Furthermore, the successful implementation of internships, vocational education, entrepreneurship programmes, and industry–academia collaboration requires strong institutional support and active participation from employers. Students may also experience difficulties in selecting appropriate subjects and career pathways within a flexible educational structure. Financial constraints, regional inequalities, and differences in the quality of educational institutions can further affect equal access to the benefits envisioned under NEP 2020. Therefore, for young students youth to fully benefit from NEP 2020, effective implementation, digital inclusion, quality infrastructure, faculty development, career guidance, industry collaboration, and equitable access to educational opportunities are essential. Addressing these challenges will be crucial in transforming young students into a skilled, innovative, adaptable, and globally competitive generation.

Today, India's National Education Policy 2020 is bringing about a radical transformation in the higher education system through provisions such as flexible 'multiple entry and exit' options, a four-year multidisciplinary degree, and digital credit tracking, thereby boosting career opportunities for the younger generation. The 'National Education Policy 2020' is a comprehensive framework introduced by the Government of India to bring about radical changes in and modernize the country's higher education system. This policy replaces the earlier policy of 1986 and advocates an approach focused on inclusive, flexible, and multidisciplinary education. For the holistic development of Indian youth, the primary focus for 2026—under the 'National

Education Policy'—is on implementing structural reforms in educational schemes, integrating technology, and promoting skill-based education. Today the National Education Policy 2020 has radically transformed higher education for Indian youth by shifting the ecosystem from rigid, distinct academic streams to a highly flexible, digitally-driven framework. The policy aims to raise the Gross Enrolment Ratio in higher education to 50% by 2035. The effective implementation of international educational policies will play a crucial role in the holistic development of youth within the sphere of Indian higher education.In the rapidly changing era of globalization, education is no longer limited to the acquisition of knowledge; it has become closely associated with skill development, research competence, innovation, technological proficiency, communication abilities, leadership qualities, and global citizenship. International educational policies provide students with opportunities to gain exposure to diverse educational systems, advanced technologies, global research institutions, multicultural environments, and international employment opportunities. Such exposure contributes significantly to the development of confidence, competitiveness, creativity, adaptability, and critical thinking among young learners. International collaboration in higher education, including student and faculty exchange programmes, joint research initiatives, globally relevant curricula, digital learning platforms, and skill-based education, can enable youth to acquire the competencies required to meet contemporary global challenges. Furthermore, these policies can enhance the employability of students by equipping them with technical, professional, and interpersonal skills that correspond to the evolving requirements of modern industries and labour markets.

Exposure to different cultures, languages, perspectives, and academic traditions also promotes tolerance, social responsibility, intercultural understanding, and a broader global outlook among young people. Consequently, international educational policy should be viewed not merely as a mechanism for improving the quality and accessibility of higher education, but also as an important instrument for empowering youth intellectually, socially, professionally, and economically. By effectively integrating international educational opportunities with national educational priorities, higher education institutions can prepare young people to become skilled, innovative, responsible, and globally competitive citizens. Thus, international educational policies have the potential to transform higher education into a powerful platform for sustainable youth development and national progress.

The study finds that the National Education Policy (NEP) 2020 has significant potential to transform higher education and create better academic, professional. NEP 2020 responds to many of these requirements by promoting multidisciplinary education, flexible learning pathways, skill development, vocational education, internships, experiential learning, research, and entrepreneurship. The findings further indicate that the emphasis on coding, digital literacy, communication skills, green skills, and other emerging competencies can improve the employability and adaptability of young people in a rapidly changing labour market. The policy's focus on industry–academia collaboration, internships, and vocational exposure can help bridge the gap between classroom learning and workplace requirements. Similarly, entrepreneurship cells, incubation centers. However, the study also identifies several challenges in the successful implementation of NEP 2020. These include the digital divide, inadequate infrastructure, shortage of trained faculty, financial limitations, regional inequalities, and differences in institutional capacity. The gap between educational programmes and actual industry requirements also remains an important concern. Therefore, effective implementation, sufficient financial investment, faculty training, technological access, strong industry partnerships, and equitable educational opportunities are essential. In conclusion, NEP 2020 represents a progressive and transformative framework for preparing young students for the challenges and opportunities of the twenty-first century. If implemented effectively and inclusively, the policy can develop skilled, innovative, adaptable, socially responsible, and globally competitive young citizens. Thus, NEP 2020 has the potential not only to reform higher education but also to empower young students as future professionals, entrepreneurs, innovators, and nation builders.

Conclusion:

In conclusion, the National Education Policy (NEP) 2020 has the potential to bring significant transformation to the lives and careers of students in higher education. For young students, who are growing up in a digital, technology-driven, and highly competitive environment, the policy provides opportunities to acquire multidisciplinary knowledge, professional skills, digital competence, critical thinking abilities, creativity, and practical experience. The flexibility offered through multiple entry and exit options, credit transfer mechanisms, and interdisciplinary course choices can enable higher education students to design learning pathways according to their individual interests, abilities, and career aspirations. NEP 2020 also places strong emphasis on experiential learning, internships, research, innovation, entrepreneurship, and industry–academia collaboration. These initiatives can help higher education Students Bridge the gap between theoretical knowledge and practical workplace requirements. By promoting skill-based and technology-oriented education, the policy can improve students' employability and prepare them for emerging career opportunities in a rapidly changing global economy. Furthermore, the encouragement of innovation and entrepreneurship can motivate university and college students to develop new ideas, establish enterprises, and become job creators rather than depending solely on traditional employment opportunities.

However, the success of NEP 2020 for higher education students largely depends on its effective and equitable implementation. Adequate infrastructure, qualified and trained faculty, access to digital technologies, financial support, career guidance, and strong industry partnerships are essential to ensure that all students benefit equally from the reforms. Therefore, if NEP 2020 is implemented effectively across higher education institutions, it can empower young students to become skilled, innovative, adaptable, professionally competent, and globally competitive individuals. Ultimately, the policy can transform higher education into a powerful platform for developing capable graduates who can contribute meaningfully to economic development, innovation, and the future progress of India.

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled "NEP 2020: Excellent Opportunities for the Younger Generation in Higher Education."

I am deeply thankful to my teachers, colleagues, students, and well-wishers for their valuable guidance, constructive suggestions, encouragement, and continuous support during the preparation of this research work.

I am also grateful to the Government of India, the Ministry of Education, the University Grants Commission, and other educational organizations for providing valuable policy documents, reports, guidelines, and academic resources that contributed to

this study. The research has drawn upon relevant government reports, policy documents, research articles, books, journals, and other published sources.

I sincerely acknowledge the support of my institution and colleagues for providing an encouraging academic environment for research and intellectual development.

Finally, I express my heartfelt thanks to my family, friends, and everyone who directly or indirectly contributed to the successful completion of this research paper. Their encouragement and support have been invaluable throughout this academic endeavour.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Impact of Women Empowerment in Entrepreneurship Development India: Opportunities and Challenges

Dr. Ashok Shamrao Patil,
Associate Professor, Department of Geography, Rajarshi Shahu Arts and Commerce College, Rukadi, Hatkanangale,Kolhapur,

Manuscript ID:
IBMIIRJ -2026-030903

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 8-11

September 2026

Correspondence Address:
Dr. Ashok Shamrao Patil, Associate Professor, Department of Geography, Rajarshi Shahu Arts and Commerce College, Rukadi, Hatkanangale,Kolhapur, Email: patilashok824@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

Women's empowerment is the process of providing equal rights and status to men in all economic, social, educational and political spheres through laws and welfare programs, providing opportunities for growth, and eradicating gender inequality. Empowerment is a concept that gives equal importance to both men and women. Educated Indian women have a long way to go to gain equal rights and status as norms are deeply rooted in Indian society where the establishment of the social order is male dominated. Overall, women's empowerment through entrepreneurship can help promote gender equality, economic growth and social development, thereby benefiting women entrepreneurs and society as a whole. It is an essential investment that can make a long-term difference and improve the lives of women and their families. Women's empowerment in India focuses on raising the social, economic and political status of women to ensure equality and dignity in society. Women empowerment empowers women, which helps them fight for their rights. We should all respect women, give them a chance to progress. The twenty-first century is a century of happy possibilities in women's lives.

Key words: *Women Empowerment, Gender Equality, Entrepreneurship, Development etc.*

Introduction:

Empowerment is the process of access to basic opportunities for marginalized people, either directly by those people or with the help of non-marginalized others who share their own access to these opportunities. Women's empowerment is the process by which women become aware of gender-based unequal power relations and gain a voice to speak out against inequalities found in the home, workplace and community. Women empowerment is a basic right of women. They have equal rights to participate in education, society, economics and politics. They are allowed to pursue higher education and are treated like men. In this article, you will know the importance of women empowerment. Achieving gender equality requires empowerment of women, which is a basic human right. Gender equality means that women and men have equal rights, opportunities and resources and can participate equally in all aspects of life. Empowerment is as the authority or power given to someone to do something, or perhaps even the process of becoming better, stronger and more confident, especially in taking control of one's life and claiming one's rights. To give women equal rights, opportunities and freedom to make decisions in every sphere of life including education, employment, leadership. Empowering women through entrepreneurship can help promote gender equality, economic growth and social development. The aim is to eradicate gender inequality and achieve gender equality through women empowerment. The five components of women's empowerment are: women's sense of self-esteem; their right to elect and decide; their right to access opportunities and resources; Their right to power to control their lives inside and outside the home.

Problems of the Study:

Discrimination on the basis of gender is useless and has no significance given the growth of women in the last few decades. Women are paid less and treated as cooks and maids in families, and their true potential is not exposed. There are many types of problems in women's empowerment, such as domestic violence, sexual harassment, gender discrimination, and barriers to punishment and employment. To overcome these problems, government and society have to work together.

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How to cite this article:
Ashok Shamrao Patil. (2026). Impact of Women Empowerment in Entrepreneurship Development India: Opportunities and Challenges. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 8–11.

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Women face discrimination in economic, educational, and social spheres. Women are treated with discouraging behavior. Women are harassed and oppressed. Women are more likely to bear the burden of energy poverty. Women are most likely to experience adverse effects of lack of safe, reliable, affordable and clean energy. Women face health problems etc.

Objectives of the Study:

The main objective of the research is to study the role of women in entrepreneurship development and women empowerment in the present modern era some specific objectives The researcher has given several objectives related to studying the impact of women empowerment on industrial development.

1. To study the impact of women empowerment on industrial development.
2. To study the opportunities and challenges facing women empowerment.
3. To study industrial factors affecting women empowerment.

Significance of the Study:

Literacy education training and creating awareness about financial affairs is the need of the hour to empower women. An important objective of this women empowerment is to give women the ability to make life choices in Dharam and to create a sense of belonging in them and empower them to make their own choices. Empowering women to influence social change for themselves and others. Empowering women to access opportunities and resources. Empowering women to take control of their own lives inside and outside the home. The norms of our male dominated society are strict on women and hence there are many barriers to women empowerment in India. One of the biggest obstacles to women empowerment is the general mindset of our society, which expects women to take care of their family and household chores.

Scope of the Study:

Women empowerment helps to raise the status of women through literacy, education, training and awareness creation. Furthermore, women's empowerment refers to women's ability to make strategic life choices, which were previously denied to them. Women's empowerment is the process of providing equal rights and status to men in all economic, social, educational and political spheres through laws and welfare programs, providing opportunities for growth, and eradicating gender inequality. The analysis showed that factors such as level of education, place of residence, marital status, religion, area of residence and age group, to varying degrees, contributed in different ways to their low participation. Contributes.

Limitation of the Study:

The objective of the cell is to create awareness about women's rights and responsibilities, with an aim to know the problems and issues of women. It is a platform for women to share their experiences and thoughts about their status in society. However, women in India continue to face violence such as rape, acid throwing, dowry and forced prostitution of young women. Women undergo many biological and physiological changes that make them prone to various health problems. In this article some common health problems faced by women. The process of giving strength to live happily in family and society. So it can be done. Women empowerment means their real rights in society.

Period of the Study:

To study the impact of women empowerment on industrial development and the opportunities and challenges in the current era of globalization and technological youth, the researcher has completed the said research by reviewing the information from 2024-25 to study various types of research.

Research Methodology:

The important objective of this research is to study the industrial factors affecting women empowerment and the challenges and opportunities facing women empowerment, so the researcher has done this research using various types of secondary sources. In carrying out the said research, the researchers have made detailed use of research papers, articles, journals, newspapers, audio videos, reference books, serial books, annual reports etc.

Research Method:

To study the impact and opportunities and challenges of women empowerment in India on industrial development, the researchers have conducted this study using descriptive analysis method.

Results and Discussion:

Changing the mindset of women is very important. In rural areas, women are still unable to make decisions on their own. There they depend on the decision of men. It is necessary to increase their decision-making capacity. Women empowerment is a special topic of discussion in today's modern times. Considering the importance of women in our Adi scriptures, where women are worshipped, there dwell the gods. Many programs are conducted by the government on Mother's Day, International Women's Day to create awareness in the society about the importance and rights of women in the development of the nation. Women need development in many fields. Empowerment of women in India requires first of all to kill all the demonic ideas that kill their rights and values in the society, like - dowry, illiteracy, sexual violence, inequality, infanticide, domestic violence against women, prostitution, human trafficking etc.

Women Empowerment:

Woman is considered to be the power of creation, that is, the existence of human race is believed to originate from woman. Women's empowerment means developing and refining this creative power and providing her with social, economic, political justice, freedom of thought, belief, religion and worship, equality of opportunity. Women empowerment means improving the social and economic status of women. So that they get equal opportunities for employment, education, economic advancement, so that they get social freedom and progress. This is the way through which women can fulfill their every desire just like men.

Need for Women Empowerment in India:

There are many reasons for women empowerment in India. The level of respect for Indian women declined significantly during the medieval period as compared to the ancient period. The respect they were accorded in ancient times began to wane

during the medieval period. In the modern era, many Indian women are occupying many important political and administrative positions, yet the common rural women are still forced to live in their homes and lack basic facilities like healthcare and education. Even in terms of education, women in India lag far behind men. India's male education rate is 81.3 %, while female education rate is only 60.6 %.

Women and Development:

Women in urban India are more employable than women in rural areas, according to statistics, around 30 % of women in urban India work in the software industry, while around 90 % of women in rural areas are mainly engaged in daily wage, agricultural and related work. Another key reason for the need for women's empowerment in India is inequality in pay. Women in India are paid 20 % less than men despite having the same experience and qualifications, a study has revealed. Our country is progressing very fast and enthusiastically, but we can only sustain it if we can eliminate gender inequality and ensure equal education, advancement and remuneration for women as men. About 50 % of India's population is only women, which means, this half of the population is needed for the development of the entire country, which is still not empowered and bound by many social constraints. The need for women empowerment arose because India had gender inequality and was a male-dominated society since ancient times. Women were oppressed by their own family and society for many reasons and faced many forms of violence and discrimination within the family and society.

Modern Society and Women:

Indian society has a tradition of worshiping female deities in the form of mother, sister, daughter, wife to give honor to women, but today it remains only for show. Socio-political rights freedom to work, right to education etc were completely restricted by the men of the family. Over the years, the government has created and implemented several constitutional and legal powers to address gender inequality and ill-treatment of women. However, to solve such a big problem, continuous cooperation of all, including women, is needed. Women are more open-minded and are breaking social constraints to claim their rights in all dimensions. However, crime accompanies him. In today's society, many Indian women have become presidents, prime ministers, administrative officers, doctors, lawyers, etc., but still many women still need support and help.

Barriers to Women Empowerment in India:

Indian society is one such society, which includes many types of customs, beliefs and traditions. Some of these age-old beliefs and traditions are also a hindrance to women's empowerment in India. In many parts of India, women are banned from going out of the house due to old and orthodox ideology. In such areas, women do not have the freedom to go out of the house for education or employment. Living in an environment of old and orthodox ideologies, women begin to perceive themselves as inferior to men and fail to change their current social and economic status. Workplace exploitation is also a major barrier to women's empowerment. Private sectors such as service industries, software industries, educational institutions and hospitals are most affected by this problem. Male dominance in society creates problems for women. Violence against women in the workplace has increased rapidly in recent times and has increased by about 170 % in the last few decades.

Women Entrepreneurship:

Issues such as illiteracy and dropout among women are also major barriers to women's empowerment. Although girls in urban areas are at par with boys in terms of education, they are far behind in rural areas. Although effective measures taken by the government over the past few decades have led to a drastic reduction in evils like child marriage in India. 15 lakhs per year in India still. Girls are married before the age of 18, early marriage stunts the development of women, and they cannot grow physically and mentally. Serious crimes like dowry, honor killing and trafficking are seen along with many cases of domestic violence against Indian women. However, it is strange that women in urban areas are more victims of criminal attacks than women in rural areas. Working women also do not use public transport late at night for their safety. Real empowerment of women can only happen when women can be ensured safety and can come anywhere unhindered like men. Female infanticide or sex-based abortion is one of the biggest obstacles in the way of women empowerment in India. Female feticide is sex-based feticide, whereby a female fetus is aborted without the consent of the mother. Female infanticide has led to a wide gap in the male-female sex ratio in states like Haryana and Jammu and Kashmir. Our claims of women empowerment will not be fulfilled without the total elimination of female feticide.

Role of Government for Women Empowerment in India:

Government of India has many schemes for women empowerment. Many of these schemes are related to things like employment, agriculture and health. These schemes are designed keeping in mind the situation of Indian women so as to increase their participation in the society. Some of these main schemes are a scheme run to reduce maternal mortality etc. The following schemes are being implemented by the Ministry of Women and Child Development Welfare and the Government of India for the empowerment of Indian women with the hope that one day women in Indian society will benefit from every opportunity like men. How India has become the fastest developing country in the world today. In that regard, India also needs to focus on achieving the goal of women empowerment in the near future. In order to bring about true women empowerment in Indian society, the male-dominated and male-oriented system of the society must be understood by understanding the bad practices against women.

Role of Women in Nation Building:

According to the changing times, the women of the modern era have become free to read and write. They are aware of their rights and make their own decisions. Now it crosses the threshold of the house and does very important work for the country. Almost half of the population of our country are women. For this reason, the goal of nation building can only be achieved by keeping the role and contribution of women in the great task of nation development in full and proper perspective. There is no dearth of women in India too, who have not allowed their inner fear of social change and women's dignity to dominate them. One such example is Atiya Sabri of Saharanpur. Atiya is the first Muslim woman to raise her voice against triple talaq. Today, efforts are being made to empower women power in all parts of the country. The result is also visible. Today the women of the country

have become aware. The idea that today's woman can fulfill the responsibility of the house and the world in a better way has changed.

Conclusion:

In India, women are still discriminated against on the basis of gender in the workplace. In many areas, women are not even allowed to go out of the house for education and employment. Along with this, they do not have the freedom to work independently or take family-related decisions. Women in India are paid less than their male counterparts and the problem is more acute in the unorganized sector, especially in the daily wage earners. Despite doing the same work for the same amount of time, women are paid much less than men, and such work reflects the power inequality between men and women. Women working in the organized sector are paid less than men despite having the same experience and qualifications as their male counterparts. Without women empowerment a woman cannot always find her place in the country and society. Without women empowerment, she cannot face the old traditions and vices. Being free from bondage, she cannot make her own decisions. Only women empowerment can play an important role for women to get rights and equal opportunity. Because women empowerment not only prepares women to earn a living but also prepares them to awaken women's consciousness and get rid of social oppression. This work of women empowerment is very important because the socio-economic progress of India depends on the socio-economic progress of women.

Acknowledgement

I would like to express my sincere gratitude to everyone who supported and encouraged me in completing this research paper entitled "Impact of Women Empowerment in Entrepreneurship Development India: Opportunities and Challenges."

I am deeply thankful to my colleagues, teachers, students, and well-wishers for their valuable guidance, suggestions, encouragement, and support throughout the preparation of this research work. Their constructive feedback and academic assistance helped me develop a better understanding of women empowerment, gender equality, entrepreneurship, and the opportunities and challenges faced by women in India.

I am also grateful to the various academic sources, including research papers, articles, journals, newspapers, reference books, annual reports, and other relevant materials that provided valuable information for this study.

I sincerely acknowledge the support of my institution and colleagues for providing an encouraging academic environment for research and intellectual development.

Finally, I express my heartfelt thanks to my family, friends, and all those who directly or indirectly contributed to the successful completion of this research paper. Their continuous encouragement and support have been invaluable.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

From Policy to Practice: An Empirical Assessment of NEP 2020 Implementation in Higher Education Institutions in Mumbai and Kokan

Dr. Sunil Ratnakar Sonawane [1] Dr.Shiva M. Padme[2]
[1]Asst. Professor, Department of Commerce, ASP College (Autonomous), Devrukh, Taluka Sangmeshwar
[2]Head Department of Accountancy. D. Lions College of Commerce and Economics,Malad (West), Mumbai.

Manuscript ID:
IBMIIRJ -2026-030904

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp.12-21

September 2026

Correspondence Address:
Dr.Shiva M. Padme
Head Department of Accountancy. D. Lions College of Commerce and Economics,Malad (West), Mumbai.
Email:
shivap@dalmialionscollege.ac.in

Abstract

The National Education Policy (NEP) 2020 represents a major transformation in India's higher education system, emphasizing multidisciplinary education, curricular flexibility, multiple entry and exit options, skill development, experiential learning, technology integration, research, institutional autonomy, and learner-centric pedagogy. The successful implementation of the policy, however, depends not merely on policy formulation but on its translation into institutional practices. Maharashtra, one of India's largest and most educationally developed states, has undertaken several measures for implementing NEP 2020 across universities and higher education institutions.

This study proposes an empirical assessment of the implementation of NEP 2020 in higher education institutions in Maharashtra by examining the perceptions and experiences of key stakeholders, particularly faculty members and students. The study focuses on curriculum reform, multidisciplinary education, Academic Bank of Credits (ABC), multiple entry and multiple exit, skill development, internship and experiential learning, technology-enabled education, faculty preparedness, research and innovation, assessment reforms, and institutional support. The study adopts a descriptive and analytical research design and proposes the use of percentage analysis, mean scores, standard deviation, reliability analysis, exploratory factor analysis, independent-sample t-tests, ANOVA, correlation and multiple regression, depending upon the final sample and data characteristics.

The study is expected to identify the gap between policy intentions and institutional practices and to determine the major factors influencing effective implementation. The findings can assist policymakers, universities, college administrators, IQACs and faculty members in strengthening the implementation of NEP 2020 in Maharashtra.

Keywords: *NEP 2020, Higher Education, Maharashtra, Policy Implementation, Academic Bank of Credits, Multidisciplinary Education, Faculty Preparedness, Curriculum Reform, Higher Education Institutions.*

Introduction

Education is an important instrument for economic development, social transformation, innovation and human capital formation. Recognising the changing requirements of the twenty-first century, the Government of India introduced the **National Education Policy (NEP) 2020** with the objective of transforming the education system into a more flexible, multidisciplinary, inclusive, skill-oriented and learner-centred system.

In higher education, NEP 2020 proposes significant structural and pedagogical changes. These include multidisciplinary undergraduate education, flexible curricular structures, multiple entry and exit options, Academic Bank of Credits (ABC), vocational and skill-based education, research and innovation, technology integration, internationalisation, institutional autonomy and reforms in assessment and student support. The policy specifically envisages a transformation from a rigid and fragmented higher education system towards a more holistic and multidisciplinary system.

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How to cite this article:
Sunil Ratnakar Sonawane,Shiva M. Padme. (2026). From Policy to Practice: An Empirical Assessment of NEP 2020 Implementation in Higher Education Institutions in Mumbai and Kokan. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 12–21.

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Background of NEP 2020 in Higher Education

NEP 2020 envisages higher education institutions that are multidisciplinary, flexible and learner-centric. Among the major reforms are:

1. Multidisciplinary and holistic education
2. Flexible undergraduate programmes
3. Multiple Entry and Multiple Exit (MEME)
4. Academic Bank of Credits

The UGC's Curriculum and Credit Framework for Undergraduate Programmes specifically incorporates flexibility, multidisciplinary education and multiple entry and exit options.

Similarly, the Academic Bank of Credits was designed to facilitate credit accumulation, transfer and redemption and to support student mobility among recognised higher education institutions.

NEP 2020 Implementation in Maharashtra

Maharashtra has been among the states actively preparing for NEP implementation. The state established a task force under the chairmanship of Dr. Raghunath Mashelkar and subsequently developed an action plan and sub-committee structure for implementing various dimensions of NEP 2020.

The state government's current NEP implementation framework identifies the following important areas:

- Four-year undergraduate degree programmes
- Academic Bank of Credits
- Industry-institute collaboration
- Accreditation
- Indian Knowledge System
- SWAYAM and online-course credit recognition
- Internship opportunities
- Research and Development Cells
- Digital university/HEI processes
- Key Result Areas for NEP implementation.

The Maharashtra government has also indicated that the new credit-based curriculum for UG and PG programmes is intended to provide a holistic and interdisciplinary learning experience and was introduced across state universities and affiliated colleges from the academic year 2023–24.

The Directorate of Higher Education, Maharashtra also maintains a dedicated NEP resource section containing materials relating to universities such as Savitribai Phule Pune University, SNDT Women's University, Shivaji University, SRT Marathwada University and others.

These developments demonstrate substantial **policy-level and administrative movement**. The important research question is whether these reforms have translated into meaningful changes in classroom teaching, curriculum choice, assessment, student experience and institutional functioning.

4. Statement of the Problem

Although NEP 2020 provides a comprehensive framework for transforming Indian higher education, its implementation requires considerable changes in institutional structures and academic practices.

Higher education institutions may face challenges such as:

- inadequate faculty training;
- lack of clarity regarding new curriculum structures;
- additional administrative workload;
- infrastructure limitations;

The Maharashtra governments own implementation framework recognizes the need for institutional and technological capacity, curriculum reform and stakeholder support.

Hence, there is a need for systematic empirical research examining the **implementation gap between policy provisions and institutional practices**.

Research Gap

Existing discussions on NEP 2020 have extensively examined its objectives, provisions and expected benefits. However, there is a need for greater empirical evidence concerning:

1. Actual institutional implementation of NEP 2020.
2. Faculty preparedness for NEP reforms.
3. Student awareness and experience.
4. Implementation of ABC and credit mobility.
5. Effectiveness of multidisciplinary education.
6. Implementation of skill development and internships.
7. Changes in teaching-learning practices.
8. Changes in assessment practices.
9. Institutional differences between autonomous and affiliated colleges.

10. Relationship between institutional preparedness and perceived implementation effectiveness.

Recent studies of Maharashtra and Mumbai indicate that implementation has begun but that the pace may differ according to institutional resources, administrative capacity and institutional autonomy.

This creates an important research opportunity to undertake a structured empirical assessment of the **policy-to-practice gap**.

6. Objectives of the Study

Primary Objective

To empirically assess the extent of implementation of NEP 2020 in higher education institutions in Maharashtra and examine the gap between policy provisions and institutional practices.

Specific Objectives

1. To examine the level of awareness of NEP 2020 among faculty members and students.
2. To assess the extent of implementation of NEP 2020-related curriculum reforms.
3. To examine the implementation of multidisciplinary and flexible education.
4. To assess the implementation and awareness of the Academic Bank of Credits.

Research Questions

The study seeks to answer the following questions:

RQ1: What is the level of awareness of NEP 2020 among faculty and students?

RQ2: To what extent have higher education institutions implemented NEP-related curriculum reforms?

RQ3: Has NEP 2020 increased multidisciplinary and interdisciplinary learning opportunities?

RQ4: To what extent are ABC and multiple-entry/multiple-exit mechanisms operational at the institutional level?

Hypotheses of the Study

H01-There is no significant difference in the level of NEP 2020 implementation between autonomous and affiliated higher education institutions

H02-There is no significant difference in perceived NEP 2020 implementation between faculty members and students

H03-There is no significant difference in NEP implementation based on the type of institution.

H04-Faculty preparedness has no significant relationship with the effectiveness of NEP 2020 implementation.

Research Methodology

Research Design

The study will adopt a **descriptive and analytical research design**.

A quantitative survey will be used to measure stakeholder perceptions regarding the implementation of NEP 2020..

Population of the Study

The population will comprise stakeholders associated with higher education institutions in Maharashtra, particularly:

- Faculty members
- Students

For a manageable empirical study, the primary respondents may be restricted to **faculty members and students**, with administrators included as a supplementary group.

Sampling Design

A **stratified sampling technique** is recommended.

The sample can be divided according to:

Type of Institution

- Autonomous colleges
- Affiliated colleges
- Universities
- Private universities

Geographic Region

- Mumbai Metropolitan Region
- Konkan

Respondent Category	Suggested Sample
Faculty	07
Students	94
Total	**103**

This is a suggested design, not an actual sample size claim.

Demographic Profile of Respondents

Table 1: Gender

Category	Frequency	Percentage
Female	54	52.4
Male	49	47.6

Interpretation: The largest group is 'Female' with 54 respondents (52.4%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalizing the findings.

Table 2: Age

Category	Frequency	Percentage
below 25 years	95	92.2
36-45 years	3	2.9
25-35 years	3	2.9
46-55 years	2	1.9

Interpretation: The largest group is 'below 25 years' with 95 respondents (92.2%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 3: Respondent Category

Category	Frequency	Percentage
student	94	91.3
faculty members	7	6.8
head of depratment	1	1.0
other	1	1.0

Interpretation: The largest group is 'student' with 94 respondents (91.3%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 4: Academic Qualification

Category	Frequency	Percentage
undergraduate	82	79.6
other	8	7.8
postgraduate	6	5.8
Ph.D.	5	4.9
NET/SET	1	1.0
M.Phil	1	1.0

Interpretation: The largest group is 'undergraduate' with 82 respondents (79.6%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 5: Designation

Category	Frequency	Percentage
Other	80	77.7
Assistant Professor	16	15.5
Professor	3	2.9
Principal/Directo	2	1.9
Associate Professor	2	1.9

Interpretation: The largest group is 'Other' with 80 respondents (77.7%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 6: Years of Experience

Category	Frequency	Percentage
NIL	64	62.1
Less than 5 years	27	26.2
5–10 years	5	4.9
16–20 years	3	2.9
11–15 years	2	1.9
More than 20 years	2	1.9

Interpretation: The largest group is 'NIL' with 64 respondents (62.1%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 7: Type of Institution

Category	Frequency	Percentage
Government College/University	40	38.8
Autonomous College	37	35.9
Government-Aided College/University	18	17.5
Other	8	7.8

Interpretation: The largest group is 'Government College/University' with 40 respondents (38.8%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 8: Institution Location

Category	Frequency	Percentage
Urban	56	54.4
Semi-urban	35	34.0
Rural	12	11.7

Interpretation: The largest group is 'Urban' with 56 respondents (54.4%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 4.9: Faculty/Discipline

Category	Frequency	Percentage
Commerce	93	90.3
Other	5	4.9
Education	2	1.9
Management	2	1.9
Computer/IT	1	1.0

Interpretation: The largest group is 'Commerce' with 93 respondents (90.3%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 10: Autonomous/Affiliated Status

Category	Frequency	Percentage
Affiliated to University	48	46.6
Autonomous Institution	22	21.4
Other	18	17.5
University Department/Campus	15	14.6

Interpretation: The largest group is 'Affiliated to University' with 48 respondents (46.6%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 11: Level of Programme

Category	Frequency	Percentage
Undergraduate (UG)	92	89.3
Postgraduate (PG)	6	5.8
Multiple Levels	4	3.9
Ph.D./Research	1	1.0

Interpretation: The largest group is 'Undergraduate (UG)' with 92 respondents (89.3%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

Table 12: Exposure to NEP 2020 Training/Orientation

Category	Frequency	Percentage
Yes, extensive training/orientation	32	31.1
No formal training/orientation	24	23.3
Not aware of any NEP	24	23.3

2020 training programme		
Yes, moderate training/orientation	17	16.5
Yes, limited awareness session	6	5.8

Interpretation: The largest group is 'Yes, extensive training/orientation' with 32 respondents (31.1%). This indicates that the sample is concentrated in this category. The distribution should be considered when generalising the findings.

3 Awareness of NEP 2020 and Implementation

For Questions 13–32, the five-point Likert scale is coded as 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

Table 13: Consolidated Likert-Scale Analysis of Q13–Q32

Item	Statement	SD	D	N	A	SA	Mean	Agree/Strongly Agree %
Q13	I am aware of the major provisions of NEP 2020.	14	12	24	42	11	3.23	51.5
Q14	I understand the major changes introduced by NEP 2020 in higher education.	10	24	27	35	7	3.05	40.8
Q15	I am aware that NEP 2020 promotes multidisciplinary and holistic education.	5	22	28	35	13	3.28	46.6
Q16	I am aware of the flexibility provided to students to choose subjects/courses.	5	20	29	36	13	3.31	47.6
Q17	I am aware of the multiple entry and exit provisions under NEP 2020.	7	16	29	38	13	3.33	49.5
Q18	I am aware of the Academic Bank of Credits (ABC).	7	14	20	42	20	3.52	60.2
Q19	I am aware of the role of credits and credit transfer under the NEP 2020 framework.	6	19	28	41	9	3.27	48.5
Q20	I have received adequate information about NEP 2020 from my institution.	7	20	31	34	11	3.21	43.7
Q21	My institution conducts orientation/workshops/awareness programmes on NEP.	7	22	22	38	14	3.29	50.5
Q22	I consider myself sufficiently informed about NEP 2020 implementation in my institution.	7	16	29	40	11	3.31	49.5
Q23	Students can select courses from disciplines other than their major/specialisation.	7	23	20	38	15	3.3	51.5
Q24	My institution provides opportunities to study interdisciplinary/multidisciplinary subjects.	7	17	25	42	12	3.34	52.4
Q25	Students have adequate freedom to choose courses according to their interests.	6	17	22	43	15	3.43	56.3
Q26	The institution provides major/minor or similar flexible subject combinations.	7	20	21	39	16	3.36	53.4
Q27	Students can participate in courses offered by other departments.	9	8	26	47	13	3.46	58.3
Q28	The institution encourages interdisciplinary projects and activities.	6	13	27	43	12	3.42	54.5

Q29	The institution provides opportunities for online/blended learning.	6	18	23	42	14	3.39	54.4
Q30	Students are encouraged to undertake internships, community engagement and practical learning.	6	14	24	43	16	3.48	57.3
Q31	Education in my institution has become more student-centric after NEP 2020.	5	13	33	37	15	3.43	50.5
Q32	Multiple entry and exit provisions are adequately understood and implemented.	5	17	30	38	13	3.36	49.5

Objective 1 – Awareness of NEP 2020

Item	Statement	Mean	Agree/Strongly Agree
Q13	I am aware of the major provisions of NEP 2020.	3.23	51.5%
Q14	I understand the major changes introduced by NEP 2020 in higher education.	3.05	40.8%
Q15	I am aware that NEP 2020 promotes multidisciplinary and holistic education.	3.28	46.6%
Q16	I am aware of the flexibility provided to students to choose subjects/courses.	3.31	47.6%
Q17	I am aware of the multiple entry and exit provisions under NEP 2020.	3.33	49.5%
Q18	I am aware of the Academic Bank of Credits (ABC).	3.52	60.2%
Q19	I am aware of the role of credits and credit transfer under the NEP 2020 framework.	3.27	48.5%
Q20	I have received adequate information about NEP 2020 from my institution.	3.21	43.7%
Q21	My institution conducts orientation/workshops/awareness programmes on NEP.	3.29	50.5%
Q22	I consider myself sufficiently informed about NEP 2020 implementation in my institution.	3.31	49.5%
Overall	Average across items	3.28	48.8%

Interpretation: The overall mean for this dimension is 3.28 on a five-point scale, with an average 48.8% selecting Agree or Strongly Agree. The strongest item is Q18 (mean 3.52), while the lowest is Q14 (mean 3.05). The results therefore suggest a moderate-to-positive perception, while also indicating areas where further implementation or awareness efforts are needed.

Objective 2 – Multidisciplinary and Flexible Education

Item	Statement	Mean	Agree/Strongly Agree
Q23	Students can select courses from disciplines other than their major/specialisation.	3.30	51.5%
Q24	My institution provides opportunities to study interdisciplinary/multidisciplinary subjects.	3.34	52.4%
Q25	Students have adequate freedom to choose courses according to	3.43	56.3%

	their interests.		
Q26	The institution provides major/minor or similar flexible subject combinations.	3.36	53.4%
Q27	Students can participate in courses offered by other departments.	3.46	58.3%
Q28	The institution encourages interdisciplinary projects and activities.	3.42	54.5%
Q29	The institution provides opportunities for online/blended learning.	3.39	54.4%
Q30	Students are encouraged to undertake internships, community engagement and practical learning.	3.48	57.3%
Q31	Education in my institution has become more student-centric after NEP 2020.	3.43	50.5%
Q32	Multiple entry and exit provisions are adequately understood and implemented.	3.36	49.5%
Overall	Average across items	3.39	53.8%

Interpretation: The overall mean for this dimension is 3.39 on a five-point scale, with an average 53.8% selecting Agree or Strongly Agree. The strongest item is Q30 (mean 3.48), while the lowest is Q23 (mean 3.30). The results therefore suggest a moderate-to-positive perception, while also indicating areas where further implementation or awareness efforts are needed.

Overall Likert-Scale Finding

Across Questions 13–32, the overall average item mean is 3.34 out of 5 and the average proportion of Agree/Strongly Agree responses is 51.3%. This indicates an overall moderate-to-positive perception of NEP 2020 awareness and implementation among the respondents.

Academic Bank of Credits (ABC)

Table 14: Awareness and Perception of Academic Bank of Credits

Item	Statement	Yes	No	Not Sure	Yes %
Q33	Have you heard about the Academic Bank of Credits (ABC)?	70	21	12	68.0
Q34	I understand the purpose of the Academic Bank of Credits.	67	16	20	65.0
Q35	I know that ABC digitally stores academic credits earned by students.	70	15	18	68.0
Q36	I understand the concept of credit accumulation and credit transfer.	62	20	21	60.2
Q37	I am aware that ABC can facilitate academic mobility between recognised higher education institutions.	68	16	19	66.0
Q38	My institution has provided information/guidance regarding ABC.	65	21	17	63.1
Q39	Students in my	73	15	15	70.9

	institution have been encouraged to create/register their ABC accounts.				
Q40	The implementation of ABC has the potential to improve the flexibility of higher education.	70	11	22	68.0

Interpretation: ABC awareness is relatively strong in the sample. The highest affirmative response is for Q39 (70.9%), while the lowest is for Q36 (60.2%). Overall, the responses indicate that many respondents have heard about ABC and recognise its role in credit storage, transfer and flexibility. However, the 'No' and 'Not Sure' responses show that awareness and institutional guidance are not yet universal.

HO1-The findings indicate that the level of perceived NEP 2020 implementation does not differ significantly between autonomous and affiliated higher education institutions in the sample. Although affiliated institutions recorded a slightly higher mean implementation score (3.474) than autonomous institutions (3.264), the difference is not statistically significant.

H02- Faculty members reported a higher mean perception of NEP 2020 implementation (3.754) than students (3.305). However, the difference is **not statistically significant at the 5% level**. Therefore, the study does not provide sufficient statistical evidence to conclude that faculty members and students perceive NEP 2020 implementation differently.

H03- Although Government-Aided Colleges/Universities have the highest mean implementation score (3.689) and institutions classified as "Other" have the lowest score (3.075), the differences among the four types of institutions are **not statistically significant**. Thus, the evidence does not support the conclusion that NEP 2020 implementation differs significantly according to institutional type.

HO4- The analysis indicates a **positive and statistically significant relationship** between NEP 2020 training/orientation exposure and perceived NEP 2020 implementation effectiveness. The correlation coefficient (**r = 0.233**) indicates that the relationship is **positive but weak**.

Major Findings

The study is based on 103 valid responses. Female respondents constitute 52.4% and male respondents 47.6% of the sample. Students constitute 94 of the 103 respondents; therefore, the sample is predominantly student-oriented. Undergraduate respondents form the major academic group, and Commerce is the dominant discipline.NEP 2020 training/orientation exposure is mixed: some respondents report extensive or moderate exposure, while others report no formal training or are not aware of such programmes.The overall average mean across the 20 Likert items (Q13–Q32) is 3.34/5, indicating a moderate-to-positive perception. The average Agree/Strongly Agree proportion across these items is 51.3%.ABC-related responses are generally positive, with 62–73 respondents answering 'Yes' across the eight ABC questions.

The results indicate progress toward NEP-related awareness and flexible education, but continued orientation, implementation support and clarity about ABC and multiple entry/exit mechanisms are required.

Suggested Research Interpretation

The empirical evidence suggests that NEP 2020 has achieved a reasonable level of visibility among respondents, particularly in relation to multidisciplinary education, flexibility, online/blended learning, internships and the Academic Bank of Credits. Nevertheless, the presence of neutral and negative responses demonstrates that policy awareness does not automatically translate into uniform institutional implementation. The findings support the need for continuous faculty/student orientation, clearer institutional communication, greater opportunities for cross-disciplinary course selection, and systematic guidance regarding ABC registration, credit accumulation and credit transfer.

.8 Conclusion of Chapter

The analysis establishes that the transition from NEP 2020 policy to institutional practice is underway but uneven across the measured dimensions. The findings provide an empirical basis for assessing the extent to which higher education institutions are translating the principles of NEP 2020 into awareness, curriculum flexibility, multidisciplinary learning and credit mobility.

Continuous Faculty Development

Universities should conduct regular NEP-oriented faculty development programmes covering curriculum design, multidisciplinary pedagogy, assessment and technology

Recommendations

Strengthening Student Orientation

Every institution should conduct structured NEP orientation programmes for students explaining:

- ABC;
- credit transfer;
- major/minor;
- multiple entry and exit;
- internships;

- Multidisciplinary courses.

Strengthening ABC Infrastructure

Institutions should establish dedicated support mechanisms to assist students with ABC registration, credit accumulation and transfer.

Conclusion

NEP 2020 represents a fundamental shift from a conventional, discipline-centric and examination-oriented higher education system towards a flexible, multidisciplinary, skill-oriented and learner-centric model.

Maharashtra has taken significant institutional and administrative steps towards implementation, including development of a state-level implementation mechanism, curriculum reform, Academic Bank of Credits, internships, industry collaboration and research-related initiatives.

However, **policy implementation cannot be judged solely by the issuance of government resolutions or adoption of revised curricula**. The real measure of implementation is whether students experience greater academic flexibility, multidisciplinary opportunities, improved pedagogy, meaningful skill development, stronger industry exposure and better learning outcomes.

Therefore, the proposed empirical study moves beyond examining **"whether NEP has been adopted"** and instead investigates **"how effectively NEP has been translated into institutional practice."**

The study's central contribution will be to identify the **policy-to-practice gap** and determine the institutional factors that influence successful implementation in Maharashtra's higher education **sector.**

Acknowledgement

I would like to express my sincere gratitude to everyone who supported and encouraged me in completing this research paper entitled "From Policy to Practice: An Empirical Assessment of NEP 2020 Implementation in Higher Education Institutions in Mumbai and Kokan."

I am deeply thankful to my colleagues, teachers, students, research scholars, and well-wishers for their valuable guidance, constructive suggestions, encouragement, and support throughout the preparation of this research work.

I gratefully acknowledge the contribution of the University Grants Commission (UGC), Government of Maharashtra, Directorate of Higher Education, Maharashtra, and other educational authorities for providing valuable policy documents, guidelines, frameworks, and information related to the implementation of NEP 2020. The study particularly considers curriculum reform, multidisciplinary education, Academic Bank of Credits, multiple entry and exit, internships, technology-enabled education, faculty preparedness, and institutional support.

I also acknowledge the support of my institution and all respondents who contributed valuable information and perspectives to the empirical assessment of NEP 2020 implementation.

Finally, I express my heartfelt thanks to my family, friends, and everyone who directly or indirectly contributed to the successful completion of this research paper. Their continuous encouragement and support have been invaluable.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

The Impact of National Education Policy 2020 on Higher Education- A Critical Study

Dr. Uday N. Suryawanshi

Manuscript ID:
IBMIIRJ -2026-030905

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp.22-28

September 2026

Correspondence Address:
Dr. Uday N. Suryawanshi

E-mail:-
udaysuryawanshi1985@gmail.com.

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 represents a major attempt to transform the Indian higher education system. It seeks to make higher education more holistic, multidisciplinary, flexible, inclusive, research-oriented, skill-based and learner-centred. The policy proposes significant reforms, including multidisciplinary education, flexible curricula, multiple entry and exit options, the Academic Bank of Credits (ABC), four-year undergraduate programmes, promotion of research, institutional autonomy, digital education and reforms in regulation and governance. NEP 2020 also aims to increase the Gross Enrolment Ratio (GER) in higher education to 50 per cent by 2035.This critical study examines both the potential benefits and challenges of implementing NEP 2020 in Indian higher education. While the policy has the potential to improve academic flexibility, employability, innovation and access, its success depends heavily on financial resources, institutional preparedness, faculty development, digital infrastructure and effective coordination between the Central and State Governments. The study concludes that NEP 2020 provides a transformative framework, but its real impact will depend on equitable and effective implementation.

Keywords: *NEP 2020, Higher Education, Multidisciplinary Education, Academic Bank of Credits, Multiple Entry and Exit, Research, Employability, Educational Reform.*

Introduction: -

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities determines our country's future.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labor, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and the development of vaccines and the resultant social issues heighten the need for multidisciplinary learning. There will be a growing demand for humanities and art, as I becomes a developed country and as among the three largest economies in the world. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn but more importantly learn how to learn.

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How to cite this article:

Uday N. Suryawanshi. (2026). The Impact of National Education Policy 2020 on Higher Education- A Critical Study. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 22–28.

Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible use, and enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labor, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and the development of vaccines and the resultant social issues heighten the need for multidisciplinary learning. There will be a growing demand for humanities and art, as I becomes a developed country and as among the three largest economies in the world. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible use, and enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner.

Education must build character, and enable learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment. The gap between the current state of learning outcomes and what is required must be bridged through major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education to higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century educ21st-centuryding SDG4, while building upon India's traditions and value systems.

Values elements must be incorporated taking into account the local and global needs of the country and with respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people are considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

Objective: -

1. To Study the National Education Policy 2020.
2. To study the impact of national education policy 2020 on education

Previous Policies: -

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles Of This Policy: -

recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;

1. According to the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade
2. flexibility, so that learners have the ability earning trajectories and programmers, and thereby choose their paths in discording to their talents and interests;
3. no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. to elite ful hierarchies among, and silos between different areas of learning;
4. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world to enstoty and integrity of all knowledge; emphasis on conceptual understanding rather than rote learning and learning-for-exams;
5. creativity and critical thinking to encourage logical decision-making and innovation; ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, the spirit of a serviette, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
6. promoting multilingualism and the power of language in teaching and learning; life skills such as communication, cooperation, teamwork, and resilience;
7. focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture ';

8. extensive use of technology in teaching and learning, removing language barriers, increasing access for Divvying students, and educational planning and management;
9. respect for diversity and respect for the local context in all curricula, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
10. full equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system;
11. synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
12. teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments, and service conditions;
13. a 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
14. outstanding research as a requisite for outstanding education and development;
15. Continuous review of progress based on sustained research and regular assessment by educational experts; National Education Policy 2020. a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems, and traditions;
16. education is a public service; access to quality education must be considered a basic right of every child;
17. Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

The Problem Of The Higher Education On System: -

Some of the major problems currently faced by the higher education system in India include: a severely fragmented higher educational ecosystem; less emphasis on the development of cognitive skills and learning outcomes; a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study; Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages Limited teacher and institutional autonomy; (f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders; Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines; Suboptimal governance and leadership of HEIs; an ineffective regulatory system; and large affiliating universities resulting in low standards of undergraduate education

Old Education Policy (1986): -

1. The Parliament during the Budget Session in 1986 discussed and adopted the "National Policy on Education 1986". A promise was made at that time by the Minister of Human Resource Development that he would present in the Monsoon Session a Programme of Action for the implementation of the policy. Immediately after the Budget Session, the Ministry undertook an intensive exercise to prepare the promised Programme of Action.

2. In the first place, 23 Task Forces were constituted and each was assigned a specific subject covered by the National Policy on Education (N.P.E.). Eminent educationists, experts, and senior representatives of Central and State Governments were associated with these Task Forces. The subjects assigned to the Task Forces were as follows: Making the System Work, Content and Processes of School Education, Education for Women's Equality, Education of the Scheduled Castes, Scheduled Tribes, and other backward sections, Minorities' Education, Education of the Handicapped, Adult & Continuing Education, Early Childhood Care and Education, Elementary Education (including NFE and Operation Blackboard), Secondary Education and Navodaya Vidyalayas, Vocationalisation, Higher Education XIII. Open University and Distance Learning, Technical and Management Education, Research and Development, Media and Educational Technology (including use of Computers in Education), De-linking degrees from jobs and Manpower Planning, The Cultural Perspective and Implementation of Language Policy, Sports, Physical Education & Youth XX. Evaluation Process and Examination Reform XXI. Teachers and their Training, Management of Education, Rural Universities/Institutes

3. The Task Forces were requested to examine the present situation in respect of the subjects assigned to them and to elaborate on the implications of the specific statements contained in the N.P.E. The Task Forces were also expected to project the actions that would be necessary and indicate the broad targets and the phasing of the programs. They were requested to indicate the broad financial implications with reference to each phase.

4. In spite of the constraint of time, the Task Forces accomplished their work with great care. They submitted their reports in July 1986. These reports were discussed in a series of meetings taken by the Minister of Human Resource Development. After these discussions were completed, a conference of Education Secretaries of the State Governments and U.T. Administrators was convened on the 20th July 1986. Suggestions received during this meeting were carefully considered and the Programme of Action was prepared with reference to the main areas covered in N.P.E. The Central Advisory Board of Education met at New Delhi on the 1st and 2nd of August 1986. The document on the Programme of Action was discussed at this meeting, and several valuable suggestions were made by the Education Ministers of State Governments and U.T. Administrations and educationists who participated in the discussion. All these suggestions have been taken into account in the Programme of Action which is now presented to the Parliament.

5. This Programme of Action is meant to provide an indication of the nature of actions that will be needed in order to implement the directions of the Policy. It provides a broad strategy within which detailed schemes will be subsequently drawn up; it will also facilitate the preparatory work which will be required before such schemes can be worked out fully and put into operational form. The detailed projects will be taken up for formulation by the various departments and agencies, in consultation

with all concerned, once the strategy outlined in the Programme of Action has been examined and endorsed by the Parliament. It is necessary to stress that what is presented here is not an inflexible structure but only a projection of directions with varying degrees of detail, A certain amount of flexibility is assumed which will help the implementing agencies in tailoring the Programme of Action to suit their contexts and to make necessary modifications on the basis of experiences and emerging scenarios. Implementation of the programmes will be a cooperative effort between the Centre and the States with full involvement of the community and the teachers and a constant process of consultations is envisaged.

6. The Task Forces had indicated in their reports broad financial implications. However, they need close scrutiny in consultation all concernederned, including the Planning Commission and the Ministry of Finance. It will be noticed that the various Programmes of Action have spread over several years not only the 7th Five Year Plan period but also the 8th Five Year Plan, and beyond. The phasing of these Programmes has, however, to be left somewhat flexible, so that implementing agencies may be able to match the mobilization of resources with the process of implementation.

7. The concept of the National System of Education lays the greatest emphasis on the elimination of disparities in the educational system and on improvement in the quality of publicly funded schools so that, ordinarily, parents may not feel the need to send their children to private high fee charging institutions. This is a direction towards which we shall have to move with speed and determination. Some steps have already been taken to launch 'Operation Blackboard' to demonstrably improve accommodation and facilities in underprovided primary schools in rural as well as urban areas. Establishment of District Boards of Education, District Institutes of Education and Training, and Village Education Committees will go a long way towards the school improvement programme, involvement of the community with the educational process, and creating a new form of accountability of the educational system. If implemented with sensitivity, vigour and persistence, the proposals contained in the Programme of Action regarding reorientation of the whole system to promote women's equality, special provisions for the Scheduled Castes, Scheduled Tribes, other educationally disadvantaged sections, minorities, the physically and mentally handicapped, and for the areas which need special attention will enable the educational system to move towards the democratic and socialist ideals enshrined in the Constitution. These are indeed some of the main parameters of the strategy envisaged in the Programme of Action for making strides towards the Common School System, to which the Education Commission (1964-66) gave so much importance, but which has so far remained only a distant goal.

8. There is today, as never before, an upsurge in favour of national integration and adherence of certain national values and concerns: through introduction of a national core curriculum; an insistence on observance of secular, scientific and moral values; inculcation of an understanding of our composite culture, within rich diversity; creation of an awareness of the importance of protection of environment and observance of small family norm; and stress on commitment of the youth to manual work and social service. Reorganisation of the content and processes of education on these lines will, therefore, be a matter of foremost priority. A similar priority has been envisaged in the National System of Education towards effective universalisation of elementary education, eradication of illiteracy and skill development in the, 15-35 age group, vocationalisation of education and preparation of the manpower needed for the developmental needs, improvement in quality at all levels, and scientific and technological research. The various chapters of the Programme of Action take note of these priorities and spell out broad implementation strategies.

9. Implicit in the effort for creation of a National System of Education is the requirement that the system should work at an optimal level of efficiency. This does, indeed, 7 presuppose that all institutions will observe certain daily schedules; that examinations will be conducted in a fair and regular manner; that students' hostels will have an atmosphere of community living and learning; that the campuses of all educational institutions will give evidence of good maintenance and promote a spirit of creativity, etc. Essential though these things are, they would not suffice to meet the challenges posed in NPE. What is needed is a much greater rigour and discipline in academic pursuits, arrangemthatwhich facilitate autonomy for experimentation and innovation, circumstathatwhich bring out the best among the teachers and the students, and above all a rededication of all - the political leadership, administrative personnel, the parents, teachers and students in the great task, of nation building.

10. Implementation of N.P.E. has to begin now wherever possible, in whichever way possible. Bigger schemes of quantitative expansion and quality improvement take time to get formulated and processed, and even longer to get understood and implemented. The process of preparation of those schemes has commnced, and will be followed up with necessary urgency. Meanwhile, every institution, every centre of non-formal education and of adult education, every teacher and student and every member of the society must examine what they can do. Some retired teachers can help out as substitute teachers, some housewives can impart literacy to their illiterate sisters, some institutions can extend their facilities to neighbouring institutions, some newspapers can start for their readers a weekly column on everyday science, and so on. While the Central and State Governments will fully shoulder their responsibilities and will give an account of it to State legislatures and Parliament, it is peoples' involvement in the educational reconstruction which will make the real difference. Time is of essence, and unless we act now, we stand in thnger of once again missing the opportunity for educational reform, so critical not only for the development of our nation, ut for our very survival.

The Policy And Implementation Strategy: -

The Policy envisages the development of a pattern of education related to the needs of rural communities and the strengthening and support of program themes of Gandhian Basic Education. The Policy states that educational institutions and voluntary agencies which take up educational progressed on the concept of correlation between socially useful productive work, social service and academic study will be encouraged.

For the implementation of the Policy directives on rural education a, a well-planned program of encouragement will be launched for institutions/organizations which are composite organizations – combine programmer from the primary and secondary levels to diploma and degree levels. The 'Rural University' or 'Rural Institute' is not envisaged as a traditional instill

that which lays down minimum qualifications for admins well-define defined courses of study awards award of diplomas and degrees based on examinations. Rather, a complex of institutions is envisaged which seek to integrate all aspects of education, training with productive and creative activities, horizontally across disciplines of sciences, technology, humanities and social sciences, and vertically across all stages of education - primary to higher education.

Action Plan: -

Several measures will be taken in pursuance of the above objectives which would include:

(a) Consolidation of the existing rural universities and reorganisation of the rural institutes established as a part of the scheme of rural higher education launched in the Second Plan;

(b) Encouragement to other existing educational institutions and voluntary agencies to develop in accordance with Gandhian philosophy of education for rural reconstruction;

(c) Development of selected institutions located in rural areas as autonomous colleges for strengthening programmes of education related to the needs of rural development;

(d) Recognition and support to elementary, secondary and post-basic institutions based on the concepts of Nai Talim;

(e) Strengthening of the content of all these institutions with emphasis on science and technology;

(f) Designing a variety of courses at tertiary level around emerging rural occupations;

(g) Strengthening teacher training facilities for Gandhian Basic Education; and

(h) Review of recruitment qualifications to give due recognition and encouragement to fieldwork-oriented courses of rural institutes.

Merits And Demerits Othe F Traditional Education System

The traditional education system is ur primitive education system which is still opted by many people tow. In traditional education, students are gathered under a roof at a specific time and specific place. The teaching style of traditional education is teacher-driven. The learners discuss with their peers to clear their doubts or interact with the instructor after the class to do the same. The knowledge attained by the learner depends on the knowledge of the instructor. Let's the advantages and disadvantages of traditional education.

Advantages: -

1. **Punctuality**: The students will have a specific time for every period and ta ime for taking a break. This timing is all planned at the beginning, the students follow this routine and make them punctual and disciplined.
2. **Social interactions**: The students interact with their peers which hhelpsthem in character building. They learn to share and respect others.
3. **Extracurricular activities**: This allows the students to showcase their hidden talent to others. This helps there cognizedgnized for their talents and a can excel in their life.
4. **FFaface interaction sections** he students a can have direct interactions with their teachers .can ask can ask questions and more explanations on the areas they have doubts.

Disadvantages: -

1. **Generalized learning**: Generalized education for all the students make it difficult for them to learn things they are interested in. Different students have different talents and interests which this general education fails to provide. Students will be spending more time and effort tstudyingiatwhich they are not good and this will not help them in their future ccareers
2. **Passive listeners**: In traditional education, students should listen to their teachers. Sometimes the students do not make an effort to listen to the teachers. They lack interest in the lectures and become passive listeners
3. **No flexible time**: The Traditional action follows a rigid schedule which is challenging to study. The students have difficulties to up with it.
4. **Expensive**: It is very expensive as the school provides certain facilities and for the tuition fee for their instructors etc. Everyone cannot afford it and end up taking loans.
5. **Teacher-centered learning**: Tea Teacteacher's books are the main resources of information. The students are unable to learn new things, and their knowledge is restricted to the knowledge provided by the books and lecturers.

Merits Of National Education Policy (2020): -

Recently many changes have been introduced in the academic system of India starting from the school to college level. New National Education Policy has been approved by the Union Cabinet reflecting all the changes. This newly approved plan talks about major transformational reforms in the Indian academic sector which are appreciated by many. Along with appreciation, there is also criticism that focuses on the drawbacks of this new education policy.

Following ARE THE Advantaged and Disadvantaged of the New Education Policy 2020

Merits of National Education Policy (2020) :-

1. The Government aims to make schooling available to everyone with the help of NEP 2020.
2. Approximately two crore school students will be able to come back to educational institutes through this new approach.
3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on students' formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14, and 14 to 18. 12 years of schooling, 3 years of Anganwadi, and pre-schooling are included in this structure.
4. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.

5. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for the successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.
6. One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.
7. Appropriate authorities will conduct the school examinations for grades 3, 5, and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.
8. Parakh national education policy is to be set up by the Government.
9. Special daytime boarding school "Bal Bhavans" to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, and art.
10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.
11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academics.
12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.
13. phased out college affiliation and autonomy will be granted to colleges.
14. By the year 2030, it will be mandatory to have at least a four-year B. Ed degree for joining the occupation of teaching.
15. To mamakehe students prepared for future pandemic situations, online academics will be promoted on a larger scale.

Mitigate opportunity costs and fees for pursuing higher education (b) Provide more financial assistance and scholarships to socio-economically disadvantaged students (c) Conduct outreach on higher education opportunities and scholarships (d) Make admissions processes more inclusive (e) Make curriculum more inclusive (f) Increase employability potential of higher education programmers (g) Develop more degree courses taught in Indian languages and bilingually (h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly (i) Develop bridge courses for students that come from disadvantaged educational backgrounds (j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmers (k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula (l) Strictly enforce all no-discrimination and anti-harassment rules (m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SDGs, including but not limited to the above items.

Demerits of National Education Policy (2020)

In the National Education Policy 2020, language is a negative factor as there is a problematic teacher-to-student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway. According to the national education policy 2020, students of private schools will be introduced to English at a much earlier age than the students of the recent schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in commuting within English thus widening the gap between sections of the societies.

Implementation: -

The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India to make the international standard of academic academics government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect through the elaboration of the Central and the State Government Governments Subject-wisetees will set up the Goby with both central and state-level ministries for discussing the implementation strategy.

Conclusion: With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

Conclusion: -

The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th, 2020. After a gap of 34 years, the Indian government consolidated feedback from 2.5 lakh village-level stakeholders to two national parliament parliamentary levelers, over more than 50 months of consultations and workshops. However, the extent to which the policy has incorporated recommendations remains unknown. In the midst of multiple op-eds and commentaries about the NEP, this article attempts to analyze it from the lens of practitioners. In particular, we examine nine key chapters of the 'school education' section from our experience over the last five years of having seen the policy life-cycle through formulation, implementation, and (lack of) evaluation in Maharashtra.

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled "The Impact of National Education Policy 2020 on Higher Education – A Critical Study."

I am deeply thankful to my teachers, colleagues, students, research scholars, and well-wishers for their valuable guidance, constructive suggestions, encouragement, and support throughout the preparation of this research work.

I gratefully acknowledge the valuable academic and policy resources that contributed to this study, particularly the documents and reports related to the National Education Policy 2020, National Policy on Education 1986, higher education reforms, curriculum development, multidisciplinary education, technology, research, and institutional development.
I also sincerely acknowledge the support and encouragement received from my institution and academic colleagues, which provided a conducive environment for pursuing this research.
Finally, I express my heartfelt thanks to my family, friends, and all those who directly or indirectly contributed to the successful completion of this research paper. Their constant encouragement, cooperation, and support have been invaluable.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Bridging the Education–Employment Gap under NEP 2020: AI Literacy, Communication Competence, and Work-Integrated Learning for Graduate Employability

Dr. Ashok Bhau Kolekar
Assistant Professor, Department of English
Night College of Arts and Commerce, Ichalkaranji, District Kolhapur, Maharashtra, India

Manuscript ID:
IBMIIRJ -2026-030906

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp.29-32

September 2026

Correspondence Address:
Dr. Ashok Bhau Kolekar
Assistant Professor, Department of English
Night College of Arts and Commerce, Ichalkaranji, District Kolhapur, Maharashtra, India
Email: ashokb.kolekar@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

India's expansion of higher education has created unprecedented opportunities for young people, yet the movement from educational qualification to meaningful employment remains uneven. The central challenge is no longer simply access to degrees but the relationship between credentials, capabilities, workplace experience, and employment outcomes. This conceptual paper examines how the National Education Policy (NEP) 2020 can contribute to narrowing this education–employment gap through the integrated development of AI literacy, communication competence, and work-integrated learning. Drawing on recent policy evidence from NITI Aayog, the International Labour Organization, and contemporary scholarship on artificial intelligence and work-integrated learning, the paper argues that employability should not be treated as an additional soft-skills component appended to an academic curriculum. Rather, it should emerge from a coherent educational architecture connecting disciplinary knowledge with communication, digital and AI capabilities, authentic workplace exposure, critical thinking, and demonstrable competence. The paper proposes an integrated framework in which AI literacy and communication competence function as enabling capabilities, while work-integrated learning provides the context in which those capabilities are tested and developed. It concludes by suggesting institutional measures through which Indian higher education can move from credential-centred education towards competency-, experience-, and outcome-oriented graduate preparation.

Keywords: *NEP 2020, graduate employability, AI literacy, communication competence, work-integrated learning, higher education*

Introduction

India's higher education system stands at an interesting and difficult point in its development. Access to higher education has expanded, new multidisciplinary structures are emerging, and digital technologies have entered almost every aspect of teaching and learning. Yet the possession of a degree does not necessarily ensure a smooth transition into meaningful work. The more difficult question is what happens between the classroom and the workplace: what students actually learn, what they can demonstrate, how much authentic experience they acquire, and whether employers can recognise those capabilities. This question has acquired greater urgency because the nature of work itself is changing. The World Economic Forum's *Future of Jobs Report 2025* identifies technological change, particularly artificial intelligence and information processing, among the principal forces reshaping employment. It also stresses that technological capabilities will need to be accompanied by analytical thinking, creative thinking, resilience, flexibility, leadership, and collaboration (World Economic Forum). The emerging labour market therefore does not demand either technical skills or human skills in isolation. It increasingly demands their combination.

The situation in India is more complex. The India Employment Report 2024 by the International Labour Organization and Institute for Human Development describes the labour market in India as having significant structural inequalities, a large informal economy and priority is given to employment, education and skills (International Labour Organization and Institute for Human Development). The working paper of NITI Aayog titled 'Education and Skilling for Employment – From Credentials to Learning Outcomes (2026)' also calls for a holistic understanding of the education and skilling system in the context of the broader employment system in India.

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How to cite this article:
Ashok Bhau Kolekar (2026). Bridging the Education–Employment Gap under NEP 2020: AI Literacy, Communication Competence, and Work-Integrated Learning for Graduate Employability. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 29–32.

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This is not insignificant, however: the paper's title is important because it moves away from focusing on credentials and onto focusing on learning outcomes (Virmani). This is the path set by the NITI Aayog report Reimagining Skilling for Viksit Bharat@2047 that was released in August, 2026. It gives a call to action to break silos and to reinforce the links between learning and work. Some of its proposed reforms include: increased work-based learning, institutionalization of apprenticeships, developing employability skills, outcome based approaches, portable credentials, better co-ordination between education, skilling, industry and government (NITI Aayog). The report also recommends General Employability and Entrepreneurship Skills: Communication, Functional English, Digital basics, Team working, Problem solving and Entrepreneurship. These recommendations point to the shift in these expectations toward work, whereby employability is now a systemic responsibility of education—no longer a service.

This paper argues that NEP 2020 provides an appropriate policy framework for such a transition. The policy calls for holistic and multidisciplinary education, greater emphasis on communication, discussion, debate and research, and opportunities for internships with local industry, businesses, artists, craftspeople, and research institutions (Ministry of Education). It also advocates the integration of vocational education into mainstream higher education and encourages institutions to experiment with apprenticeships and industry partnerships. The challenge, however, is implementation. Merely adding an internship, an AI workshop, or a communication-skills course to an existing curriculum will not solve the education–employment gap. What is required is a more integrated conception of graduate capability.

From Credentials to Capabilities

The idea of graduate employability has itself moved beyond the narrow assumption that employability is equivalent to obtaining a job. Tomlinson argues that employability is a complex and contested concept involving graduates' identities, resources, experiences, perceptions, and transitions into employment. A degree can provide an important foundation, but it does not by itself constitute employability (Tomlinson).This distinction is particularly relevant to India. A qualification provides evidence that a learner has completed a recognised programme, but employers increasingly seek evidence of what that learner can actually do. The distinction may be expressed simply:

Credential = evidence of educational completion.

Capability = evidence of what the learner can perform.

Employability = the capacity to mobilise knowledge, skills, dispositions, relationships, and experience in changing employment contexts.

This does not diminish the value of academic education. On the contrary, it requires higher education to reconnect disciplinary knowledge with application. A literature graduate, for example, should not be reduced to a collection of generic workplace skills. Rather, literary study can contribute interpretation, argumentation, cultural awareness, communication, ethical reflection, and critical thinking. The task is to make those capabilities visible and transferable without reducing the discipline itself to vocational training. The multi-disciplinary nature of NEP 2020 allows such an approach. The focus on flexible curricula, communication, interdisciplinary learning, vocational exposure, Internships, and practical engagement indicates that it is a step away from the rigid distinctions between academic and vocational learning (Ministry of Education). The central question, therefore, is not whether universities should become vocational institutions. It is how universities can ensure that academic learning produces capabilities that students can carry into professional and social life.

AI Literacy: More Than Knowing How to Use AI

Artificial intelligence introduces a new layer to this problem. Generative AI can draft text, summarise information, translate language, produce images, analyse data, and assist with a wide range of professional tasks. Its growing presence makes it tempting to define AI literacy simply as the ability to use AI tools. Such a definition is inadequate. Recent scholarship treats AI literacy as a multidimensional capability involving understanding, critical evaluation, responsible use, and awareness of the social and ethical consequences of AI (Tzirides et al.; Ng et al.). Tzirides et al.'s study of AI literacy in higher education is particularly instructive because it demonstrates the value of pedagogies that require students to examine both the capabilities and limitations of generative AI. AI literacy, in this sense, is not blind technological fluency; it includes critical judgement. This separation is important for being able to work. A graduate with a polished paragraph produced by an AI system but who can't claim the information is true, is able to identify fabricated information, edit the argument, or evaluate the tone is not a competent writer but only somebody who knows how to use tools.

The future-ready graduate therefore needs at least four forms of AI capability:

1. **Functional AI literacy** — knowing what AI systems can and cannot do.
2. **Critical AI literacy** — evaluating accuracy, bias, evidence, and limitations.
3. **Ethical AI literacy** — understanding authorship, privacy, intellectual property, transparency, and responsible use.
4. **Applied AI literacy** — integrating AI appropriately into disciplinary and professional tasks.

This is why AI literacy should not be confined to computer science programmes. A student of commerce, literature, engineering, management, science, or social science will encounter AI-mediated work in different forms. The important educational question is consequently not, "Can the student use AI?" but, "Can the student use AI intelligently, critically, ethically, and productively while retaining human responsibility for the outcome?"

Communication Competence in the AI Era

The expansion of AI does not make communication less important. In some respects, it makes human communication more demanding. With generative AI, you can create grammatically sound text, emails, reports, presentations, summaries and basic professional correspondence. As a result, correct language use is a less powerful criterion for communication competence. Communication competence should instead include the ability to understand context, identify purpose, adapt register, interpret audiences, construct arguments, listen attentively, negotiate meaning, respond sensitively, and take responsibility for what is communicated. These are human capabilities that cannot simply be outsourced to a language model. In a recent study of the impact of generative AI on student academic communication, Geller et al. have found that AI has already made an impact on the way students are approaching writing and communication (Liu). This development should make universities to reconsider communication pedagogy not to be abandoned. For English education in particular, the implication is significant. The objective should move from teaching students merely to produce grammatically correct sentences towards helping them become effective

professional communicators. This includes workplace writing, presentations, interviews, collaborative communication, digital communication, intercultural communication, critical reading, and the ability to evaluate and revise AI-assisted language. Thus, communication competence and AI literacy should be developed together. Students should learn not only how to ask an AI system to produce a document but also how to interrogate, improve, contextualise, authenticate, and take responsibility for that document.

Work-Integrated Learning: Connecting Classroom and Workplace

The third element of the proposed framework is work-integrated learning (WIL). Its importance is difficult to overstate because employability cannot be fully developed in an environment completely detached from work. NEP 2020 explicitly recognises the importance of internships and practical engagement. It calls for opportunities for students to undertake internships with local industry, businesses, artists, craftspeople, and researchers so that they can experience the practical side of learning and improve employability (Ministry of Education). Recent WIL scholarship reinforces this argument but also warns against treating internships as a simple solution. Young et al. observe that effective WIL requires thoughtful assessment and curricular integration. Other research highlights the importance of sustained partnerships, adequate resources, scaffolding, inclusion, and evaluation (Young et al.; Jackson et al.). This distinction is essential for Indian higher education. A certificate stating that a student completed an internship does not necessarily demonstrate learning. A meaningful WIL experience should require students to perform authentic tasks, receive supervision, reflect upon their performance, and demonstrate what they learned.

WIL can take many forms: internships, apprenticeships, industry projects, community projects, fieldwork, consultancy assignments, simulations, entrepreneurial projects, research placements, and service learning. The objective is not to make every student an apprentice but to create structured opportunities in which academic knowledge encounters real problems. This is a strong endorsement of the above as indicated in the NITI Aayog's report on skilling for 2026 which emphasized with greater emphasis on linkages between learning and work, increase in apprenticeship numbers, and work-based learning as components of a reimagined skilling architecture (NITI Aayog).

An Integrated Employability Architecture for Indian Higher Education

The central proposition of this paper is that AI literacy, communication competence, and work-integrated learning should not operate as separate institutional initiatives. They should form an integrated employability architecture. The relationship can be represented as:

NEP 2020
↓
Disciplinary and Multidisciplinary Learning
↓
AI Literacy + Communication Competence
↓
Work-Integrated Learning
↓
Demonstrable Graduate Capabilities
↓
Graduate Employability

The logic is straightforward. Academic study provides disciplinary knowledge. AI literacy enables students to work intelligently with emerging technologies. Communication competence enables them to express, negotiate, present, and collaborate. Work-integrated learning provides authentic situations in which these capabilities can be applied. Assessment then makes the resulting capabilities visible to employers and to students themselves. This suggests a practical institutional model.

First, every undergraduate programme should identify a small set of transferable capabilities alongside disciplinary outcomes. Second, AI literacy should be embedded across disciplines rather than isolated within computer-related courses. Third, professional communication should be connected with disciplinary contexts instead of being taught as a generic add-on. Fourth, every student should have access to meaningful experiential learning. Finally, assessment should capture evidence of performance through portfolios, projects, presentations, reflective records, and workplace feedback. Such an approach would also help address the problem of "credential inflation." If students graduate with a degree accompanied by a portfolio of demonstrated capabilities, their educational record becomes richer than a transcript of marks.

From Employability Training to Employability Education

There is therefore a major conceptual change that needs to take place. Employability has been tackled in the Indian higher education landscape in several episodic ways, such as communication skills workshops, aptitude tests, resume writing sessions, placement training, or sometimes industry visits. These activities have merit, but they do not and will not have the answer to preparing graduates for a changing labour market. Employability needs to be integrated into the design of the education itself. The difference is important:

Employability training asks, "What additional skills can we give students?"

Employability education asks, "How should the entire learning experience develop, apply, assess, and demonstrate capabilities?"

The second question is closer to the spirit of NEP 2020. It also recognises that not all students begin with the same advantages. Students from rural areas, smaller institutions, disadvantaged socioeconomic backgrounds, or first-generation higher-education families may have less access to professional networks, workplace exposure, digital resources, and informal career knowledge. An employability architecture must therefore be inclusive rather than designed only around already-privileged students.

Conclusion

The education–employment gap in India cannot be narrowed simply by producing more graduates, adding more certificates, or introducing isolated technology courses. The deeper task is to reconnect education with capability, experience, and meaningful work. NEP 2020 provides an important policy foundation for this transition through its emphasis on holistic and multidisciplinary education, vocational integration, communication, internships, practical learning, and closer engagement with

industry. Recent NITI Aayog policy work strengthens the case by calling for movement from credentials towards learning outcomes and for a closer relationship between learning and work (Virmani; NITI Aayog).

As part of this future policy context, it is important to consider AI-literacy, communication competence, and work-integrated learning as complementary aspects. AI literacy equips students with the ability to use technological systems in an ethically sound manner. They are able to use communication competence to transfer knowledge into relevant interaction among humans. Work-integrated learning combines the two abilities in real-world experiences. The goal should therefore be neither an "AI-ready" graduate nor a conventionally "employable" graduate. India needs graduates who can think, communicate, collaborate, adapt, use technology critically, solve unfamiliar problems, and demonstrate what they can do. The most useful measure of higher education should ultimately move beyond the question, "What qualification does the graduate possess?" The more consequential question is: What can the graduate demonstrate, where has the graduate demonstrated it, and how effectively can those capabilities be carried into an uncertain world of work? Bridging the education–employment gap requires higher education to take that question seriously. NEP 2020 provides the policy opportunity; the task now is to turn that opportunity into institutional practice.

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled **"Bridging the Education–Employment Gap under NEP 2020: AI Literacy, Communication Competence, and Work-Integrated Learning for Graduate Employability."**

I am deeply thankful to my colleagues, teachers, students, research scholars, and academic well-wishers for their valuable guidance, constructive suggestions, encouragement, and intellectual support throughout the preparation of this research work.

I gratefully acknowledge the valuable policy documents, reports, scholarly articles, and academic resources that provided the conceptual foundation for this study, particularly those relating to **NEP 2020, graduate employability, AI literacy, communication competence, work-integrated learning, skill development, and higher education**. Their insights have contributed significantly to developing the perspectives presented in this paper.

I also sincerely acknowledge the support and academic environment provided by the **Night College of Arts and Commerce, Ichalkaranji, District Kolhapur, Maharashtra**, which encouraged the pursuit of this scholarly work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

A Study of Self-confidence and Achievement Motivation among Adolescence

Dr. Jeevan Ramchandra Patil
Assistant Professor, HOD Department of Psychology,
Night College of Arts and Commerce, Ichalkaranji, Maharashtra

Manuscript ID:
IBMIIRJ -2026-030907

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp.33-36

September 2026

Correspondence Address:
Dr. Jeevan Ramchandra Patil Assistant Professor, HOD Department of Psychology,Night College of Arts and Commerce, Ichalkaranji, Maharashtra
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Quick Response Code:

Web. https://ibrj.us

Abstract

The present study aims to examine the relationship between self-confidence and achievement motivation among adolescents. The study was conducted on a representative sample of adolescent students selected from secondary schools. Standardized tools were used to measure self-confidence and achievement motivation. The variables of the study were measured by using Agnihotri's Self-confidence Inventory This test was developed by Dr..Rekha Gupta and Achievement Motivation test -This test was developed by Dr.Mahesh Bhargava and Dr.M.A.Shah.. The collected data were analysed using appropriate statistical techniques such as mean, standard deviation, and correlation. Result Shows that There is significant difference found between male and female on self – confidence similarly There is significant difference found between male and female on achievement motivation.

Key Words *– Adolescents, Self Confidence, achievement motivation, gender,*

Introduction

Adolescence is a crucial stage of human development marked by rapid physical, cognitive, emotional, and social changes. During this period, the formation of self-concept, confidence, and motivational patterns plays a vital role in shaping an individual's academic performance, social adjustment, and future success. Among the various psychological constructs influencing adolescent development, self-confidence and achievement motivation are considered highly significant.

Self-confidence refers to an individual's belief in their own abilities and competence to deal effectively with life situations. Rosenberg (1965) emphasized that a positive self-image developed during adolescence contributes to emotional stability and healthy personality development. Gupta (2012) also highlighted that self-confidence enables adolescents to make independent decisions, face challenges, and develop resilience. Research studies have shown that self-confidence is closely linked with academic achievement and overall psychological well-being (Sharma & Singh, 2018; Kulkarni, 2020).

Achievement motivation is another important psychological variable that influences goal-directed behavior. McClelland (1985) described achievement motivation as the drive to excel, achieve standards of excellence, and strive for success. According to Bhargava and Shah (2010), adolescents with high achievement motivation demonstrate persistence, competitiveness, and a strong desire to perform better in academic and life situations. Bandura's (1997) concept of self-efficacy further explains that individuals who believe in their capabilities are more motivated to set challenging goals and achieve them successfully.

Several studies have examined the relationship between self-confidence, achievement motivation, and gender. Patel (2019) reported that achievement motivation among adolescents is influenced by personal and environmental factors rather than gender alone. Similarly, Kulkarni (2020) found minimal gender differences in self-confidence and academic achievement, indicating a shift towards gender equality in educational and social contexts. More recent studies by Deshmukh and Patil (2021) and Joshi and Kulkarni (2022) also revealed that self-confidence significantly predicts achievement motivation among adolescents, irrespective of gender.

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How to cite this article:
Jeevan Ramchandra Patil. (2026). A Study of Self-confidence and Achievement Motivation among Adolescence. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 33–36.

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Review of Literature

Bandura, A. (1997). Bandura introduced the concept of self-efficacy, which closely relates to self-confidence. His study demonstrated that individuals who believe in their abilities are more likely to take initiative, remain motivated, and achieve higher performance levels. Bandura's findings suggest a strong relationship between self-confidence and achievement motivation, particularly during adolescence when self-beliefs are actively forming.

Gupta, R. (2012). Gupta developed the Self-Confidence Inventory to assess confidence levels among adolescents and adults. Her research emphasized that self-confidence plays a vital role in decision-making, academic achievement, and psychological adjustment. The study provided a reliable tool for measuring self-confidence and confirmed that higher self-confidence is associated with better coping strategies among adolescents.

Joshi, R. K., & Kulkarni, S. R. (2022). Joshi and Kulkarni investigated self-confidence as a predictor of achievement motivation among adolescents. Their study revealed a significant positive relationship between self-confidence and achievement motivation, suggesting that adolescents with higher self-confidence tend to exhibit stronger motivation to achieve. The study also reported minimal gender differences, reinforcing the importance of psychological 8empowerment over gender-based assumptions.

McClelland, D. C. (1985). McClelland's theory of achievement motivation highlighted the importance of the need for achievement as a driving force behind goal-oriented behavior. His research suggested that individuals with high achievement motivation strive for excellence, persist in challenging tasks, and set higher standards for themselves. This theory has been widely applied to adolescent populations to explain academic performance and success motivation.

Patel, N. (2019). examined achievement motivation among adolescents with reference to gender differences. The findings indicated that there was no significant difference between male and female adolescents in achievement motivation. The study concluded that motivational levels are more influenced by environmental and educational factors rather than gender, supporting gender-neutral educational approaches.

Rosenberg, M. (1965). Rosenberg conducted a pioneering study on self-concept and adolescent self-image, emphasizing that adolescence is a critical period for the development of self-confidence. The study revealed that adolescents with a positive self-image demonstrate better emotional adjustment and social competence. Rosenberg's work established the theoretical foundation for understanding self-confidence as a central component of adolescent personality development.

Statement of the Problem

A Study of Self-confidence and Achievement Motivation Among Adolescence

Significance of the Study

The present study is significant as it helps in understanding the levels of self-confidence and achievement motivation among adolescents. It highlights that both male and female adolescents show similar levels of these psychological variables, thereby promoting gender equality in educational and psychological contexts. The findings are useful for teachers, counsellors, and parents in developing effective motivational and guidance programs. Moreover, the study contributes to existing research literature and provides a foundation for future studies related to adolescent development.

Objectives

1. To assess self-confidence levels among male and female adolescents.
2. To assess achievement motivation levels among male and female adolescents.

Hypotheses

3. There will be no significant difference between male and female adolescents in self-confidence.
4. There will be no significant difference between male and female adolescents in achievement motivation.

Methodology

Sample

The sample of the study included 60 regular and irregular students (30 boys and 30 girls) randomly selected from a junior college in Ichalkaranji city. The age range of the students was 16 to 22 years.

Variables:

Independent Variable - Gender: Boy & Girls students
Area of School - Urban School
Dependent Variable - Self-confidence and achievement motivation.

Tools

Agnihotri Self-Confidence Inventory (ASCI) - Self-confidence was evaluated using the Agnihotri Self-Confidence Inventory (ASCI), created by Dr. Rekha Gupta. This standardized instrument contains 56 items that measure students' levels of self-confidence, with responses recorded in a simple "Agree" or "Disagree" format. The ASCI is a reliable and well-established tool, commonly used in research settings to assess self-confidence as a key personality trait.

Achievement Motivation Test – Developed by V. P. Bhargava assesses individuals' drive, persistence, and desire to achieve excellence. The Achievement Motivation Test (AMT), Hindi version, was administered on a sample of 600 college-going students of Agra, comprising 300 males and 300 females, within the age range of 16 to 22 years. Based on the obtained scores, category-wise classification using percentile norms was carried out. Test–retest reliability after an interval of one month was found to be 0.87. he test scores showed a correlation of 0.80 with the Self-Concept Test (SCT) developed by Dr. Bishwanath Mukherji.

Process of the Data Collection -

After the selection of the study sample, sampling method, and finalization of the appropriate tools, the researcher visited the principals of different colleges to obtain permission for data collection. The purpose and importance of the research were explained clearly and systematically. After obtaining permission, the researcher established good rapport with the students. Proper seating

arrangements were made and all possible obstacles were minimized before administering the tests. Clear instructions were given to the students, and confidentiality of their responses was assured. The researcher carefully supervised the testing session and clarified doubts related to any statement whenever required. After completion of the testing session, the answer sheets were collected. Finally, the researcher expressed gratitude to the principals, teaching staff, non-teaching staff, and especially the students for their cooperation.

Statistical Treatment:

For the analysis of the collected data, appropriate statistical techniques were employed. Descriptive statistics such as Mean and Standard Deviation, along with the 't' test, were used to analyse and interpret the data. Statistical significance was checked at $\alpha = 0.05$.

Results

Table No: 1 Significance of mean difference on self confidence

Factor	N	Mean	Sd	df	t value
Male	30	24.63	5.12	58	2.18**
Female	30	27.47	4.91		
Total	60				

Table No: 2 Significance of mean difference among Achievement Motivation

Factor	N	Mean	Sd	df	t value
Male	30	31.27	5.48	58	2.41**
Female	30	34.13	4.72		
Total	60				

Table No: 3 Correlational study of Emotional Intelligence and Self confidence among Adolescence

Factor	N	Mean	Sd	df	r value
Self confidence	60	26.05	5.08	58	0.62**
Achievement Motivation	60	37.70	5.19		
Total	60				

Discussion

The present study was conducted to examine self-confidence and achievement motivation among adolescents and to determine whether there is a significant difference between male and female adolescents and whether self-confidence is significantly related to achievement motivation.

The first objective of the study was to examine the difference in self-confidence between male and female adolescents. The results indicated that the mean score of female adolescents (M = 27.47, SD = 4.91) was higher than that of male adolescents (M = 24.63, SD = 5.12). The obtained t value of 2.18 was significant at the 0.05 level. This finding suggests that male and female adolescents differ significantly in their level of self-confidence. Female adolescents in the present sample demonstrated comparatively higher self-confidence than male adolescents. This difference may be associated with differences in social experiences, interpersonal relationships, educational environment, parental support, and opportunities for self-expression.

The second objective was to study the difference in achievement motivation between male and female adolescents. The results showed that female adolescents obtained a higher mean score (M = 34.13, SD = 4.72) than male adolescents (M = 31.27, SD = 5.48). The obtained t value of 2.41 was significant at the 0.05 level. Therefore, the results indicate a significant difference in achievement motivation between male and female adolescents. The higher achievement motivation among female adolescents may be related to their educational aspirations, academic goals, greater persistence, and motivation to perform well in academic activities.

The third objective of the study was to examine the relationship between self-confidence and achievement motivation among adolescents. The obtained correlation coefficient was r = 0.62, which was positive and significant at the 0.01 level. This indicates a

significant positive relationship between self-confidence and achievement motivation. In other words, adolescents who possess higher self-confidence tend to have higher achievement motivation. Self-confidence may help adolescents develop positive expectations regarding their abilities, take initiative, face challenges, and persist in achieving their goals. Similarly, achievement-oriented adolescents may develop greater confidence through successful experiences and positive feedback.

Conclusion

1. There is significant difference between male and female adolescents on self-confidence.
2. There is significant difference found between male and female adolescents on achievement motivation.
3. There is significant positive relationship between self-confidence and achievement motivation

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled **"A Study of Self-confidence and Achievement Motivation Among Adolescence."**

I am deeply thankful to my colleagues, teachers, students, and academic well-wishers for their valuable guidance, constructive suggestions, encouragement, and cooperation throughout the research work.

I gratefully acknowledge the contribution of the scholarly literature and standardized psychological tools used in this study, particularly the **Agnihotri Self-Confidence Inventory** and the **Achievement Motivation Test**, which provided an important foundation for assessing self-confidence and achievement motivation among adolescents.

I also sincerely thank the principals, teaching and non-teaching staff, and especially the participating students for their cooperation and support during the data-collection process. Their willingness to participate and provide the required information was essential to the successful completion of this study.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Sudha Murty's Dollar Bahu as a Critique of Gendered Economics

Dr.S.A.Tambade
Associate Professor and Head,Department of English, SB. S.K.Patil College, Kurundwad

Manuscript ID:
IBMIIRJ -2026-030908

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp.37-39

September 2026

Correspondence Address:
Dr.S.A.Tambade
Associate Professor and Head,Department of English, SB. S.K.Patil College, Kurundwad
Email: subhashtambade@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract:

Sudha Murty's 'Dollar Bahu' offers a penetrating critique of gendered economics within the Indian middle-class family system. The novel exposes how women's value is measured through economic contribution, particularly through access to foreign income and global mobility. This paper examines how economic power operates as a gendered instrument that structures domestic authority, emotional hierarchy, and female marginalization. Through the contrasting experiences of Vinuta, the Indian daughter-in-law and Jamuna, the American-based "Dollar Bahu", Murty reveals how patriarchal families privilege wealth over emotional labor and ethical values. Employing a socio-feminist approach, this stud argues that 'Dollar Bahu' critiques the commodification of women and highlights the silent exploitation of unpaid female labor. The novel ultimately challenges materialistic definitions of success and advocates dignity, compassion and moral economy as alternatives to gendered economic injustice.

Keywords: *Sudha Murty, Dollar Bahu, Gendered Economics, Patriarchy, Materialism, Female Labour, Indian English Literature.*

Introduction:

The novel 'Dollar Bahu' was originally written in Kannada and later on translated into English. It explores themes of family dynamics, cultural values and the impact of materialism on relationships. It revolves around Vinuta, a simple and family devoted woman who adheres to traditional values, but she often feels that she has been overshadowed by wealthy sister-in-law, Jamuna (Dollar Bahu). The family, particularly Vinuta's mother-in-law, idolizes Jamuna. She often compares her to Vinuta, which creates tension and insecurity for Vinuta. As the narrative unfolds, the novel explores, the complexities of familial relationships, the clash between traditional and modern values, and the consequences of prioritizing material wealth over emotional bonds. Murty offers a poignant exploration of how wealth and materialism influence family dynamics and reshape perceptions of happiness and success across cultures.

Objectives of the study:

1) To examine the concept of gendered economics in Dollar Bahu.
2) To analyze how women's worth is determined by economic productivity and global capital.
3) To explore the intersection of patriarchy and materialism in family structures.
4) To study the marginalization of unpaid emotional and domestic labor performed by women.
5) To evaluate Sudha Murty's critique of capitalist values within Indian middle-class society.

Hypothesis:

This study is based on the hypothesis that Sudha Murty's 'Dollar Bahu' critiques gendered economics by exposing how patriarchal family systems commodify women based on their economic value, thereby marginalizing emotional labour, ethical conduct, and individual dignity.

Research Methodology: The research adopts a qualitative and analytical methodology. It involves,

- Close textual reading of 'Dollar Bahu'
- Application of feminist economic theory to examine unpaid domestic labor.
- Use of secondary critical sources on Indian English literature, feminism and globalization.
- Theoretical Framework: A combination of Materialist Feminism and Social Exchange Theory to evaluate how relationships are treated as 'Commodities'.

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How to cite this article:
S.A.Tambade. (2026). Sudha Murty's Dollar Bahu as a Critique of Gendered Economics. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 37–39.

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Dollar Bahu- Analysis:

In the preface of the novel Sudha Murty writes-

"This story can happen in any part of India but I have set it in Karnataka, the region most familiar to me. I hope the book will show some families that love and affection can be more important than money".

Does money corrupt the way family members look at one another?

Set mainly in Bangalore, the novel focuses on the Deshpande family and highlights how economic status, particularly income earned abroad, becomes the measure of human worth. The story revolves around Gouramma, a traditional and status-conscious Brahmin woman, who lives with her husband Shamanna and their two sons, Girish and Chandru. Gouramma harbors an intense obsession with wealth and social prestige. Her greatest ambition is to see her family rise in social status and strongly believes that prosperity lies in going abroad, especially to America. Girish, the elder son, is a simple, honest and content man who works in India. He marries Vinuta, a gentle educated and self-respecting woman from a modest background. Vinuta adjusts sincerely to her household and performs all her domestic duties with patience and dedication. "There was nothing special about the sunrise that morning, but when Vinuta stepped out of the house with a broom and a bucket to clean the garden". However, Gouramma never accepts her wholeheartedly because Vinuta brings no wealth or status to the family. She is constantly humiliated, overworked and emotionally neglected, despite her sincere efforts to maintain harmony.

In contrast, Chandru, the younger son, migrates to the United States after marriage. His wife Jamuna becomes the so-called 'Dollar Bahu'. Gouramma glorifies Jamuna purely because she lives in America and sends gifts and money in Dollars. In the family "Gouramma's conversations usually began with, our Jamuna, in America…, everyday, she would repeat that they were very lucky to have such a daughter-in-law. Paeans of praise were constantly chanted for the unknown and absent Jamuna, and the two daughters-in-law were constantly compared". (DB. Page.55)

As the novel progress, the contrast between Vinuta and Jamuna becomes sharper. Vinuta's emotional labor, caring for elders, managing the household, and sacrificing her personal happiness-remains nvisible, while Jamuna is admired solely for her association with foreign income. Gouramma's behavior reflects deep-rooted materialism and internalized patriarchy, where women are valued based on economic contribution rather than moral or emotional worth. The turning point of the novel occurs when Gouramma visits America to live with Chandru and Jamuna. She expects a life luxury, comfort and respect. When she entered in America and saw… "there was hardly anyone walking on the road though. She sighed and thought to herself, this is America. What a difference between this land and India. No teeming crowds or cyclists pushing their way through, no rickshaws, cows…; just zooming cars and more cars". (DB.P.81) However, later on she is shocked by the harsh realities of diasporic life. The fast-paced, individualistic American lifestyle leaves little room for emotional warmth or traditional familial bonds. Gouramma gradually realizes that material prosperity does not guarantee happiness. The absence of community life, emotional connection and cultural familiarity makes her deeply uncomfortable. Jamuna also started treating her indifferently. She begins to miss Vinuta's quiet care and the emotional richness of life in India. Gouramma returned to India and said, " I have changed a lot…America has opened my eyes and I shall never make that mistake again. Will Viny and Harsha never come back to this house? … Gouramma was in tears". (DB.P.141) This realization shatters Gouramma's long-held illusion about the superiority of Western life and dollar earnings. The novel ends as, "The invincible Dollar had fallen…".

Gendered Economics refers to the unequal valuation of labour based on gender, where men's income-generating work is privileged while women's unpaid domestic and emotional labour remains invisible. Feminist scholars argue that patriarchal capitalism sustains itself by exploiting women's labour without recognition or remuneration. Murty dramatizes this imbalance by showing how women's status within the family is directly linked to financial capital, particularly foreign earnings, while caregiving, loyalty and emotional resilience are ignored. The Deshpande family in the novel operates as an economic unit governed by monetary logic. Gouramma, the matriarch, evaluates her sons and daughters-in-law based on income rather than character. Chandru, who earns in dollars, is glorified, while Girish, who works honestly in India, is undervalued. This hierarchy extends to the daughters-in-law. Jamuna though physically absent, is revered due to her association with American wealth. Vinuta, despite managing the household and caring family members, is treated as a burden because her labour does not translate into visible economic gain. Murty exposes how domestic relationships become transactional, reducing women to economic assets or liabilities. Vinuta's contributions are dismissed as routine obligations rather than labour. Her financial dependence intensifies her marginalization. Vinuta's suffering highlights the cruel irony of gendered economics: the more selfless a woman is, the less she is valued. Murty's portrayal critiques a system that recognizes only monetized labour while erasing women's emotional and domestic work. Jamuna, the "Dollar Bahu" occupied a position of privilege not because of her virtues but because of her proximity to economic power. Gouramma functions as an enforcer of patriarchal economic values. Rather than resisting gender injustice, she perpetuates it by ranking women according to wealth. Her obsession with dollars reflects internalized patriarchy, where women police other women. Murty contrasts market driven values with ethical economy- one based on empathy, dignity and mutual respect. Vinuta embodies ethical economy through her compassion and moral strength. The novel ultimately restores Vinuta's dignity, suggesting that moral resilience, not monetary power, defines true worth. Murty thus proposes an alternative value system that challenges gendered economics.

Findings:

1) Dollar Bahu exposes the economic basis of gender discrimination.
2) Women's unpaid labour is systematically devalued within patriarchal families.
3) Economic power grants conditional and unstable privilege to women.
4) Materialism intensifies gender inequality rather than resolving it.
5) Sudha Murty critiques capitalism through a feminist moral lens.

Conclusion:

"Dollar Bahu" serves as a powerful critique of gendered economics embedded within Indian middle-class families. By exposing how women are valued according to wealth and global mobility, Murty challenges patriarchal definitions of success and worth. The novel foregrounds the injustice of unpaid female labour and questions the moral legitimacy of materialistic values. Through Vinuta's endurance and ethical strength, Murty affirms an alternative vision of dignity rooted in compassion rather than capital. 'Dollar Bahu' thus emerges as a socially relevant feminist text that interrogates the intersection of gender, economy and power in contemporary Indian society.

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled "Sudha Murty's Dollar Bahu as a Critique of Gendered Economics."

I am deeply thankful to my colleagues, teachers, students, and academic well-wishers for their valuable guidance, constructive suggestions, encouragement, and intellectual support throughout the preparation of this research work.

I gratefully acknowledge the contribution of the literary and critical sources that provided the theoretical and conceptual foundation for this study, particularly those related to feminism, gendered economics, patriarchy, materialism, female labour, globalization, and Indian English literature. The close textual study of Dollar Bahu and the application of Materialist Feminism and Social Exchange Theory significantly enriched the analysis presented in this paper.

I also sincerely acknowledge the academic support and conducive environment provided by SB. S. K. Patil College, Kurundwad, Department of English, which encouraged me in pursuing this scholarly work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

When English Meets the Vernacular: Translanguaging, Literary Understanding and Student Agency in Indian Higher Education under NEP 2020

Dr. Sujata Pandurang Solage
Assistant Professor Department of English
Padmabhushan Vasantraodada Patil Mahavidyalaya, Kavathe-Mahankal, Dist. Sangli, Maharashtra, India

Manuscript ID:
IBMIIRJ -2026-030909

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp.40-43

September 2026

Correspondence Address:
Dr. Sujata Pandurang Solage
Assistant Professor Department of English
Padmabhushan Vasantraodada Patil Mahavidyalaya, Kavathe-Mahankal, Dist. Sangli, Maharashtra, India.

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

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Abstract

English continues to occupy a position in Indian higher education, while the National Education Policy (NEP) 2020 advocates multilingualism, greater use of Indian languages, learner-centred education, and inclusive knowledge practices. This paper critically examines translanguaging as a pedagogical possibility for deepening literary understanding and strengthening student agency in multilingual English classrooms. Drawing on translanguaging theory, sociocultural perspectives on learning, and critical pedagogy, it argues that students' vernacular linguistic repertoires should not be treated merely as remedial support for limited English proficiency. They can function as intellectual and cultural resources through which learners negotiate textual meanings, connect literature with lived experience, and articulate independent interpretations. Arundhati Roy's The God of Small Things and Amitav Ghosh's The Shadow Lines serve as illustrative texts because their English narratives engage with Indian linguistic and cultural worlds. The paper proposes that movement between English and languages can make literary classrooms more dialogic, inclusive, and participatory. It concludes that translanguaging can help reposition students from passive recipients of authorised interpretations to active participants in literary knowledge-making, thereby advancing the inclusive and learner-centred vision of NEP 2020.

Keywords: *Translanguaging, Literary Understanding, Student Agency, Multilingualism, English Studies, NEP 2020, Indian Higher Education, Vernacular Languages*

Introduction

The language question in Indian education has never been merely a question of choosing one language over another. English has historically carried considerable academic, professional, and symbolic capital, while Indian languages have remained deeply connected with students' homes, communities, cultural memories, and everyday intellectual lives. The National Education Policy (NEP) 2020 enters this complex linguistic field with an explicit commitment to multilingualism and the greater use of Indian languages in education. It also connects educational reform with critical thinking, flexibility, inclusion, and learner-centred pedagogies (Ministry of Education). Recent government initiatives further indicate an attempt to expand higher-education resources in Indian languages and to support bilingual and multilingual learning.Yet a policy commitment to multilingualism does not automatically transform classroom practice. The central question is therefore not simply whether Indian languages should be introduced into higher education, but what they can do within disciplines traditionally dominated by English. English Literature provides a particularly revealing site for this inquiry because literary understanding is not reducible to vocabulary acquisition or factual comprehension. It involves cultural association, interpretation, affect, memory, imagination, ambiguity, ideological questioning, and the negotiation of meanings.

This paper argues that translanguaging offers a productive conceptual framework for this problem. Rather than treating English and the vernacular as sealed linguistic compartments, translanguaging recognises multilingual speakers as drawing upon an integrated repertoire of linguistic, cultural, cognitive, and semiotic resources (García and Wei; Li). The paper therefore asks how such resources might reshape students' engagement with literary texts in Indian higher education.

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How to cite this article:
Sujata Pandurang Solage. (2026). When English Meets the Vernacular: Translanguaging, Literary Understanding and Student Agency in Indian Higher Education under NEP 2020. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 40–43.

Translanguaging beyond Language Remediation

Translanguaging has developed from an account of bilingual practice into a broader theoretical perspective on language, cognition, identity, and social interaction. García and Wei challenge the assumption that bilinguals operate through two completely separate linguistic systems, while Li argues that translanguaging can illuminate the fluid practices through which multilingual speakers move across named-language boundaries and mobilise multiple semiotic resources. This theoretical shift has significant implications for English education in India. If multilingual students are viewed only through the lens of English proficiency, their other languages may appear as obstacles to academic progress. If, however, those languages are understood as part of an intellectual repertoire, the pedagogical question changes. The issue becomes how students can use what they already know linguistically and culturally to deepen what they are learning in English. Recent scholarship demonstrates that translanguaging is already receiving serious attention in Indian higher education. Jha and Dalal's needs analysis of 177 participants in central universities found positive student attitudes toward selective translanguaging and associated it with comprehension, inclusivity, and cultural exchange. Sarkar and Ahmad's recent mixed-methods study, involving 130 undergraduate students from ELT and English Literature streams at an Indian university, likewise examines translanguaging as a strategic pedagogy for English-language development.

These studies are important, but they also reveal the space for the present argument. Their principal concern is language learning, language development, and multilingual pedagogy. The question of what translanguaging does specifically to literary understanding remains less developed. This distinction is significant. Understanding a literary text involves more than understanding its linguistic content; students must negotiate cultural references, narrative perspectives, figurative language, historical memory, social relations, and competing interpretations.

From English-Only Reading to Multilingual Literary Understanding

The English literary classroom has traditionally privileged English as both the language of the text and the language through which legitimate interpretation is expected to occur. Such an arrangement can unintentionally separate students' academic identities from their linguistic and cultural experiences. LaDousa, Davis, and Choksi's study of Indian university students demonstrates that the relationship between English and the mother tongue is ideologically complicated. Students may value their mother tongue as a marker of identity while simultaneously associating English with higher education, aspiration, mobility, and opportunity. Consequently, multilingual pedagogy should not romanticise the vernacular or construct English as inherently oppressive. The educational reality is more complex. Students may need English for academic and professional participation while also relying upon other languages to formulate ideas, remember experiences, interpret cultural references, or make sense of emotionally difficult material. The productive pedagogical position is therefore not English versus the vernacular but English through multilingual resources. Rafi and Morgan's study of a Bangladeshi university reading classroom is instructive in this respect. Their intervention demonstrated that a translanguaging space could increase students' access to complex English texts and allow them to draw upon linguistic and semiotic resources while connecting academic content with their lives. Although their research concerns reading rather than literary studies in the narrower disciplinary sense, it provides a valuable bridge toward the present argument.

Literary understanding can therefore be conceptualised as a dialogic process. A student encountering a literary text does not approach it as an empty mind waiting to receive an authorised interpretation. The student brings language, memory, social experience, cultural knowledge, and prior reading into the encounter. Vygotsky's sociocultural perspective is useful here because learning develops through mediated interaction and the internalisation of culturally available resources. In a multilingual classroom, language itself becomes part of that mediation (Vygotsky).

The Vernacular within English Literary Texts

The conceptual argument becomes clearer when considered alongside literary texts that already disturb the boundary between English and Indian linguistic experience. Arundhati Roy's *The God of Small Things* provides a particularly productive example. Although written predominantly in English, the novel incorporates Malayalam words, expressions, cultural references, kinship terms, rhythms, and linguistic play. Michael Lawrence Ross observes that Roy's linguistic practice creates a dialogic relationship between Malayalam and English and connects language with political and social power. The significance of such writing for pedagogy is considerable. A student who reads the novel only through an English-only framework may identify the Malayalam elements as unfamiliar vocabulary requiring translation. A multilingual reader, by contrast, may recognise associations, social meanings, kinship relations, sounds, or cultural resonances that are difficult to reproduce through direct English equivalents. The vernacular can therefore become an interpretive resource rather than merely an object of translation. A similar possibility emerges in Amitav Ghosh's *The Shadow Lines*. The novel's English narrative is shaped by the linguistic and cultural world of Bengal, and scholarship has noted how Bengali linguistic practices and meanings complicate apparently stable English formulations. The novel's treatment of borders, memory, identity, and belonging is consequently inseparable from linguistic and cultural plurality.

These texts demonstrate an important pedagogical paradox: literature written in English may already contain linguistic worlds that exceed English. If the classroom insists that students encounter such texts only through standardised English, it may reproduce the very linguistic boundaries that the literature itself unsettles.

Translanguaging and Student Agency

The most significant educational implication of this approach concerns student agency. Agency should not be reduced to classroom participation or the freedom to speak. In literary studies, it can mean the capacity to formulate, question, negotiate, and defend an interpretation rather than merely reproduce the teacher's or textbook's preferred reading. Recent research supports a connection between translanguaging and student agency. Zhou, Lee, and Kew's study of a college English course in China developed a translanguaging-multiliteracies learning design and reported positive effects across several dimensions of student agency, including self-efficacy, opportunities for influence, teacher support, and choice. Perfecto similarly examines university students' translanguaging practices as spaces through which learners can exercise agency in academic writing. The implication for literary education is that students may become more intellectually visible when they are permitted to draw upon their full linguistic repertoires. A student who struggles to formulate an interpretation directly in English may nevertheless possess a

sophisticated understanding of a character, metaphor, cultural practice, or ethical conflict. Allowing the student to explore that understanding through Marathi, Hindi, or another familiar language before articulating it in English does not necessarily lower academic standards. It may instead provide a route toward a more substantial English response.

Freire's critical pedagogy is relevant here. Education becomes dialogic when learners are treated as subjects of knowledge rather than passive recipients of deposited information. Translanguaging can contribute to such a pedagogy when it recognises students' linguistic resources as legitimate sources of intellectual engagement rather than signs of deficiency (Freire).

NEP 2020 and the Reimagining of Literary Pedagogy

NEP 2020 provides an important policy framework for this pedagogical rethinking. The policy promotes multilingualism, Indian languages, multidisciplinary learning, critical thinking, flexibility, and learner-centred education. More recent Ministry of Education initiatives also acknowledge the importance of supporting students who move between home-language learning and English-dominated higher-education environments. UNESCO's *Bhasha Matters* report similarly places mother-tongue and multilingual education within questions of inclusion, learning, participation, and linguistic diversity in India. It emphasises that multilingual education should not be understood simply as learning additional languages but as creating educational environments in which learners' linguistic resources can meaningfully contribute to learning.

For English Studies, this suggests a significant pedagogical shift. The goal should not be to replace English with regional languages. Nor should multilingualism be reduced to occasional translation. Instead, literary classrooms can create structured multilingual spaces in which students may first explore a text through their linguistic repertoires and subsequently develop academically rigorous English responses. Such a pedagogy could involve multilingual discussion, bilingual annotation, comparative interpretation of culturally specific expressions, reflective responses, peer discussion, and movement between oral and written forms. The teacher's role would be to guide students from exploratory multilingual discussion toward evidence-based literary argument. Academic English would therefore remain important, but it would no longer be the only legitimate route through which literary thought is generated.

Conclusion

The central proposition of this paper is that the vernacular should not be understood as a temporary support that students must abandon once they become competent in English. In multilingual Indian higher education, it can function as an intellectual resource through which students approach, question, and reinterpret English literary texts. The distinction between language learning and literary understanding is therefore crucial. Existing research has established that translanguaging can support comprehension, inclusion, multilingual learning, and student agency. The next step is to examine how multilingual practices reshape the interpretive activity at the heart of literary studies. The two selected novels, *The God of Small Things* and *The Shadow Lines*, demonstrate why such a question matters: their English is already inhabited by Indian linguistic and cultural worlds. The paper consequently proposes a shift from an English-only model of literary pedagogy toward a multilingual, dialogic, and learner-centred model in which students' linguistic repertoires become legitimate resources for literary understanding. Such an approach does not weaken English Studies. On the contrary, it can make literary interpretation more rigorous by bringing into the classroom meanings, associations, and cultural knowledge that a monolingual framework may overlook.

Under NEP 2020, the challenge is therefore not simply to introduce Indian languages into higher education. The deeper challenge is to allow linguistic plurality to transform how knowledge is produced, discussed, and authorised. When English meets the vernacular in the literary classroom, the result need not be a compromise between two languages. It can become an opening toward greater interpretive participation, intellectual confidence, and student agency.

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled **"When English Meets the Vernacular: Translanguaging, Literary Understanding and Student Agency in Indian Higher Education under NEP 2020."**

I am deeply thankful to my colleagues, teachers, students, and academic well-wishers for their valuable guidance, constructive suggestions, encouragement, and intellectual support throughout the preparation of this research work.

I gratefully acknowledge the contribution of the scholars, literary works, policy documents, and critical studies that provided the theoretical and conceptual foundation for this paper, particularly in the areas of **translanguaging, multilingualism, literary understanding, student agency, learner-centred education, and NEP 2020**. The study draws upon important perspectives from translanguaging theory, sociocultural learning, and critical pedagogy.

I also sincerely acknowledge the academic support and conducive environment provided by **Padmabhushan Vasantraodada Patil Mahavidyalaya, Kavathe-Mahankal, District Sangli, Maharashtra**, Department of English, which encouraged and supported my academic pursuits.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Chalk to Chip: Traditional to Techno centric Drive of Education

Dr. Umaji Ananda Patil
Associate Professor smt Gangabai khivraj Ghodawat kanya, mahavidyalaya Jaysingpur.

Manuscript ID:
IBMIIRJ -2026-030910

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp.44-46

September 2026

Correspondence Address:
Dr. Umaji Ananda patil
Associate Professor smt Gangabai khivraj Ghodawat kanya, mahavidyalaya Jaysingpur

Quick Response Code:

Web. https://ibrj.us

Abstract

*The journey of education has undergone a profound metamorphosis, evolving from the centuries-old, teacher-centric model symbolized by the **chalkboard** to the highly interactive, student-centric, and data-driven systems powered by **digital technology** (the 'Chip'). This transition, accelerated by the digital revolution and global events like the COVID-19 pandemic, represents a paradigm shift from passive learning to **active, personalized, and ubiquitous learning**.[1] This article explores the historical trajectory of this educational evolution, analyzes the benefits and challenges of technocentric models, and discusses the future trajectory towards immersive and intelligent learning environments. Key themes include the democratization of knowledge, the imperative of digital literacy, and the need to address the persistent digital divide.*

Introduction

Education, as a cornerstone of human progress, has consistently mirrored societal and technological advancements.[2] The traditional classroom, defined by the teacher, the textbook, and the chalkboard (dating back to the early 19th century) [1], fostered a model of **didactic instruction** and rote memorization.[3] While effective for standardized mass education, this model often lacked the capacity for individualization and real-time interactive engagement.[4]

The late 20th and early 21st centuries, marked by the advent of personal computers, the internet, and sophisticated software, initiated a rapid transformation.[5] The shift from the tangible 'chalk' to the digital 'chip' is not merely a change in teaching tools but a fundamental evolution in **pedagogy**, learning design, and the accessibility of knowledge. This techno centric era, often referred to as **EdTech**, promises to make education more engaging, personalized, and globally connected [2].[6]

The Traditional Paradigm: The Era of Chalk and Talk

The **traditional education model** was fundamentally teacher-centered, where the instructor served as the primary source of information [3].[7]

- **Instructional Tools:** The **chalkboard** was the central display, allowing for simultaneous visual presentation to a large group.[8] Textbooks were the main repository of content.
- **Learning Style:** The method was predominantly **passive**, relying on lectures, note-taking, and standardized testing for assessment.[9] This approach, while promoting discipline and foundational knowledge, often led to a lack of individualization and lower student engagement [2].[10]
- **Limitations:** Key challenges included the **lack of personalization** for diverse learning needs and paces, a limited focus on critical **soft skills** (like teamwork and problem-solving), and geographical constraints on accessing quality instruction [2].

The Techno centric Transition: From Chip to Cloud

The evolution to a techno centric education system occurred in distinct waves, moving from simple digital aids to complex, networked learning ecosystems.

1. Early Digital Integration (1980s – 2000s)

The introduction of personal computers and early educational software marked the initial phase.[11] Tools like **calculators**, **overhead projectors**, and **early computer labs** slowly began to supplement, not replace, traditional methods.[12] The arrival of **interactive whiteboards** (Smart Boards) in the early 2000s offered the first significant digital replacement for the chalkboard, enabling multimedia use and rudimentary interactivity [4].[13]

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How to cite this article:
Umaji Ananda Patil. (2026). Chalk to Chip: Traditional to Techno centric Drive of Education. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 44–46.

2. The Internet and Ubiquitous Learning (2000s – Present)

The widespread adoption of the internet and mobile devices accelerated the shift.[14] This era is characterized by:

- **Learning Management Systems (LMS):** Platforms like Moodle, Blackboard, and Google Classroom became the central hub for content delivery, assignments, and communication, supporting **blended** and **flipped learning** models [2].
- **Massive Open Online Courses (MOOCs):** Platforms like Coursera and edX democratized education by providing global access to university-level courses, breaking down geographical barriers [2, 4].[15]
- **Interactive and Multimedia Content:** The reliance on static textbooks diminished as videos, simulations, and educational apps made complex concepts more digestible and engaging [1].[16]

3. The Age of Intelligence: AI, VR, and Personalization

Modern EdTech leverages advanced computation to create deeply individualized learning experiences:[17]

- **Personalized Learning: Adaptive learning platforms** use algorithms and data analytics to assess student performance in real-time and customize lessons to their specific needs and pace [2].[18]
- **Immersive Learning: Virtual Reality (VR)** and **Augmented Reality (AR)** offer experiential learning, allowing students to conduct virtual lab experiments or take virtual tours of historical sites, transforming passive content consumption into active exploration [1, 4].[19]
- **Artificial Intelligence (AI):** AI tutors and intelligent chatbots automate routine tasks, provide immediate feedback, and free up educators to focus on mentoring and fostering creativity [1, 4].[20]

Impact and Challenges of the Techno centric Model

The techno centric transition offers significant advantages but introduces new complexities that must be addressed for equitable and effective implementation.[21]

1. Key Advantages

Feature	Techno centric Model (Chip)	Traditional Model (Chalk)
Engagement	Highly Interactive (simulations, multimedia, games)	Primarily Passive (lecture, note-taking)
Personalization	High (adaptive paths, customized content via AI)	Low (one-size-fits-all curriculum)
Accessibility	Global, anytime, anywhere (e-learning, MOOCs)	Limited by physical classroom and time
Assessment	Real-time tracking and immediate feedback	Delayed, standardized exams

2. Challenges and Considerations

1. **The Digital Divide:** The most critical challenge is the **unequal access** to devices, reliable internet, and digital literacy training across socio-economic strata and geographic regions.[22] This disparity risks exacerbating existing educational inequalities [3, 4].
2. **Teacher Training and Pedagogy:** The effective integration of technology demands a corresponding shift in pedagogical skills. Educators require continuous professional development to move from being mere lecturers to facilitators of technology-enhanced learning [1].[23]
3. **Data Privacy and Security:** The collection of extensive student data by EdTech platforms raises significant concerns regarding privacy, security, and the ethical use of learning analytics [3].[24]
4. **Technological Overload and Screen Time:** The potential for technology to become a distraction or to lead to excessive screen time requires educators to find a thoughtful balance between digital and traditional methods [3].[25]

Conclusion

The journey from **chalk to chip** is a testament to education's adaptability. The technocentric classroom, powered by the digital chip, offers unprecedented opportunities for personalization, engagement, and global access to knowledge, shifting the focus from simply transmitting information to cultivating **critical thinking, collaboration, and digital literacy**—skills vital for the 21st-century workforce. The future of education lies not in completely abandoning the traditional model, but in a thoughtful **blended approach** that harnesses the power of technology while preserving the irreplaceable human element of teaching and ensuring equitable access for all learners.[26]

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled **"Chalk to Chip: Traditional to Techno-centric Drive of Education."**

I am deeply thankful to my colleagues, teachers, students, and academic well-wishers for their valuable guidance, constructive suggestions, encouragement, and cooperation throughout the preparation of this research work.

I gratefully acknowledge the contribution of the various scholarly articles, educational reports, and academic resources that helped in understanding the evolution of education from traditional teacher-centred approaches to technology-enabled, student-centred, personalized, and interactive learning environments. The study particularly benefited from insights related to **digital literacy, EdTech, artificial intelligence, virtual and augmented reality, personalized learning, online education, and the digital divide**.

I also sincerely acknowledge the importance of the academic and institutional support that encouraged the exploration of both the opportunities and challenges associated with the techno-centric transformation of education, including teacher training, data privacy, technological overload, and equitable access to digital resources.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Government Digital Initiatives and the Growth of Women Entrepreneurs in the Indian Fashion Sector

Yogita Ashok Patil
Department of Commerce and Management
Shivaji University, Kolhapur, India

Manuscript ID:
IBMIIRJ -2026-030911

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 47-53

September 2026

Correspondence Address:
Yogita Ashok Patil
Department of Commerce and Management
Shivaji University, Kolhapur, India

Quick Response Code:

Web. https://ibrj.us

Abstract

The rapid expansion of digital technologies has significantly transformed entrepreneurial opportunities across various sectors of the Indian economy. Government led digital initiatives have played an important role in promoting entrepreneurship and increasing the economic participation of women. The Indian fashion sector, which includes boutique businesses, garment production, and fashion retail, offers considerable opportunities for women entrepreneurs due to its creative and flexible nature. The present study examines the role of government digital initiatives in supporting the growth of women entrepreneurs in the Indian fashion sector. The research is based on secondary data collected from government reports, policy documents, academic publications, and industry reports related to women entrepreneurship and digital transformation in India. The findings indicate that government initiatives promoting digital infrastructure, online business registration, and digital market access have significantly contributed to the expansion of women-owned enterprises. Digital platforms such as social media, e-commerce systems, and digital payment technologies enable women entrepreneurs to reach wider customer markets and improve business performance. However, several challenges such as limited digital literacy, financial constraints, and socio-cultural barriers continue to affect the growth of women-led enterprises. The study concludes that strengthening digital literacy programs, expanding financial support mechanisms, and enhancing entrepreneurial training can further improve the sustainability and competitiveness of women owned fashion businesses in India.

Keywords: *Women Entrepreneurship, Digital Initiatives, Indian Fashion Sector, MSMEs, Digital Transformation*

Introduction

Entrepreneurship plays a crucial role in economic development by generating employment opportunities, fostering innovation, and promoting inclusive growth. In developing economies such as India, entrepreneurship has emerged as a key instrument for socio-economic transformation and poverty reduction. In recent years, the participation of women in entrepreneurial activities has increased significantly, contributing to economic diversification as well as social empowerment.

The Indian fashion industry has witnessed substantial growth over the past decade, driven by rising disposable incomes, rapid urbanization, and changing consumer preferences. The sector encompasses a wide range of activities including fashion design, garment manufacturing, textile production, boutique retail, and customized clothing services. This expansion has created significant opportunities for entrepreneurial ventures, particularly for women entrepreneurs who actively participate in boutique businesses and small-scale fashion enterprises.

The growth of the fashion industry can be better understood through recent market trends, as presented in Table 1.1, based on data compiled from industry reports.

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How to cite this article:
Yogita Ashok Patil. (2026).Government Digital Initiatives and the Growth of Women Entrepreneurs in the Indian Fashion Sector. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 47-53.

Table 1.1: Growth of the Indian Fashion Industry

Year	Market Size (USD Billion)	Key Development
2018	81	Expansion of organized retail and designer boutiques
2020	96	Growth of online fashion platforms and digital payments
2023	106.9	Rapid increase in online fashion retail and boutique entrepreneurship
2025*	120 (estimated)	Expansion of digital commerce and fashion startups
2032*	146.3 (projected)	Continued growth driven by e-commerce and consumer demand

Source: Compiled from IMARC Group (2024) and Expert Market Research (2025).

Table 1.1 clearly indicates the steady growth of the Indian fashion industry, highlighting the increasing role of digital platforms and the emergence of new entrepreneurial opportunities. This growth has particularly encouraged women entrepreneurs to establish and expand boutique businesses, customized clothing services, and fashion retail outlets.

The fashion sector provides a favourable environment for women entrepreneurship, as it allows individuals to utilize their creativity, design skills, and cultural knowledge to establish independent ventures. Many women-led enterprises begin as small home-based businesses and gradually expand into formal enterprises, contributing to both employment generation and economic development.

Despite these opportunities, women entrepreneurs in the fashion sector face several challenges that hinder business growth. These include limited access to financial resources, lack of technological expertise, restricted market exposure, and socio-cultural barriers. Consequently, many women-led businesses remain confined to local markets and operate within the informal sector.

The rapid advancement of digital technologies has significantly transformed the entrepreneurial landscape in India. The emergence of e-commerce platforms, social media marketing, and digital payment systems has enabled small businesses to overcome geographical limitations and reach wider customer segments. These technological developments have played a vital role in enhancing business visibility and operational efficiency.

Recognizing the importance of digital transformation, the Government of India has introduced several initiatives aimed at promoting entrepreneurship and strengthening digital infrastructure. Programs such as Digital India, the Women Entrepreneurship Platform, the Government e-Marketplace (GeM), and the Udyam Registration Portal provide support in the form of digital access, financial assistance, and skill development opportunities.

In this context, it becomes essential to examine the impact of government digital initiatives on the growth of women entrepreneurs in the Indian fashion sector. Therefore, the present study aims to analyse the role of these initiatives in enhancing entrepreneurial opportunities and supporting the development of women-led enterprises in the fashion industry.

2. Review of Literature

Women entrepreneurship has gained significant attention in academic research due to its contribution to economic development, employment generation, and social empowerment. Women-led enterprises not only enhance economic productivity but also promote gender equality and inclusive growth. Existing literature highlights various opportunities, challenges, and institutional factors influencing women entrepreneurship across sectors.

Bhattacharya (2019) examined the entrepreneurial challenges faced by small retail businesses in India and identified limited access to finance, inadequate managerial skills, and restricted market opportunities as key barriers to growth. The study emphasized that supportive government policies and improved digital infrastructure are essential for enhancing business performance and competitiveness.

Chatterjee and Ghosh (2018) analysed boutique business models in Indian metropolitan cities and found that boutique enterprises rely heavily on creativity, product differentiation, and personalized services to sustain in competitive markets. The study also highlighted the growing importance of digital marketing tools, such as social media and online platforms, in improving brand visibility and customer engagement.

Kumar and Mishra (2020) investigated changing consumer behaviour in urban fashion markets and observed a significant shift towards online purchasing. The study revealed that digital platforms offer convenience, accessibility, and wider product choices, thereby influencing consumer preferences and creating new opportunities for entrepreneurs to expand their market reach.

Brush, de Bruin, and Welter (2009) proposed a gender-aware framework for analysing women entrepreneurship, emphasizing that entrepreneurial activities are shaped by economic conditions, institutional structures, and socio-cultural norms. The study highlighted the importance of policy support and institutional mechanisms in encouraging women's participation in entrepreneurship.

Biswas (2021) examined innovation practices among women-owned firms in India and found that although women entrepreneurs demonstrate strong innovative capabilities, they face constraints related to financial resources, technological access, and networking opportunities. The study stressed the need for policy interventions to enhance access to finance and technology.

Recent global studies have highlighted the transformative role of digital technologies in promoting women entrepreneurship. According to the World Bank (2022), digital platforms improve access to markets, financial services, and professional networks, thereby reducing gender disparities in entrepreneurship. Similarly, a report by UN Women (2023) emphasized that digital transformation has enabled women entrepreneurs to expand businesses beyond local markets through e-commerce and social media platforms.

Policy-oriented studies further underline the role of government initiatives in strengthening the entrepreneurial ecosystem. NITI Aayog (2023) highlighted that digital platforms, mentorship programs, and financial support mechanisms are crucial for

empowering women entrepreneurs. Initiatives such as Digital India and the Women Entrepreneurship Platform aim to enhance digital inclusion, provide training, and create networking opportunities for women-led enterprises.

The Digital India initiative has played a significant role in strengthening digital infrastructure and promoting digital adoption across sectors. It enables entrepreneurs to utilize digital tools for marketing, financial transactions, and customer engagement. Similarly, the Women Entrepreneurship Platform provides an integrated support system by connecting women entrepreneurs with mentors, investors, and training resources.

Another important initiative is the Government e-Marketplace (GeM), introduced by the Government of India, which facilitates online procurement of goods and services by government departments. This platform creates new business opportunities for women entrepreneurs, particularly in sectors such as textiles, handicrafts, and fashion retail.

Despite the extensive literature on women entrepreneurship, digital transformation, and policy initiatives, limited empirical research has specifically examined the combined impact of government digital initiatives on women entrepreneurs in the Indian fashion sector. Most existing studies focus on general entrepreneurship or retail sectors without analysing how digital policy frameworks influence growth in fashion-related enterprises.

Research Gap

Although prior studies have explored women entrepreneurship, digital adoption, and policy support mechanisms, there is a lack of focused research on the role of government digital initiatives in shaping entrepreneurial growth within the Indian fashion sector. Existing literature largely overlooks the interaction between digital platforms, policy frameworks, and sector-specific dynamics of fashion enterprises. Therefore, the present study aims to bridge this gap by analysing how government digital initiatives influence digital adoption, business expansion, and overall growth of women entrepreneurs in the Indian fashion industry.

A summary of the key studies reviewed in the literature is presented in Table 2.1.

Table 2.1: Summary of Literature

Sr. No.	Author(s)	Year	Focus of the Study	Key Findings
1	Bhattacharya	2019	Challenges in Indian retail entrepreneurship	Identified financial constraints, limited market access, and managerial limitations as major barriers for small retail businesses.
2	Chatterjee & Ghosh	2018	Boutique business models in Indian metropolitan cities	Found that boutique businesses rely on creativity, niche positioning, and personalized services; digital marketing improves brand visibility.
3	Kumar & Mishra	2020	Consumer behavior in Indian fashion markets	Digital platforms significantly influence consumer purchasing patterns and expand opportunities for online retail businesses.
4	Candida G. Brush, Anne de Bruin & Friederike Welter	2009	Gender-aware framework for women entrepreneurship	Demonstrated that institutional support, socio-cultural environment, and policy frameworks strongly influence women's entrepreneurial activities.
5	Sanchari Biswas	2021	Innovation in women-owned firms in India	Found that women-led firms show strong innovation potential but face barriers related to finance, technology, and networking.
6	NITI Aayog	2023	Policy support for women entrepreneurs	Government initiatives provide mentorship, financial support, and networking opportunities to strengthen women entrepreneurship.
7	Digital India	2023	Digital infrastructure development	Strengthens digital connectivity and promotes digital adoption among entrepreneurs and businesses.
8	Government of India (Women Entrepreneurship Platform)	2023	Digital ecosystem for women entrepreneurs	Provides mentorship, training, and funding opportunities to women-led enterprises.

3. Objectives of the Study

The study is conducted with the following objectives:

1. To examine the role of government digital initiatives in promoting women entrepreneurship in the Indian fashion sector.
2. To analyse the adoption of digital technologies among women entrepreneurs in fashion retail.
3. To identify the challenges faced by women entrepreneurs in adopting digital platforms.

4. To explore the future growth prospects of women entrepreneurs in the digital fashion market.

Conceptual Framework

The conceptual framework of the study explains how government digital initiatives contribute to the growth and development of women entrepreneurs in the Indian fashion sector. Government policies and digital infrastructure play a crucial role in enabling women entrepreneurs to adopt digital technologies, expand their market reach, and improve business performance.

Several initiatives introduced by the Government of India such as Digital India, Women Entrepreneurship Platform, and Government e-Marketplace provide digital platforms, financial support, training programs, and market access opportunities for women entrepreneurs. These initiatives encourage women entrepreneurs to integrate digital tools into their business operations.

Digital adoption in the fashion sector includes the use of social media marketing, e-commerce platforms, digital payment systems, and online customer engagement tools. These technologies help entrepreneurs reach a wider customer base, reduce operational costs, and improve communication with customers.

The framework proposes that government digital initiatives act as an enabling factor that facilitates digital adoption among women entrepreneurs. Increased digital adoption leads to improved entrepreneurial outcomes such as business expansion, increased sales, improved competitiveness, and sustainable growth of women-led fashion enterprises.

Thus, the conceptual framework establishes a relationship between government digital initiatives, digital adoption, and entrepreneurial growth in the fashion sector.

The proposed conceptual framework of the study is presented in Figure 4.1.

Figure 4.1: Conceptual Framework of the Study

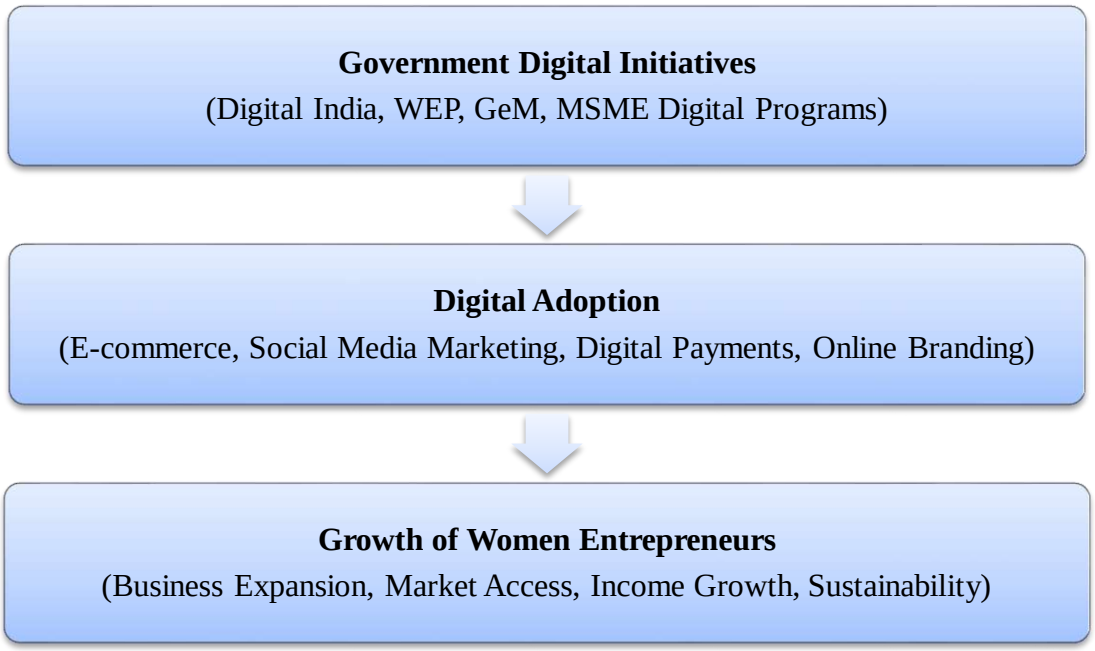


Figure 4.1 illustrates the relationship between government digital initiatives, digital adoption, and entrepreneurial growth among women entrepreneurs in the fashion sector.

Research Methodology

1 Research Design

The present study is descriptive and analytical in nature and focuses on examining the role of government digital initiatives in promoting the growth of women entrepreneurs in the Indian fashion sector. The research analyses how digital policies and initiatives facilitate digital adoption among women entrepreneurs and contribute to business development and market expansion.

2 Nature of Data

The study is based entirely on secondary data. Secondary data provides comprehensive insights into government initiatives, digital transformation, and women entrepreneurship trends in India. This approach enables the researcher to analyse large-scale national data and policy reports relevant to the research objectives. The study mainly analyses secondary data published between 2018 and 2024, covering recent developments in digital entrepreneurship and government policy initiatives.

3 Sources of Data

The secondary data used in this study has been collected from reliable government and institutional sources, including:

- Reports and publications of the Ministry of Micro, Small and Medium Enterprises
- Data from the Udyam Registration Portal
- Reports of NITI Aayog
- Publications related to the Digital India Initiative by the Government of India
- Data from the Government e-Marketplace (GeM)
- Reports related to the Women Entrepreneurship Platform

- Research articles, academic journals, books, and conference papers
- Government statistics and industry reports

These sources provide valuable insights into the growth of women-owned enterprises, digital adoption trends, and government support initiatives.

4 Method of Analysis

The collected secondary data has been analysed using qualitative and descriptive techniques. The analysis focuses on identifying trends in women entrepreneurship, digital platform adoption, and the impact of government initiatives on entrepreneurial growth. Relevant statistics, policy reports, and research findings have been interpreted to understand the relationship between digital initiatives and the development of women-led businesses in the fashion sector.

5 Scope of the Study

The study is limited to women entrepreneurs operating in the Indian fashion sector, particularly those engaged in boutique businesses, fashion retail, and small-scale fashion enterprises. It focuses on the role of digital initiatives introduced by the Government of India in promoting entrepreneurship and enhancing business opportunities.

6 Limitations of the Study

Although the study provides valuable insights, it has certain limitations. The research is based solely on secondary data, which may not capture individual entrepreneurial experiences. Additionally, the study focuses on national-level data and may not fully reflect regional variations within the Indian fashion sector.

Government Digital Initiatives Supporting Women Entrepreneurs

The Government of India has introduced several digital initiatives aimed at promoting entrepreneurship, improving digital access, and strengthening women's participation in the business ecosystem. These initiatives play a crucial role in enabling women entrepreneurs to establish and expand enterprises, particularly in fashion retail and boutique businesses.

One of the most influential initiatives is the Digital India Initiative, which focuses on strengthening digital infrastructure, enhancing internet connectivity, and promoting digital literacy. It enables women entrepreneurs to utilize online platforms for marketing, customer engagement, and business operations.

Another important initiative is the Women Entrepreneurship Platform (WEP), developed by NITI Aayog. It provides mentorship, networking opportunities, training, and access to funding, thereby creating a supportive ecosystem for women entrepreneurs.

The Government e-Marketplace (GeM) is a digital procurement platform that allows entrepreneurs to sell goods and services directly to government departments. Through initiatives such as Womaniya, women entrepreneurs are encouraged to participate in public procurement, thereby expanding their market opportunities.

The Udyam Registration Portal provides a simplified online registration system for Micro, Small, and Medium Enterprises (MSMEs). This facilitates business formalization and enables entrepreneurs to access government support schemes.

Additionally, the Startup India initiative supports women entrepreneurs through tax benefits, simplified regulations, and access to incubation centres and funding opportunities.

The major digital initiatives supporting women entrepreneurs are summarized in Table 6.1.

Table 6.1: Major Digital Initiatives Supporting Women Entrepreneurs

Initiative	Objective	Benefits for Women Entrepreneurs
Digital India	Promote digital infrastructure and digital literacy	Enables online marketing, digital payments, and e-commerce
Women Entrepreneurship Platform	Support women entrepreneurs through mentorship and networking	Provides training, funding access, and mentorship
Government e-Marketplace (GeM)	Digital procurement platform for government purchases	Helps women entrepreneurs sell products to government institutions
Udyam Registration Portal	Simplified MSME registration system	Encourages business formalization and access to schemes

Source: Compiled from Government of India and NITI Aayog reports.

Discussion and Key Findings

The analysis of secondary data and policy reports indicates that government digital initiatives have significantly contributed to the growth of women entrepreneurship in India. Digital platforms and government-supported programs have made it easier for women entrepreneurs to establish businesses, access markets, and adopt modern technologies.

One of the key findings of the study is the increasing participation of women in the MSME sector. Recent government statistics indicate that millions of women-led enterprises have been registered through digital platforms, demonstrating the effectiveness of online registration systems and entrepreneurship support programs. This trend reflects the growing willingness of women to formalize their businesses and participate in the organized economic sector.

Another significant finding is the increasing adoption of digital technologies by women entrepreneurs in the fashion sector. Digital tools such as social media marketing, online marketplaces, and digital payment systems have enabled boutique owners and fashion retailers to reach a wider customer base. These technologies also help entrepreneurs reduce operational costs and improve business efficiency.

The study also reveals that government initiatives have helped improve market access for women entrepreneurs. Digital procurement platforms and e-commerce systems enable small entrepreneurs to connect with larger markets, including government institutions and national-level consumers.

However, despite these positive developments, several challenges remain. Many women entrepreneurs still face difficulties related to limited digital literacy, inadequate financial support, and socio-cultural constraints. The digital divide between urban and rural areas also affects the ability of women entrepreneurs to fully benefit from digital initiatives.

Overall, the findings suggest that while government digital initiatives have created a supportive environment for women entrepreneurs, additional policy measures are required to address existing barriers and ensure inclusive entrepreneurial growth.

The growth of women-owned enterprises in India is presented in Table 7.1.

Table 7.1: Growth of Women-Owned Enterprises in India

Year	Women-Owned MSMEs (Approx.)	Key Development
2018	8 million	Increasing participation of women in MSME sector
2020	13 million	Expansion of digital entrepreneurship platforms
2022	18 million	Growth in digital payments and online marketplaces
2024	22+ million	Increase in registrations on Udyam Portal
2026	30+ million (approx.)	Expansion of digital business ecosystem

Source: Compiled from MSME Annual Reports (Government of India) and Udyam Registration Portal statistics (2018–2024).

The table indicates a steady increase in the number of women-owned enterprises in India over the last decade. The expansion of digital platforms and government initiatives has contributed significantly to this growth by enabling easier business registration, market access, and digital transactions.

The key digital platforms used by women entrepreneurs are presented in Table 7.2.

Table 7.2: Digital Platforms Used by Women Entrepreneurs in Fashion Retail

Digital Platform	Purpose	Benefit for Women Entrepreneurs
Social Media	Product promotion and branding	Helps boutique owners reach wider audiences and build brand identity
E-commerce Platforms	Online sales and product listing	Expands market reach beyond local customers
Digital Payment Systems	Online transactions	Simplifies payment process and improves financial transparency
Messaging Platforms	Customer communication and order management	Enables direct interaction with customers and faster service
Online Marketing Tools	Advertising and promotional campaigns	Increases product visibility and customer engagement

Source: Compiled from literature on digital entrepreneurship and fashion retail.

Digital platforms have become an essential component of modern fashion entrepreneurship. Women entrepreneurs in boutique businesses and fashion retail increasingly rely on social media platforms, e-commerce websites, and digital payment systems to promote products and manage business operations. These platforms enable entrepreneurs to reach wider markets, engage with customers directly, and operate businesses with relatively low investment. As a result, digital technologies have significantly enhanced the growth potential of women-led fashion enterprises.

Conclusion and Policy Implications

The present study examined the role of government digital initiatives in promoting the growth of women entrepreneurs in the Indian fashion sector. The analysis of secondary data indicates that digital transformation and supportive policy initiatives have significantly improved opportunities for women entrepreneurs.

Government programs focusing on digital infrastructure, entrepreneurship support, and market access have enabled women to establish and expand businesses in sectors such as fashion retail and boutique enterprises. Digital technologies have helped entrepreneurs reach wider markets, promote products through online platforms, and improve customer engagement.

Despite these advancements, several structural challenges continue to limit the growth potential of women entrepreneurs. Issues such as limited access to finance, digital literacy gaps, and socio-cultural barriers still affect many women-led enterprises. Addressing these challenges requires coordinated policy interventions and targeted support programs.

The study highlights several policy implications. First, there is a need to strengthen digital literacy programs to ensure that women entrepreneurs can effectively utilize digital platforms for business growth. Second, financial institutions and government agencies should expand access to credit and funding opportunities for women-led enterprises. Third, mentorship programs and entrepreneurship training initiatives should be strengthened to enhance managerial and technological capabilities.

The integration of digital infrastructure, financial support, and entrepreneurial training can create a more inclusive business ecosystem. By addressing existing challenges and strengthening digital initiatives, policymakers can further promote women entrepreneurship and contribute to sustainable economic development in India.

Thus, government digital initiatives have emerged as a critical driver of inclusive and sustainable entrepreneurial development in the Indian fashion sector.

Future Scope of the Study:

Future research may examine the impact of digital initiatives on specific categories of fashion enterprises such as boutique businesses, online fashion retailers, and independent designers. Primary data collected from women entrepreneurs could provide deeper insights into the challenges and opportunities associated with digital adoption. Additionally, comparative studies between urban and rural women entrepreneurs may further contribute to understanding the role of digital technologies in promoting inclusive entrepreneurial growth.

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled **"Government Digital Initiatives and the Growth of Women Entrepreneurs in the Indian Fashion Sector."**

I am deeply thankful to my teachers, colleagues, academic mentors, and well-wishers for their valuable guidance, constructive suggestions, encouragement, and cooperation throughout the preparation of this research work.

I gratefully acknowledge the contribution of various government reports, policy documents, academic publications, institutional reports, and industry sources that provided the foundation for this study. In particular, the research benefited from resources related to **women entrepreneurship, digital transformation, Digital India, the Women Entrepreneurship Platform, Government e-Marketplace (GeM), Udyam Registration, MSMEs, and digital entrepreneurship**.

I also sincerely acknowledge the importance of the secondary data and literature that helped examine the opportunities and challenges faced by women entrepreneurs in the Indian fashion sector, particularly with regard to digital literacy, financial access, market expansion, and socio-cultural barriers.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

AI-Based Administrative Systems in Higher Education under NEP 2020: Scope, Challenges and Future Prospects

Mahesh B. Nilaje,
Office Superintendent,
Shri Vijaysinha Yadav College, Peth Vadgaon, Tal. Hatkanangale, Dist. Kolhapur, (Maharashtra).

Manuscript ID:
IBMIIRJ -2026-030912

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 54-57

September 2026

Correspondence Address:
Mahesh B. Nilaje, Office Superintendent,Shri Vijaysinha Yadav College, Peth Vadgaon, Tal. Hatkanangale, Dist. Kolhapur, (Maharashtra).
Email: maheshnilaje@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 emphasizes the use of technology, digital infrastructure, quality, equity, inclusion, and effective educational administration. Against this background, the potential for using Artificial Intelligence (AI) in the administrative processes of higher education institutions is increasing. The present study aims to analyze the potential applications of AI in areas such as admissions, student record management, examinations, fee and scholarship administration, student support, human resource management, and institutional decision-making in higher education. To overcome the limitation of the original article being primarily descriptive, this revised version incorporates a research problem, objectives, research questions, operational definitions of variables, null and alternative hypotheses, and a clear framework for statistical testing. However, since no primary survey or quantitative dataset is available in the original document, no conclusions based on hypothetical statistics have been presented. Accordingly, it is clearly stated that sample-based data collection is necessary for actual hypothesis testing.

Keywords: *NEP 2020; Artificial Intelligence; Higher Education Administration; Digital Administration; AI Adoption; Data Privacy; Hypothesis Testing*

Introduction

Higher education institutions regularly handle several administrative processes, including admissions, student registration, examinations, fees, scholarships, attendance, grievance redressal, staff management, and institutional planning. These processes generate large volumes of information. The use of digital technology for classifying, analyzing, and utilizing this information is increasing. AI-based systems have the potential to enable automation and decision support in these processes.In the context of NEP 2020, the use of technology is not limited to online education; it is also related to planning, management, quality improvement, and inclusion. Therefore, AI-based administrative systems should not be viewed merely as technological tools, but within the framework of institutional governance, human responsibility, data protection, and student-centered services.

Research Problem

When different departments in higher education institutions use separate records and software, difficulties may arise in information integration, timely decision-making, and service delivery. AI has the potential to reduce these difficulties; however, it also raises issues related to data privacy, algorithmic bias, misclassification, technological costs, lack of skills, and human oversight. The question therefore arises: On which factors does the adoption of AI-based administration in higher education institutions depend, and what is its relationship with administrative efficiency?

Objectives of the Study

1. To explain the relationship between NEP 2020 and AI-based higher education administration.
2. To examine the scope of AI-based administrative applications in higher education institutions.
3. To study the influence of technological facilities, staff skills, and institutional readiness on AI adoption.
4. To examine the relationship between AI-based administrative systems and administrative efficiency.
5. To study administrative staff perceptions regarding data privacy, transparency, and human oversight.
6. To propose human-centered strategic recommendations for AI-based administration.

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How to cite this article:
Mahesh B. Nilaje,. (2026).AI-Based Administrative Systems in Higher Education under NEP 2020: Scope, Challenges and Future Prospects. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 54-57.

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Research Questions

1. In which areas can AI be used in higher education administration?
2. How important are institutional and technological readiness for AI adoption?
3. Is there a significant relationship between AI adoption and administrative efficiency?
4. What are employees' perceptions regarding data privacy and human oversight?

Hypotheses

Since the original paper did not contain hypotheses, the empirical testing of the research was not clearly established. The following hypotheses are proposed for the revised study:

H_{01}: There is no statistically significant relationship between the adoption of AI-based administrative systems and administrative efficiency.

H_{11}: There is a statistically significant positive relationship between the adoption of AI-based administrative systems and administrative efficiency.

H_{02}: There is no statistically significant relationship between an institution's digital infrastructure and the level of AI adoption.

H_{12}: There is a statistically significant positive relationship between an institution's digital infrastructure and the level of AI adoption.

H_{03}: There is no significant difference in the mean AI adoption scores of employees who have received AI training and those who have not.

H_{13}: There is a significant difference in the mean AI adoption scores of employees who have received AI training and those who have not.

H_{04}: Perceptions regarding data privacy and human oversight are not related to AI adoption.

H_{14}: Perceptions regarding data privacy and human oversight are related to AI adoption.

Operational Definitions of Variables

AI Adoption (Independent Variable): The use of, or readiness to use, AI tools in administrative tasks such as admissions, student services, examinations, fees, record management, reporting, or decision support.

Administrative Efficiency (Dependent Variable): A composite measure of time savings, process accuracy, speed of service delivery, availability of information, and reduction in repetitive work.

Digital Infrastructure: Availability of internet, computing devices, server/cloud facilities, software, and technical support.

AI Training: Having received institutional training in AI tools, data literacy, privacy, and ethical use.

7. Research Methodology

The original document states that the study is descriptive and analytical and is based on secondary information. It also clearly states that no primary survey or statistical sample was used. Therefore, the revised version distinguishes two levels: (a) the present document-based component and (b) the proposed primary survey design for Hypothesis Testing. Since the available file does not contain data from actual respondents, no test statistics or p-values have been fabricated.

Research Design: Descriptive-correlational survey.

Population: Administrative staff and relevant academic/administrative officers in selected higher education institutions.

Sample: The selection of institutions and the number of respondents should be determined according to the actual field study.

Measurement Instrument: A questionnaire based on a 5-point Likert scale.

Reliability: Internal consistency of the questionnaire should be assessed using Cronbach's alpha.

Statistical Tools: Descriptive statistics, Pearson correlation, independent-samples t-test, and, where necessary, multiple regression.

Scope of AI-Based Administrative Systems

1 Admissions and Student Registration

AI can assist in classifying admission applications, preliminary document verification, answering common questions, and managing student records.

2 Student Information Management

Analytical reports can be prepared by integrating information on attendance, examination results, fees, credits, and course selections.

3 Student Attrition Prediction

It may help identify risk based on declining attendance, academic progress, and other available indicators; however, final decisions should be made only after human verification.

4 Examination and Assessment Administration

AI can be useful for scheduling, seating arrangements, record management, and certain preliminary analyses.

5 Fee and Scholarship Administration

Information relating to fee status, outstanding dues, and scholarship processes can be classified and analyzed.

8.6 Human Resource Management

AI can assist in attendance, scheduling, leave management, training needs, and workflow management.

7 Grievance Redressal and Student Services

Chatbots can answer common questions and classify grievances; sensitive cases must be referred to human officers.

8 Institutional Decision-Making

Dashboard-based analysis of admissions, student progress, resource utilization, and other institutional indicators can support planning.

Limitations of the Study

1. The available original study is based on secondary information.
2. AI systems have not been evaluated through actual field studies in specific institutions.
3. Actual Hypothesis Testing could not be conducted in this version because a dataset from primary respondents is not available.

4. Since AI technology is changing rapidly, the findings need to be reassessed over time.
5. Because the digital and strategic readiness of different institutions varies, the findings may not be equally applicable to all institutions.

Potential Benefits of AI-Based Administration

1. Reduction in administrative time and repetitive tasks.
2. Faster classification and analysis of information.
3. Potential improvement in student-centered services.
4. Digital records and workflows may enhance transparency.
5. Multilingual and assistive technologies may enhance inclusion.
6. Support for data-driven institutional planning.

Major Challenges

1. Digital divide and inadequate infrastructure.
2. Data privacy and cybersecurity.
3. Algorithmic bias.
4. Over-reliance on human decision-making capacity.
5. Lack of staff training.
6. Costs of implementation, licenses, servers, and maintenance.
7. Interoperability of systems across different departments.
8. Accountability, appeal mechanisms, and human review concerning AI decisions.

Discussion

Based on the available literature, AI-based administration appears to have the potential to improve efficiency and service delivery; however, this potential cannot be assumed to automatically translate into actual outcomes. It is influenced by an institution's digital readiness, staff skills, data quality, and administrative rules. The original study also highlights the importance of the digital divide, data privacy, algorithmic bias, lack of skills, and human oversight.

Therefore, rather than measuring AI adoption merely by whether the technology is available, it would be more useful to assess it in terms of institutional readiness, frequency of use, staff training, perceived usefulness, perceived risk, and administrative efficiency.

Strategic Recommendations

1. AI should be used to support decision-making, not to replace human judgment.
2. Institutions should develop clear data governance policies for data collection, use, storage, access, and disposal.
3. AI should be adopted gradually, beginning with low-risk tasks.
4. Administrative staff and teachers should be provided with training in AI, data literacy, privacy, and ethical use.
5. Human review and appeal mechanisms should be established for AI-based decisions.
6. AI systems should undergo regular technical, ethical, and social audits.
7. Digital infrastructure and technical support should be strengthened for rural and smaller institutions.

Hypothesis Testing Procedure

After collecting actual data, each hypothesis should be tested at the 5% significance level ($\alpha = 0.05$). If p-value < 0.05, there will be statistical grounds to reject H0 and support H1; if p-value ≥ 0.05, H0 cannot be rejected. Pearson correlation can be used to examine the relationship between AI adoption and administrative efficiency, the independent-samples t-test can be used to examine mean differences between trained and untrained groups, and regression can be used to examine the effect of independent variables such as institutional readiness on efficiency.

Hypothesis	Test	α	p-value	Decision
$H1_1$: AI Adoption ↔ Efficiency	Pearson correlation	0.05	After actual data	According to data
$H1_2$: Digital Infrastructure ↔ AI Adoption	Pearson correlation	0.05	After actual data	According to data
$H1_3$: Training Group Difference	Independent t-test	0.05	After actual data	According to data
$H1_4$: Privacy/Oversight ↔ AI Adoption	Correlation/Regression	0.05	After actual data	According to data

Important Research Note: No p-values or conclusions have been filled in hypothetically in this table. Valid results of Hypothesis Testing should be reported only after data from actual respondents are obtained.

Conclusion

Within the broader technology-oriented vision of NEP 2020, AI-based administrative systems have the potential to improve the efficiency of higher education institutions. Admissions, student registration, examinations, fees, scholarships, student services, human resources, and institutional planning are potential major areas of application. However, the impact of AI adoption depends on the institution's digital readiness, data quality, staff skills, privacy mechanisms, and human oversight.

This revised paper incorporates hypotheses and a Hypothesis Testing methodology; however, actual statistical findings have not been reported because the available original file does not contain primary survey data. To maintain the academic

reliability of the research, hypothetical p-values, sample sizes, or accepted/rejected hypotheses have been avoided. Once actual field data become available, these hypotheses can be tested using the proposed statistical tests.

Directions for Future Research

1. A primary survey-based study of AI administration in selected universities and colleges in Maharashtra.
2. A comparison of AI adoption between rural and urban institutions.
3. The impact of AI training on administrative efficiency.
4. The impact of AI chatbots on student satisfaction.
5. The accuracy of AI-based student attrition prediction.
6. The relationship between perceptions of student data privacy and AI adoption.

Acknowledgement

I am deeply thankful to my colleagues, teachers, academic mentors, and well-wishers for their valuable guidance, constructive suggestions, encouragement, and cooperation throughout the preparation of this research work.

I gratefully acknowledge the contribution of various policy documents, academic publications, institutional reports, and scholarly resources that provided the conceptual foundation for this study, particularly in the areas of **NEP 2020, Artificial Intelligence, higher education administration, digital administration, AI adoption, data privacy, institutional readiness, and administrative efficiency**.

I also sincerely acknowledge the importance of the research framework developed in this study, including its focus on AI applications in admissions, student records, examinations, fees and scholarships, human resource management, student services, grievance redressal, and institutional decision-making.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Decolonizing Indian Higher Education: Perspectives from the Works of Shashi Tharoor

Milind Motising Pawar[1]Dr. Dora Thompson[2]
[1]Assistant Professor,Department of English,
Dr. Babasaheb Ambedkar Mahavidyalaya, Peth Vadgaon, Dist.Kolhapur
[2]Associate Professor Department of Humanities, Priyadarshini college of Engineering, Nagpur.
Email: milindpawar939@gmail.com

Manuscript ID:
IBMIIRJ -2026-030913

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 58-61

September 2026

Correspondence Address:
Milind Motising Pawar
Assistant Professor,Department of English,
Dr. Babasaheb Ambedkar Mahavidyalaya,Peth Vadgaon, Dist.Kolhapur
Email: milindpawar939@gmail.com

Abstract:

The decolonisation of Indian higher education has emerged as an important intellectual and policy debate in contemporary India. Although political independence was achieved in 1947, several structures of knowledge, language, curriculum, academic authority and intellectual hierarchy inherited from colonial rule continue to influence Indian universities. This paper examines the possibilities and challenges of decolonising Indian higher education through the perspectives developed in the writings of Shashi Tharoor. Particular attention is given to An Era of Darkness: The British Empire in India (2016), published internationally as Inglorious Empire, along with Pax Indica, Why I Am a Hindu, The Battle of Belonging, Nehru: The Invention of India, and Tharoor's wider public writings on Indian civilisation, democracy, pluralism and national identity. Tharoor's critique of colonialism provides a useful framework for questioning the assumption that Western models of knowledge are universally superior. At the same time, his writings do not require the rejection of English, Western science, modern institutions or global intellectual exchange. Instead, they can be read as encouraging an intellectually confident India capable of engaging with global knowledge without surrendering its own epistemic traditions. The paper argues that genuine decolonisation should involve curricular diversification, recognition of Indian and indigenous knowledge systems, promotion of Indian languages, critical engagement with colonial history, democratization of knowledge production, and greater inclusion of marginalized communities. The National Education Policy (NEP) 2020 provides several policy directions compatible with this objective, including Indian Knowledge Systems, multilingual education and greater emphasis on Indian languages and cultural traditions. However, decolonisation must remain critical and inclusive rather than becoming a project of cultural homogenisation. Tharoor's writings ultimately suggest that the goal should be intellectual self-confidence combined with constitutional pluralism, critical thinking and openness to the world.

Keywords: *Decolonisation, Indian Higher Education, Shashi Tharoor, Colonialism, Indian Knowledge Systems,*

Introduction:

Education is never merely a mechanism for transferring information. It also determines what societies consider valuable knowledge, whose experiences deserve recognition, which languages are regarded as intellectually legitimate, and which historical narratives become part of collective memory. For this reason, the question of decolonising education has acquired considerable importance in postcolonial societies. India provides a particularly significant case because the colonial educational system profoundly influenced the country's intellectual institutions, administrative structures and cultural imagination.

The establishment of modern universities during British rule introduced institutional forms that subsequently became central to Indian higher education. English became an important language of administration and advanced education, while European intellectual traditions acquired considerable institutional authority. Gauri Viswanathan's study of colonial English education demonstrates that English literary education in India developed within the broader context of colonial governance and cultural power.

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How to cite this article:
Milind Motising Pawar,. Dora Thompson . (2026).Decolonizing Indian Higher Education: Perspectives from the Works of Shashi Tharoor. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 58-61.

Quick Response Code:

Web. https://ibrj.us

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She argues that English studies cannot be understood independently of the imperial circumstances in which the discipline emerged (Viswanathan, 2014).Decolonisation, however, does not necessarily mean rejecting everything associated with Europe. Such an approach would be historically simplistic. Modern Indian society has developed through complex interactions between indigenous traditions and global intellectual currents. English education, modern science, constitutionalism and democratic institutions have also been appropriated by Indians for purposes of social transformation and anti-colonial struggle.Shashi Tharoor's writings provide a particularly useful perspective for negotiating this complexity. In *An Era of Darkness*, Tharoor challenges the celebratory narrative of British colonialism and argues that British rule generated enormous economic, political and social costs for India. He stresses issues such as economic exploitation, deindustrialisation, famine, political domination and the restructuring of Indian society. Tharoor's larger intellectual project, however, goes beyond criticism of the British Empire. His writings repeatedly engage with the question of what it means to be Indian in a modern, democratic and globalised world. His arguments about pluralism, nationalism, Indian civilisation, democracy and India's place in the international order make his work relevant to contemporary discussions of higher education.This paper therefore asks: **What can the works of Shashi Tharoor contribute to the project of decolonising Indian higher education?** It argues that Tharoor's writings provide three particularly important insights. First, colonial history must be critically reassessed rather than reproduced through inherited narratives. Second, Indian intellectual and cultural traditions should receive greater institutional recognition. Third, decolonization should not produce intellectual isolation; it should enable India to participate more confidently in global knowledge production.

Review of Literature:

The literature on colonial education in India can broadly be divided into historical, postcolonial, epistemological and policy-oriented approaches.Dharampal's *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century* is an important intervention in the history of Indian education. Dharampal draws attention to indigenous educational institutions that existed before the consolidation of British educational policy. His work challenges simplistic assumptions that modern education was introduced into an educational vacuum by colonial authorities. The book examines indigenous educational arrangements in several regions, including the Madras Presidency. Gauri Viswanathan's *Masks of Conquest* offers another crucial perspective. She examines the emergence of English literary education under British rule and connects curriculum with colonial cultural authority. According to Viswanathan, English studies were historically associated with wider projects of political and social control. Her work is particularly relevant because higher education frequently treats curricula as neutral, even though curricula reflect particular histories of power.Ashis Nandy, in *The Intimate Enemy*, shifts attention from institutional colonialism to the psychological consequences of colonial domination. He explores how colonialism affected both rulers and ruled and considers the ways in which colonial categories could become internalised. This insight is important for higher education because decolonisation is not only about changing textbooks; it also involves questioning inherited assumptions about intellectual superiority.Edward Said's *Orientalism* provides a broader theoretical foundation for understanding the relationship between knowledge and imperial power. Said demonstrates how representations of the East were historically connected to Western systems of power and knowledge. His argument encourages researchers to ask who has the authority to describe, classify and interpret another culture.Dipesh Chakrabarty's *Provincializing Europe* further develops the argument that European historical experiences should not automatically be treated as universal models for all societies. His approach is valuable for Indian higher education because it encourages scholars to recognise multiple historical experiences and intellectual traditions rather than measuring Indian realities exclusively through European categories.Within this wider debate, Tharoor's *An Era of Darkness* is particularly significant because it brings the critique of colonialism into contemporary public discourse. The book challenges the idea that British rule was fundamentally a benevolent civilising project and examines the economic and social consequences of colonial policies.The National Education Policy 2020 represents an important policy development in this context. It explicitly promotes Indian Knowledge Systems, indigenous and traditional ways of learning, Indian languages, heritage and interdisciplinary approaches. The policy therefore provides an institutional framework within which some aspects of decolonisation can be pursued.Existing scholarship, however, also suggests that decolonisation requires caution. Recovering indigenous knowledge should not mean romanticising the past or ignoring caste, gender, regional inequalities and internal hierarchies. A genuinely decolonised university must therefore be both culturally rooted and critically democratic.

Objectives of the Study:

1. To examine the concept of decolonisation in the context of Indian higher education.
2. To analyse Shashi Tharoor's critique of colonialism and its relevance to education.
3. To examine how colonial patterns of knowledge and language continue to influence Indian higher education.
4. To explore the significance of Indian Knowledge Systems and indigenous intellectual traditions.
5. To analyse the relationship between English education and the process of decolonisation.

Research Methodology:

This study follows a **qualitative, descriptive and interpretive research methodology.** It is primarily based on textual analysis of selected works by Shashi Tharoor and relevant scholarship on colonialism, education and postcolonial theory.The primary sources include Tharoor's *An Era of Darkness: The British Empire in India*, *Pax Indica: India and the World of the 21st Century*, *Why I Am a Hindu*, *The Battle of Belonging*, and *Nehru: The Invention of India*. Tharoor's official bibliography confirms the range of his non-fiction writings on India's history, politics, identity and international relations.Secondary sources include works by Gauri Viswanathan, Dharampal, Ashis Nandy, Edward Said and Dipesh Chakrabarty, along with policy documents concerning Indian education. The National Education Policy 2020 is examined as a contemporary policy framework for understanding the institutional possibilities of decolonisation.The study uses thematic analysis. Five major themes are identified: colonial knowledge, language, Indian intellectual traditions, national identity and pluralism. These themes are then examined in relation to contemporary higher education.The study is conceptual rather than empirical. It does not claim to measure the attitudes of

university students or teachers through surveys. Instead, it seeks to develop a theoretical understanding of how Tharoor's writings can inform the debate about decolonising Indian higher education.

Analysis and Discussion:

Colonialism and the structure of the Knowledge

One of Tharoor's most important contributions to the debate on decolonisation is his insistence that colonialism must be understood not simply as political occupation but as a system that reshaped Indian economic, social and intellectual life. In *An Era of Darkness*, Tharoor challenges the idea that British colonialism represented a straightforward process of modernisation. He highlights economic extraction, destruction of Indian industries and the restructuring of Indian society to serve imperial interests.This argument has direct implications for higher education. If colonialism influenced the structures through which knowledge was produced and distributed, then political independence alone could not automatically remove colonial intellectual patterns.A university may therefore be formally independent while continuing to privilege particular historical perspectives. A curriculum that presents European intellectual traditions as universal while treating Indian traditions as merely cultural or religious may reproduce a hierarchy of knowledge.Decolonisation requires universities to ask difficult questions: Who wrote the foundational textbooks? Which intellectual traditions are considered authoritative? Which languages are used for advanced scholarship? Whose historical experiences are included? Which communities remain absent from academic knowledge?

English and the Question of Decolonisation

The role of English represents one of the most complicated dimensions of the debate. A simplistic decolonising approach might argue that English should be removed because it was strengthened through colonial rule. Such an argument ignores the complex ways in which Indians have appropriated English for education, social mobility, political mobilization and international communication. Indeed, English has also functioned as a language through which historically marginalized groups have accessed wider intellectual resources. Therefore, the problem is not English itself but **linguistic hierarchy**. Tharoor's own career illustrates this complexity. He is an Indian writer whose intellectual work moves between Indian political concerns and global intellectual discourse. His writings use English to communicate arguments about India to both Indian and international audiences. The appropriate objective should therefore be **multilingualism rather than anti-Englishness**. Indian universities should enable students to study sophisticated academic material in Indian languages while retaining access to English and other global languages. Translation should become a major academic activity. The NEP 2020 recognizes the importance of translation and the availability of high-quality educational material in Indian languages. Decolonisation therefore means expanding linguistic possibilities rather than replacing one linguistic monopoly with another.

Recovering Indian Knowledge System

A central component of decolonisation is the recovery and critical study of knowledge traditions that were marginalised by colonial educational structures. Dharampal's research demonstrates that indigenous educational institutions existed in eighteenth-century India. The significance of such scholarship is not that every precolonial educational practice should be restored. Rather, it demonstrates that Indian intellectual history was more complex than colonial narratives sometimes suggested. NEP 2020 explicitly calls for the incorporation of Indian Knowledge Systems, including indigenous and traditional knowledge, into education. It identifies fields ranging from mathematics, astronomy and philosophy to medicine, agriculture, architecture, linguistics and literature. However, universities must approach Indian Knowledge Systems academically and critically. The purpose should not be to establish that everything ancient was scientifically superior. Instead, universities should investigate historical knowledge traditions using rigorous methods. For example, Ayurveda can be studied historically, philosophically and medically while maintaining contemporary standards of evidence. Ancient mathematical traditions can be investigated alongside modern mathematics. Classical Indian philosophy can be placed in dialogue with Western and African philosophical traditions. This would transform the curriculum from a model of **knowledge transmission** into one of **knowledge dialogue**.

Major Findings

The central finding is that **decolonizing Indian higher education should be understood as an expansion of intellectual possibilities rather than a simple rejection of the West.** Through the perspectives of Shashi Tharoor, decolonization can be conceptualized as the recovery of historical awareness, linguistic diversity, indigenous intellectual traditions and epistemic confidence, combined with pluralism, critical inquiry and openness to global knowledge.

Conclusion:

The decolonization of Indian higher education is not simply a matter of removing colonial names, replacing textbooks or increasing the number of courses on ancient India. It is fundamentally a question of who produces knowledge, whose knowledge is recognized, which languages are considered intellectually legitimate and how students understand India's place in the world. The writings of Shashi Tharoor offer a valuable framework for addressing these questions. His critique of British colonialism, especially in *An Era of Darkness*, challenges narratives that portray empire as an uncomplicated instrument of Indian modernization. His wider writings on Indian identity, democracy, pluralism and global engagement demonstrate that reclaiming Indian intellectual confidence need not involve rejection of modernity or global knowledge. Tharoor's work therefore allows decolonisation to be understood as a process of intellectual rebalancing. The objective is not to exchange one hierarchy for another but to create conditions in which different knowledge traditions can encounter one another on more equal terms.The future of Indian higher education should consequently be multilingual, multidisciplinary and historically conscious. Universities should teach Indian intellectual traditions alongside global traditions, encourage research into indigenous knowledge, strengthen Indian languages, expand translation, and include voices that have historically remained outside academic institutions.NEP 2020 provides several important institutional directions in this regard, particularly through its recognition of Indian Knowledge Systems, Indian languages and cultural traditions. Nevertheless, implementation must remain evidence-based and inclusive. Ultimately, the most meaningful form of decolonization is not the rejection of Western knowledge but the end of the assumption that Western

knowledge possesses an automatic monopoly on universality. A confident Indian university can study Shakespeare and Kalidasa, Newton and Aryabhata, Western political theory and Indian political thought, modern medicine and the historical traditions of Ayurveda, without treating any of these traditions as beyond criticism.In this sense, Tharoor's works contribute to a larger intellectual project: India must recover the confidence to speak in its own voice while remaining willing to listen to the voices of the world. Decolonised higher education should therefore produce neither colonial imitators nor cultural isolationists, but critically informed citizens capable of thinking from India while engaging with humanity as a whole.

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in completing this research paper entitled "Decolonizing Indian Higher Education: Perspectives from the Works of Shashi Tharoor."

I am deeply thankful to my academic mentors, colleagues, teachers, and well-wishers for their valuable guidance, constructive suggestions, encouragement, and intellectual support throughout the preparation of this research work.

I gratefully acknowledge the contribution of the scholarly works and policy documents that provided the theoretical and conceptual foundation for this study, particularly the writings of Shashi Tharoor, Gauri Viswanathan, Dharampal, Ashis Nandy, Edward Said, and Dipesh Chakrabarty, along with the National Education Policy 2020. These sources helped in examining colonial knowledge structures, language, Indian Knowledge Systems, pluralism, and the possibilities of decolonising Indian higher education.

I also sincerely acknowledge the importance of the qualitative, descriptive, and interpretive approach adopted in the study, which enabled a thematic examination of colonial knowledge, language, Indian intellectual traditions, national identity, and pluralism.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

New Perspectives of National Educational Policy (NEP 2020) In English Language at College Level

Smita R. Monteiro,
Asst. Professor, Night College, Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030914

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 62-64

September 2026

Correspondence Address:
Smita R. Monteiro,
Asst. Professor, Night College,
Ichalkaranji

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 is one of the major educational reforms introduced in India in recent decades. Approved by the Union Cabinet on 29 July 2020, the policy aims to transform Indian education according to the needs of the twenty-first century. At the college level, NEP 2020 introduces new perspectives such as multidisciplinary education, flexible curricula, multiple entry and exit options, skill development, vocational education, experiential learning, research and innovation, digital education and internationalisation.

This research paper examines the major perspectives of NEP 2020 at the college level and discusses its opportunities and challenges. It concludes that effective implementation, adequate infrastructure, trained teachers, financial support and equal access to technology are essential for achieving the objectives of the policy.

Keywords: *NEP 2020, Higher Education, College Education, Multidisciplinary Education, Academic Bank of Credits, Skill Development, Research, Digital Education.*

Introduction

Education is one of the most important instruments for the development of individuals and society. The rapid growth of technology, globalisation and changing employment requirements has created a need for an education system that develops not only academic knowledge but also practical skills, creativity, critical thinking and social responsibility.The National Education Policy 2020 was approved by the Union Cabinet on 29 July 2020. It aims to bring transformational reforms to India's education system and places particular emphasis on access, equity, quality, affordability and accountability.At the college level, NEP 2020 proposes a significant change in the traditional approach to higher education. The policy envisions large multidisciplinary institutions, flexible undergraduate education, improved curriculum and pedagogy, greater institutional autonomy, research and innovation, technology-enabled learning and improved access for disadvantaged groups.Thus, NEP 2020 should not be viewed merely as a change in the syllabus. It represents a broader change in the philosophy of higher education. It seeks to make students active participants in learning and prepare them for employment, entrepreneurship, research and responsible citizenship.

Objectives of The Study

The main objectives of this research paper are:

1. To understand the major perspectives of NEP 2020 at the college level.
2. To study the importance of multidisciplinary and flexible education.
3. To examine the role of skill development and vocational education.
4. To study the importance of the Academic Bank of Credits.
5. To examine the role of research, innovation and technology in higher education.
6. To identify the major opportunities and challenges associated with NEP 2020.

Research Methodology

This research paper is based on secondary data. Information has been collected from official Government of India and Ministry of Education documents, particularly the National Education Policy 2020 and related official resources.

The study follows a descriptive and analytical approach to examine the major reforms proposed for higher education and their possible impact on college students.

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How to cite this article:

Smita R. Monteiro,. (2026).New Perspectives of National Educational Policy (NEP 2020) In English Language at College Level. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 62-64.

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The study follows a descriptive and analytical approach to examine the major reforms proposed for higher education and their possible impact on college students.

New Perspectives of Nep 2020 At College Level

1 Multidisciplinary Education

One of the most important features of NEP 2020 is the promotion of multidisciplinary education.

The policy aims to create well-rounded individuals by breaking down rigid boundaries between different disciplines. It specifically envisions multidisciplinary universities and colleges that provide students with broader educational experiences.

2 Flexible Undergraduate Education

NEP 2020 proposes greater flexibility in undergraduate education. Undergraduate programmes can have different durations and multiple entry and exit options with appropriate certification.

This approach recognises that students may have different educational, financial and personal circumstances. A student who has to discontinue education should not necessarily lose the academic progress already completed.

3 Academic Bank of Credits

The Academic Bank of Credits (ABC) is an important innovation associated with NEP 2020.

The Government of India's NEP initiatives specifically identify the Academic Bank of Credits and multiple entry-exit as major higher-education initiatives.

4 Skill Development and Vocational Education

Another major perspective of NEP 2020 is the integration of vocational education and skill development into mainstream education.

The policy also seeks to overcome the traditional perception that vocational education is inferior to academic education. It proposes integration of vocational education with mainstream education.

5 Experiential and Learner-Centred Learning

NEP 2020 encourages a shift from teacher-centred learning to learner-centred and experiential learning.

Instead of relying mainly on lectures and memorisation, students can learn through Projects, Case studies, Group discussions, Presentations, Field visits, Internships, Laboratory work, Research projects, Problem-solving activities.

6 Research and Innovation

NEP 2020 gives considerable importance to research and innovation in higher education.

Research-oriented education can help India develop a strong knowledge economy and encourage students to become creators of knowledge rather than merely consumers of information.

7 Digital Education and Technology

Technology has become an essential component of modern education. NEP 2020 recognises the importance of digital resources and educational technology.

Digital classrooms, online learning platforms, virtual laboratories, digital libraries and blended learning can provide students with additional learning opportunities.

8 Value-Based Education

Education should not focus only on employment. It should also develop responsible citizens.

NEP 2020 gives importance to values, ethics, constitutional principles, social responsibility, environmental awareness and respect for diversity.

9 Internationalisation of Higher Education

NEP 2020 also gives importance to the internationalisation of higher education.

Indian colleges and universities can benefit from academic collaborations, student and faculty exchanges, international research partnerships and exposure to global knowledge.

Role Of Teachers Under NEP 2020

Teachers play a central role in the successful implementation of NEP 2020.

Under the new approach, teachers are not merely providers of information. They increasingly act as facilitators, mentors and guides.

Benefits Of Nep 2020 For College Students

NEP 2020 can provide several benefits to college students:

1. Greater choice of subjects through multidisciplinary education.
2. Recognition of academic credits through the Academic Bank of Credits.
3. Better employability through skill and vocational education.
4. Practical learning through internships and projects.
5. Improved research opportunities for undergraduate students.
6. Better use of technology in teaching and learning.
7. Development of communication and critical-thinking skills.
8. Holistic development of students beyond academic achievement.

Challenges In Implementation

Despite its many positive features, NEP 2020 also faces several challenges.

1 Infrastructure

Some colleges may not have adequate laboratories, libraries, digital facilities and classrooms required for multidisciplinary and technology-enabled education.

2 Faculty Training

Teachers need training to effectively implement new teaching methods and interdisciplinary courses.

3 Financial Requirements
Implementation of new programmes, technology, research facilities and internships requires adequate financial resources.
4 Digital Divide
Students from economically weaker backgrounds may have limited access to computers, smartphones and reliable internet.
5 Administrative Complexity
Managing multiple entry and exit options, credit transfers and different combinations of subjects can create administrative challenges.
6 Need for Institutional Change
NEP 2020 requires a change in institutional culture. Merely changing the curriculum will not be enough. Teaching, assessment, student support and research practices also need to change.

Findings Of The Study
The study finds that NEP 2020 has the potential to bring significant changes to college education in India.
The policy provides greater academic flexibility and gives students more opportunities to choose subjects according to their interests and career goals. Multidisciplinary education can help students develop a wider perspective.
However, the success of these reforms depends on effective implementation. Adequate infrastructure, trained faculty, financial
The National resources and equal access to technology are essential.

Conclusion
Education Policy 2020 represents a major shift in India's approach to higher education. At the college level, it introduces new perspectives based on flexibility, multidisciplinary learning, skill development, experiential learning, research, technology, values and global exposure.
The policy aims to transform students from passive recipients of information into active learners, critical thinkers and problem-solvers.
Therefore, NEP 2020 should be understood not simply as a curriculum reform but as a comprehensive transformation of higher education. If implemented effectively and inclusively, it can help create a college education system that is flexible, innovative, skill-oriented, research-driven and relevant to the needs of the twenty-first century.

Suggestions
Based on the study, the following suggestions can be made:
1. Colleges should provide adequate infrastructure for multidisciplinary education.
2. Teachers should receive regular training in modern teaching methods and digital technology.
3. Students should be given proper guidance about subject selection and credit systems.
4. Colleges should increase internship and industry-interaction opportunities.
5. Undergraduate students should be encouraged to participate in research.

Acknowledgement
The completion of this research paper has been an enriching academic experience, and I take this opportunity to express my sincere gratitude to all those who have supported, encouraged, and guided me throughout the process of this study.
First and foremost, I express my heartfelt gratitude to the Ministry of Education, Government of India, and all the official institutions whose valuable documents and resources on the National Education Policy (NEP) 2020 provided the essential foundation for this research. The study is based primarily on secondary data, particularly official Government of India and Ministry of Education documents.
I am deeply grateful to my colleagues, fellow academicians, and well-wishers for their valuable suggestions, encouragement, and intellectual support during the preparation of this research paper. Their constructive discussions and motivation helped me develop a broader understanding of the emerging perspectives of NEP 2020 in higher education.
I also express my sincere thanks to the management and staff of Night College, Ichalkaranji, for providing a supportive academic environment that encouraged me to undertake and complete this research work.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Mapping Scholarly Research on the National Education Policy 2020: A Dimensions Database-Based Bibliometric Study

Shital S. Danekar
Research Scholar,Dept. Library & Information Science, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Mah. Pin 440033, India

Manuscript ID:
IBMIIRJ -2026-030915

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 65-70

September 2026

Correspondence Address:
Shital S. Danekar
Research Scholar,Dept. Library & Information Science, Rashtrasant Tukadoji Maharaj
Nagpur University, Nagpur, Mah. Pin 440033, India
Email: shitaldanekar@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 represents a major transformation in India's education system, with significant implications for higher education, curriculum, teaching and learning, research, institutional governance, skill development, and access and equity. Since its introduction in 2020, the policy has generated growing scholarly interest across multiple academic disciplines. The present study aims to map the scholarly research on the National Education Policy 2020 using bibliometric techniques. Bibliographic records were retrieved from the Dimensions database using a predefined search strategy covering publications related to NEP 2020 and the National Education Policy. The study analyses publication growth, productive authors, sources, institutions, and citation documents. VOSviewer is used to visualise author collaboration and keyword co-occurrence, while Biblioshiny is used for descriptive and thematic analysis. The findings are expected to provide useful insights for researchers, educators, policymakers, academic administrators, and other stakeholders interested in the implementation and development of NEP 2020.

Keywords*: National Education Policy 2020; NEP 2020; Higher Education; Bibliometric Analysis;; Research Trends; India*

Introduction

Education plays a central role in social development, economic growth, human resource development, and knowledge creation. In India, the education system has undergone several policy reforms aimed at improving access, quality, equity, and relevance. The National Education Policy (NEP) 2020 represents one of the most significant recent reforms in Indian education. The policy seeks to transform education through multidisciplinary learning, flexibility in curriculum, institutional autonomy, research and innovation, skill development, technology integration, and greater access and inclusion. The policy also proposes changes in institutional governance and regulation of higher education. The implementation of NEP 2020 has generated considerable academic discussion. Researchers have examined the policy from different perspectives, including higher education, teacher education, curriculum development, digital education, multidisciplinary education, skill development, research and innovation, inclusion, governance, and educational technology. Consequently, the scholarly literature on NEP 2020 has become multidisciplinary and increasingly diverse.

Bibliometric analysis provides a systematic method for examining the development of a research field through quantitative analysis of scholarly publications. It can identify publication growth, influential authors, important journals, productive institutions and countries, citation patterns, collaboration networks, and emerging research themes. The Dimensions database is suitable for this purpose because it provides bibliographic information and citation data and supports export specifically for bibliometric mapping. Dimensions also provides publication metadata including titles, abstracts, authors, affiliations, research organisations, countries, citations, research categories and other information.

Therefore, the present study attempts to map scholarly research on NEP 2020 using the Dimensions database and bibliometric techniques.

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How to cite this article:
Shital S. Danekar. (2026).Mapping Scholarly Research on the National Education Policy 2020: A Dimensions Database-Based Bibliometric Study. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 65-70.

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National Education Policy 2020 and Higher Education

NEP 2020 seeks to reform Indian higher education through structural, curricular, pedagogical, and governance-related changes. The policy proposes a more multidisciplinary higher education system in which students can learn across disciplinary boundaries. It also emphasises curriculum and pedagogical reforms, student support, faculty development, institutional leadership, research and innovation, and technology-enabled education. The policy aims to reduce fragmentation within higher education and develop vibrant academic and research communities. These reforms affect several stakeholders. Students are expected to benefit from flexible curricula, multidisciplinary education, skill development, multiple learning pathways, and improved academic support. Faculty members are affected through changes in teaching, curriculum development, research expectations, professional development, and institutional autonomy. Administrators and institutional leaders have responsibilities related to governance, implementation, infrastructure, quality assurance, digital systems, and institutional restructuring.

The diversity of these reforms has contributed to the emergence of research from different disciplines and perspectives, making bibliometric mapping useful for understanding the scholarly landscape surrounding NEP 2020.

Review of Literature

The literature on NEP 2020 has expanded considerably since its introduction, with studies focusing on higher education, curriculum, digital learning, skill development, governance, and educational equity. Researchers have examined the policy from different conceptual, empirical, policy-oriented, and review perspectives. However, bibliometric analysis offers a broader quantitative understanding of how research on NEP 2020 has developed, including its growth, publication patterns, and emerging research themes. **T. Wijayanti & others (2024)** study examined trends in scientific publications on character education research in Indonesia using bibliometric process within period 2014-2024 using Scopus database. Study found highest 58 publications in 2020 and State University Malang had highest 31 articles. **Rima Hazarika & K. G. Sudhier (2024)** study analysed open access publications across the 10 central universities of North East India, focusing on publication trends, disciplinary distribution, citation impact, collaboration patterns, and open access licensing patterns. A total of 28,832 publications from 2004–2023 were collected and analysed using statistical methods. The findings indicate that central universities in Northeast India are still in the early stages of the open access transition, with Gold OA being the most dominant model, followed by Green, Bronze, and Hybrid OA, reflecting a preference for publishing in high-impact OA journals. **Chandler, Rachel. (2023)** study aimed to track the publication of scholarly literature about OER and higher education and productivity of Library and Information Science (LIS) from 2002 to 2022 using a bibliometric research methodology. Total 1,212 full-text articles published from 2002 to 2022 extracted from Web of Science (WOS). Research on OER has been steadily increasing since 2002, and this study indicates that research has increased significantly on the topic from year 2016.

Objectives of the study

The study has the following objectives:

1. To examine the number of scholarly publications on the National Education Policy 2020 published each year and understand the overall growth of research in this field.
2. To assess the productivity and research impact of authors contributing to NEP 2020 research using indicators such as publication counts, citations, and h-index scores to identify the most influential contributors.
3. To identify the leading journals/sources and the most productive institutions contributing to research on NEP 2020.
4. To examine the bibliographic coupling among organisations contributing to research on NEP 2020 and identify the major clusters and research connections among them.

5. **Methodology**

The study employed a bibliometric approach to examine the development of scholarly research on the National Education Policy (NEP) 2020. It analysed annual publication growth, identified the most productive authors and institutions, and examined the most cited documents to highlight major contributors and influential research in the field. The study covered 25 years of publication data (2002–2026) retrieved from the Dimensions database. The search was conducted on 24 August 2026 using the advanced search strategy with "National Education Policy 2020" as the primary search term. The retrieved records were analysed using Microsoft Excel 2021 and the Bibliometrix package in R 4.4.2, while data visualization was carried out using VOS viewer-1.6.20.

The findings provide an overview of the growth, productivity, impact, and development of scholarly literature related to NEP 2020.

Result

The results present the major findings of the bibliometric analysis of scholarly research on NEP 2020. The analysis focuses on publication growth, leading authors and institutions, citation impact, and research collaboration patterns to understand the development of this emerging research area.

Table 1. Main Bibliometric Characteristics of NEP 2020 Research

Description	**Finding**
Number of documents	2455
Authors	3534
Authors of single-authored docs	1074
Author Collaboration	
Single-authored docs	1186
Co-Authors per Doc	1.75
Annual Growth Rate %	31.85

References	7655
Average citations per doc	0.8876
Top five Organisation	**Publications**
University of Mysore	13
University of Calicut	11
University f Delhi;	11
The Brigade Educational Trust	10
Christ University	9

The table 1 provides an overview of the publication characteristics and research contribution in the field of NEP 2020. A total of 2,455 documents were published by 3,534 authors, with 1,186 documents being single-authored, indicating a considerable level of collaborative research. The average number of 1.75 co-authors per document further reflects moderate collaboration among researchers. The annual growth rate of 31.85% shows a rapid expansion of scholarly interest in NEP 2020. The University of Mysore leads institutional productivity with 13 publications, followed by the University of Calicut and University of Delhi with 11 each. Overall, the findings indicate growing research activity, increasing collaboration, and participation from diverse academic institutions.

1 Publication Growth

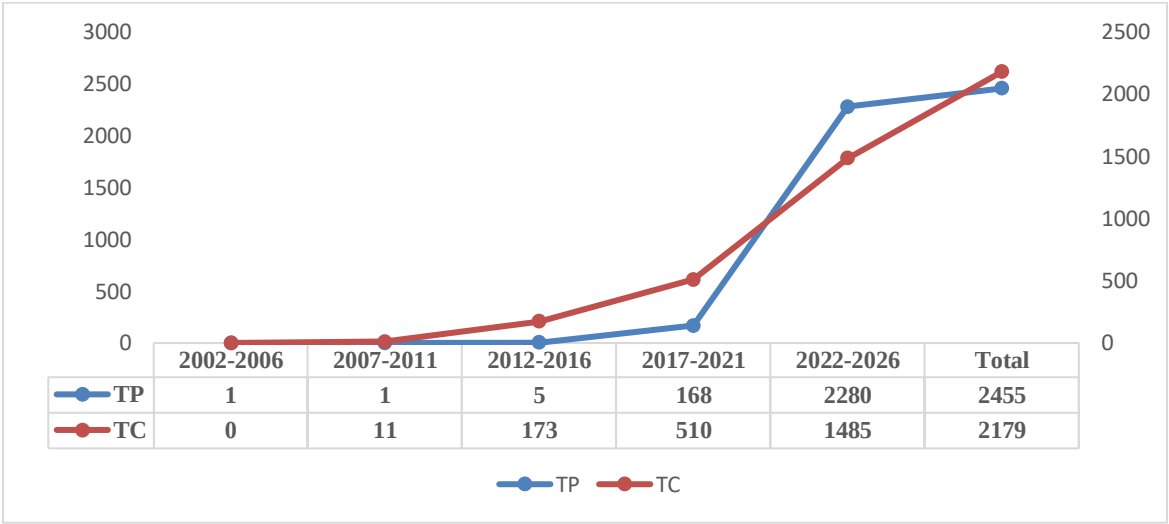


Figure 1- Annual Growth of (NEP) 2020 Research Publications (2002–2026)

The figure 1 shows that year-wise distribution shows a substantial growth in scholarly research on the National Education Policy (NEP) 2020, particularly during the most recent period. During 2002–2006, only 1 publication was recorded with no citations. Publication output remained very limited during 2007–2011, with 1 publication and 11 citations, while 2012–2016 recorded 5 publications and 173 citations.

A remarkable increase is observed during 2017–2021, when the number of publications reached 168, receiving 510 citations. The most significant growth occurred during 2022–2026, with 2,280 publications, accounting for approximately 92.87% of the total 2,455 publications, and receiving 1,485 citations. The ACPP increased to 1.54, indicating a higher average citation impact during this period.

Overall, the dataset contains 2,455 publications and 2,179 citations, with an overall ACPP of 1.13. The sharp rise in publications after 2021 indicates that scholarly attention to NEP 2020 expanded considerably following its implementation and increasing academic discussion.

2 Ranking of Leading Authors in (NEP) 2020 Research Publications (2002–2026)

Table 2. Author impact vs. various indices

Sr.No.	Author	h_index	g_index	m_index	TC	NP	PY_start
1	Kumar A.	4	8	0.67	79	18	2021
2	Choudhury P.K.	3	7	0.50	63	7	2021
3	Gupta B.L.	3	4	0.50	20	9	2021
4	Aithal P.S.	2	3	0.29	101	3	2020
5	Aithal S.	2	2	0.29	99	2	2020
6	Bika S.L.	2	3	0.50	9	4	2023
7	Gandhi R	2	2	0.33	7	2	2021
8	Ghosh S.S.	2	2	0.67	4	3	2024
9	Gupta P.B.	2	3	0.33	9	4	2021
10	Jain V.K.	2	2	1.00	15	2	2025

TC= Total Citations; NP= Number Publications; PY_start=Publication Year Start

Table 2 presents the leading authors contributing to research on National Education Policy (NEP) 2020, based on their publication and citation performance. Kumar A. is the most productive author, with 18 publications and 79 citations, along with the highest h-index of 4 and g-index of 8. Choudhury P.K. follows with 7 publications and 63 citations, showing a comparatively strong research impact. Interestingly, Aithal P.S. received the highest number of citations (101) from only 3 publications, followed closely by Aithal S. with 99 citations from 2 publications. Gupta B.L. contributed 9 publications and received 20 citations. Other authors, including Bika S.L., Gandhi R., Ghosh S.S., Gupta P.B., and Jain V.K., have relatively lower publication and citation counts. The m-index values range from 0.29 to 1.00, indicating differences in the sustained impact of authors over their publication period.

3 Bibliographic Coupling of Organisations

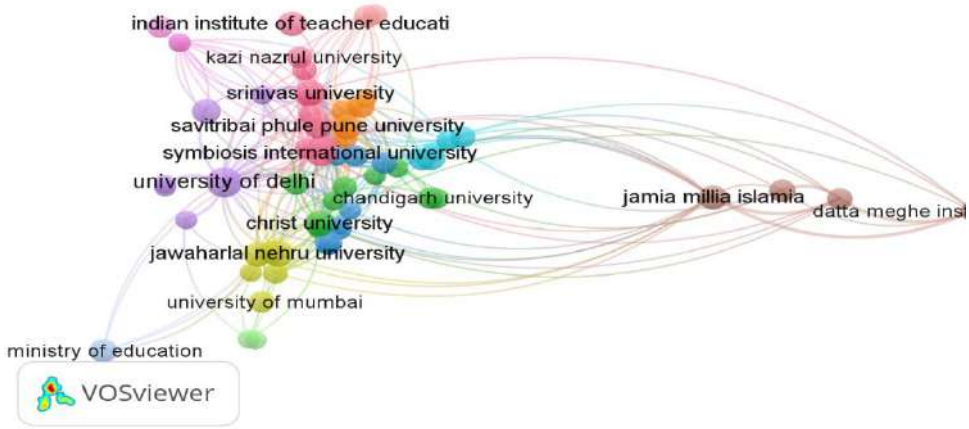


Figure 3- Bibliographic Coupling Network of Organisations in NEP 2020 Research

The figure presents the bibliographic coupling among organisations involved in research on the National Education Policy (NEP) 2020. The network shows that several Indian universities and educational institutions are closely connected through shared research references. Jawaharlal Nehru University, University of Delhi, Savitribai Phule Pune University, and Chandigarh University appear as prominent nodes, indicating their comparatively strong connections within the research network. Christ University, Srinivas University, Symbiosis International University, and University of Mumbai also show active links with other organisations. The different colours represent distinct clusters of organisations that have stronger bibliographic relationships within the same group. The connecting lines indicate the strength of relationships between organisations based on their shared references. Jamia Millia Islamia and Datta Meghe Institute are positioned somewhat separately but remain connected with the wider network through several links. Overall, the figure indicates that NEP 2020 research is distributed across multiple institutional groups, with considerable inter-organisational research connections. The network also suggests that universities are playing a major role in shaping and developing the scholarly literature on NEP 2020.

5.5 Top-Ranked Journals Contributing to NEP 2020 Research

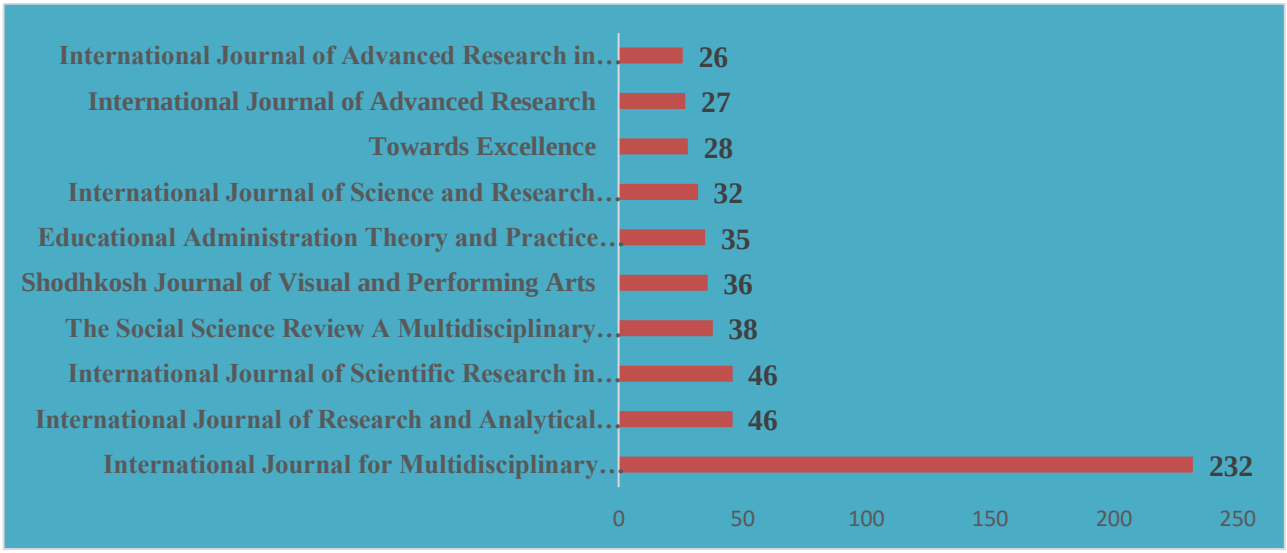


Figure 2- Top-Ranked Journals Contributing to NEP 2020 Research

Figure 2 shows the most productive sources publishing research on National Education Policy (NEP) 2020. The International Journal for Multidisciplinary Research has the highest contribution, with 232 publications, far exceeding the other sources. The International Journal of Research and Analytical Reviews and International Journal of Scientific Research in Engineering and Applied Sciences follow with 46 publications each. The Social Science Review: A Multidisciplinary Journal contributed 38

publications, while Shodhkosh Journal of Visual and Performing Arts recorded 36 publications. Other sources, including Educational Administration Theory and Practice Journal and International Journal of Science and Research (IJSR), contributed 35 and 32 publications, respectively. The remaining journals recorded between 26 and 28 publications.

5.6 Top Cited Documents

The citation analysis shows in Table 3, that the most influential document is Kumar K.'s (2020) study, How National Education Policy 2020 Can Be a Lodestar to Transform Future Generation in India, which received 90 citations. White M. A.'s (2016) work on positive psychology and positive education follows closely with 86 citations, highlighting the broader educational context linked to NEP research. Aithal P. S. (2020) also received substantial attention, with 85 citations, reflecting strong scholarly interest in the objectives and implementation of NEP 2020. Other highly cited studies address STEM education, inclusive education, artificial intelligence, pre-primary education, and multilingual education. Muralidharan K.'s (2021) article published in *Science* has 29 citations, indicating interest in evidence-based assessment of India's new education policy. Govinda R.'s (2020) critical examination of NEP 2020 has also attracted 28 citations.

Table 3 Top 10 most-cited documents

Sr. No	Title	Author	Year	Journal	Total Citations	DOI
1	How National Education Policy 2020 can be a Lodestar to Transform Future Generation in India	Kumar K	2020	Journal of Public Affairs	90	10.1002/PA.2500
2	Why Won't It Stick? Positive Psychology and Positive Education	White M. A.	2016	Psychology of Well-Being	86	10.1186/S13612-016-0039-1
3	Analysis of The Indian National Education Policy 2020 Towards Achieving its Objectives	Aithal P.S.	2020	International Journal of Management Technology and Social Sciences	85	10.47992/IJMTS.2581.6012.0102
4	Pedagogical Framework on The Integration of Platonic Solids In 2020s Stem Curricula	Benson M.	2014	Social Policy and Administration	69	10.1111/SPOL.12079
5	Universal Design for Learning (UDL) In Inclusive Education: Accelerating Learning for All	Priyadharsini V.	2024	Shanlax International Journal of Arts Science and Humanities	45	10.34293/SIJASH.V11I4.7489
6	Artificial Intelligence Integration into School Education: A Review of Indian and Foreign Perspectives	Karan B.	2023	Millennial Asia	40	10.1177/09763996231158229
7	Regional and Socioeconomic Inequalities In Access to Pre-Primary Education in India: Evidence from A Recent Household Survey	Choudhury P.K.	2023	International Journal of Child Care and Education Policy	32	10.1186/S40723-023-00117-4
8	Languages For Learning: A Framework for Implementing India's Multilingual Language-In-Education Policy	Mahapatra S.K.	2022	Current Issues in Language Planning	30	10.1080/14664208.2022.2037292
9	India's New National Education Policy: Evidence and Challenges	Muralidharan K.	2021	Science	29	10.1126/SCIENCE.ABF6655
10	NEP 2020: A Critical Examination	Govinda R.	2020	Social Change	28	10.1177/0049085720958804

Discussion

The findings show that research on NEP 2020 has grown rapidly, particularly after 2021, reflecting increasing academic interest in the policy and its implementation. The 2,455 publications identified in Dimensions indicate that NEP 2020 has become an important area of multidisciplinary research. The author analysis shows that publication productivity and citation impact do not always move together, as some authors achieved high citations with relatively few publications. The bibliographic coupling network highlights strong connections among major Indian universities, showing the important role of academic institutions in developing NEP-related research. The journal analysis indicates a broad multidisciplinary publication pattern, although a few journals account for a substantial share of the output. Highly cited studies mainly focus on policy transformation, implementation, inclusive education, AI, STEM, language, and educational inequalities. This suggests that NEP 2020 research is gradually expanding from policy discussion towards diverse educational and implementation-related issues.

Conclusion

The study provides a bibliometric overview of NEP 2020 research published between 2002 and 2026 using the Dimensions database. The results clearly show a sharp increase in scholarly publications after the introduction of NEP 2020, with the majority of research appearing during 2022–2026. The analysis also identifies leading authors, influential publications, major journals, and institutional research connections within the field. The findings demonstrate that NEP 2020 research is multidisciplinary and increasingly concerned with practical issues such as inclusion, technology, language, skills, and policy implementation. At the same time, the relatively recent nature of much of the literature means that citation impact may continue to develop. Overall, the study provides a useful picture of the growth and direction of NEP 2020 scholarship and can help researchers identify important authors, institutions, journals, and emerging areas for future research.

Acknowledgement

The completion of this research paper has been a meaningful academic journey, and I take this opportunity to express my sincere gratitude to all those who have supported, guided, and encouraged me throughout the course of this study.

First and foremost, I express my heartfelt gratitude to my respected teachers, mentors, and academic colleagues for their valuable guidance, constructive suggestions, and constant encouragement. Their scholarly insights and support have greatly contributed to the successful completion of this research work.

I am especially thankful to the Department of Library and Information Science, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, for providing an encouraging academic environment and the necessary support for undertaking this study. The present research employs bibliometric techniques and uses the Dimensions database, along with tools such as Microsoft Excel, Bibliometrix, and VOSviewer, to examine scholarly research on NEP 2020.

I also acknowledge the valuable contribution of the researchers, authors, journals, institutions, and organisations whose scholarly publications and bibliographic records formed the foundation of this study. Their research has provided important insights into the growth, productivity, citation impact, and emerging trends in NEP 2020 research.

I extend my sincere thanks to my family members, friends, and well-wishers for their patience, encouragement, moral support, and understanding throughout this academic endeavour.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

A Study on National Education Policy (NEP-2020) and Higher Education: A Critical Analysis

Dr. Prabhakar Tanaji Mane,
Professor and Head, Department of Economics, Jaysingpur College, Jaysingpur,

Manuscript ID:
IBMIIRJ -2026-030916

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published:30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 71-75

September 2026

Correspondence Address:
Dr. Prabhakar Tanaji Mane, Professor and Head, Department of Economics, Jaysingpur College, Jaysingpur,
Email: ptmane1979@gmail.com

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy-2020 encourages the interdisciplinary aspect under curriculum with various options with respect to subjects. The concept of multiple entry and exit along with suitable certification has been introduced through the policies. For example, the graduation course of 4 years can be classified into one year certificate course; two years advanced diploma, three years bachelor's degree and four years bachelor's with research program. The credit from higher educational institution is stored in a mechanism called Academic Bank Credit where the credits can be transferrable. The policy also portrays the establishment of Multidisciplinary Education and Research Universities with global standards. The research platform will be monitored by an apex body called National Research Foundation. Except Medical and Legal courses, all other courses will be brought under the domain of Higher Education Commission of India

Key words*: Government Policy, Higher Education, Institution, Research system etc*

Introduction:

The focus of National Education Policy is to transform the Higher Education Institution into a highly recognized organization which envisages the teaching and research. The colleges to get affiliation must pass through various stages of mechanism based upon the administration which is Autonomous or Government colleges under university. The NCTE authority will formulate the curriculum for the teacher education under National Curriculum Framework for Teacher Education, hence the minimum qualification for teachers will be the 4-year intergraded B.Ed. degree. A mechanism of counselling or mentoring will be established where the retired faculties will act as mentors for the students either in a short term or long-term duration. Hence such a mechanism will not only prevent student s from dropping out but also guide them towards the suitable career.

Problems of the Study:

To encourage socially backward students to take up education Scholarship are being provided, and it can be accessed through National Scholarship Portal. The Open and distance learning will also play a crucial role in extending the service of education. As recent initiative online courses sunder the domain of MOOC platform add the value to the traditional education without compromising the quality. The digital infrastructure is an option which will certainly support student during situations like Covid where one can learn by staying at home through online. To monitor the online platform an authority is setup called National Education Technology Forum. The Indian Institution of Translation and Interpretation is organized to promote the Indian Languages. The Globalization in education will be accessed through collaborating with foreign top universities for the benefit of students. All the wings of education with respect to the Health Sciences, Legal studies, Agriculture etc. will become a multidisciplinary institution and optimal adult literacy will be planned to achieve.

Objectives of the Study:

The primary objective of this research is to study the National Education Policy, the higher education system in India, and the implementation of the education policy; the researchers have outlined specific objectives as follows.

1. To Study India's New National Education Policy 2020.
2. To Conduct a detailed study of the factors influencing the National Education Policy.
3. To Study the full-scale implementation of India's New Education Policy 2020 and higher education.

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How to cite this article:
Prabhakar Tanaji Mane. (2026).A Study on National Education Policy (NEP-2020) and Higher Education: A Critical Analysis. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 71-75.

Significance of the Study:

The Ministry of Education, Government of India, is the driving force behind the National Educational Policy 2020, an educational reform project that aims to produce talented individuals and offer equitable, high-quality education to all at a reasonable cost. The paper attempts to understand the benefits of National Educational Policy 2020 in detail. It offers a variety of benefits, including the ability to track students and their learning levels, facilitate multiple pathways to learning involving both formal and informal education modes, and associate counsellors or well-trained educators. determined the degree of awareness among higher education institution students and the teaching community to comprehend the impact of NEP 2020 on higher education institution communication. Thirty teaching staff members and one hundred and twenty students from higher education institutions in and around Bengaluru provide qualitative and quantitative data for the study. Research indicates that both students and teachers lack a sufficient level of awareness of the critical components.

Scope of the Study:

NEP 2020 communication will not have a major impact. Research suggests that for any higher education institution to really achieve the goal, complex NEP 2020 aspects need to be articulated at the time of building communication message. The research suggests that higher education institutions create a marketing strategy to inform people about the upcoming implementation of NEP2020. NEP 2020 envisions a shift from rigid and fragmented higher education structures to flexible, multidisciplinary, and globally aligned institutions that promote equity, inclusion, and innovation. It introduces a four-year undergraduate programme with multiple exit options and credit portability via the Academic Bank of Credit. Curricula now follow a Choice-Based Credit System, enabling interdisciplinary combinations and nurturing critical thinking and ethical reasoning.

Limitation of the Study:

Education is a concurrent subject in India, requiring seamless coordination between central and state governments. Differing political priorities and administrative delays make uniform execution difficult. Many schools especially in rural areas lack the basic digital tools, library books, and physical infrastructure needed for the newly envisioned experiential and multidisciplinary learning. Redesigning the pedagogical framework demands skilled educators. India already faces high student-to-teacher ratios and a shortage of properly trained staff equipped for early childhood care and vocational training.

Period of the Study:

Information from 2026 serves as the foundation for studying the process and challenges of the new educational policy, as well as all its constituent elements.

Research Methodology:

Formulating a new education policy is a complex process and presents a significant challenge for a developing nation like India in the current scenario. To study the New Education Policy 2020 in the context of globalization, the researcher has utilized various secondary sources, including research papers, journal articles, newspapers, audio-visual materials, reference books, textbooks, annual reports, and other publications.

Research Method:

Key aspects of the National Education Policy and its implementation include financial investment, space constraints, the presence of higher education institutions in remote areas, and the availability of technology and modern facilities. The primary objective of this research is to ensure that students in rural areas have access to higher education and can derive maximum benefit from the new education policy; a descriptive analysis method has been employed for this study.

Results and Discussion:

Redesigning the pedagogical framework demands skilled educators. India already faces high student-to-teacher ratios and a shortage of properly trained staff equipped for early childhood care and vocational training. Continuous tracking, formative assessments, and administrative shifts place a heavier daily burden on educators already managing large classrooms. India's National Education Policy was introduced in 2020 with the goal of modernizing the country's educational system to meet 21st-century needs. The NEP places a strong emphasis on diversity, innovation, and holistic development with the goal of offering every student to high-quality education. Like any policy, though, it has advantages and disadvantages. Here are some of the benefits and drawbacks of NEP 2020 in further detail below.

Indian Education:

The National Education Policy 2020 stands as a defining moment in India's journey towards revitalising its higher education landscape. Marking a comprehensive overhaul of the education system, the NEP 2020 is a visionary blueprint aimed at repositioning India among the leading higher education hubs of the world. Anchored in the guiding principles of access, equity, quality, affordability, and accountability, NEP 2020 seeks to redefine both the structure and substance of education. While the school education reforms focus on foundational learning, curriculum renewal, assessment transformation, and holistic development, the higher education agenda lays emphasis on flexible multidisciplinary learning, institutional autonomy, quality research, and global integration. For higher education in particular, the policy proposes a systemic shift from rigid silos to flexible, learner-centric models; from content-heavy instruction to critical thinking and research; and from fragmented regulation to a streamlined, empowered governance architecture.

NEP-2020:

NEP's focus on a comprehensive, multidisciplinary education that encourages creativity and critical thinking is one of its key benefits. It encourages students to study a variety of courses, including as the arts, sciences, and vocational training, in contrast to the conventional, inflexible system. This method goes beyond the typical emphasis on memorization and helps student develop into well-rounded individuals who are ready for a variety of job options. Students can have a more thorough awareness of the world around them due to interdisciplinary learning.

Teaching and Learning:

The NEP establishes fundamental reading and numeracy as core priorities in recognition of the importance of early childhood education. Children between the ages of three and eight are guaranteed a strong foundation in vital skills thanks to the new structure, which lays the groundwork for their future education. The goal of this early education emphasis is to increase literacy rates and close the learning gap, particularly in underserved and rural communities.

Challenges before NEP-2020:

1. Despite the ambitious goals of NEP 2020, there are several obstacles in the way of its execution, particularly considering India's heterogeneous socioeconomic environment.
2. It is challenging to apply the policy consistently across states with varying infrastructure and resource levels.
3. It may be difficult for rural schools to implement NEP's technology efforts, making it difficult to guarantee that everyone receives an equal and high-quality education.
4. The encouragement of mother-tongue instruction through Grade 5 by NEP is controversial.
5. Students who plan to continue their education in states or overseas where English is the primary language may find the policy problematic, even though its objective is to make education more accessible.
6. Furthermore, implementing this rule will need a significant investment in teacher training because many teachers may lack the necessary skills to teach in regional languages.

Chart No. 1

Challenges before NEP-2020



Teacher Shortages and Quality Control:

If India wants to succeed, it needs a strong teaching staff that has received training in the updated NEP curriculum and techniques. However, given the existing teacher shortage and inadequate pay for instructors, achieving NEP's ambitious goals would be challenging. If enough training and incentives are not given, especially in underprivileged areas, all students might not acquire the desired level of education.

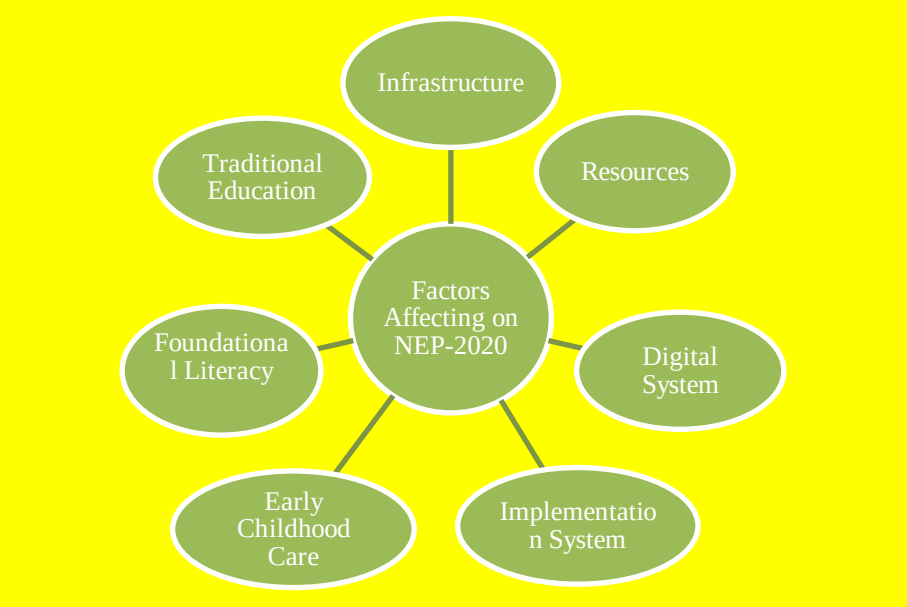
Financial System:

NEP implementation will require substantial funding, particularly for digital materials, infrastructure upgrades, and teacher training. Insufficient funding could result in only partial implementation of the NEP's vision. For the policy to be successful, more government financing and resource allocation are required.

Skill Development:

NEP 2020 emphasizes skill development, equipping students with 21st-century skills such as critical thinking, communication, problem-solving, and digital literacy. This enhances their employability and prepares them for future challenges. NEP emphasizes the integration of technology in education. Teachers can leverage digital tools, online resources, and educational apps to enhance their teaching effectiveness, create interactive learning experiences, and cater to diverse learning styles. It also recognizes the importance of teacher leadership and mentorship. Teachers can take on mentoring roles, supporting their fellow educators, and contributing to policy implementation. This fosters professional growth and collaboration among teachers. The new education policy recognizes the importance of continuous professional development for teachers. It provides opportunities for training, workshops, and collaborations to enhance their teaching skills, update their knowledge, and stay abreast of evolving pedagogical practices. The policy encourages a shift towards learner-centric teaching practices, promoting interactive and experiential learning methods. This allows teachers to engage students actively in the learning process, fostering deeper understanding and retention of concepts.

Chart No. 2
Factors Affecting on NEP-2020



Benefits of New Education Policy:

NEP 2020 focuses on the holistic development of students, addressing their cognitive, social, emotional, and physical growth. It promotes critical thinking, creativity, and problem-solving skills, preparing students to thrive in the 21st century. The policy offers flexible learning pathways, allowing students to choose subjects based on their interests and career aspirations. This promotes personalized learning, enabling students to explore their passions and develop expertise in their chosen fields. NEP aims to reduce the curriculum burden on students by emphasizing core concepts and essential learning outcomes. This allows for a deeper understanding of subjects and encourages a more comprehensive learning experience. The policy prioritizes inclusive education, ensuring equal opportunities for students from diverse backgrounds, including those with disabilities and from marginalized communities. It promotes an inclusive and supportive learning environment, fostering empathy and understanding among students.

NEP-2020 and Flexibility:

NEP eliminates the traditional distinction between the arts, sciences, and commerce by giving students the flexibility to select courses from a variety of topic areas. This flexibility allows students to follow their own interests and goals. For example, students who like math and music can now study both subjects without any limitations. This method is in line with international standards, which call for students to develop a variety of skill sets and widen their perspectives. NEP acknowledges the significance of vocational skills in developing a competent workforce. It requires kids to begin vocational instruction in Grade 6, exposing them to trades like carpentry, coding, and even farming. Students' employability is increased by this practical approach, which guarantees that they acquire skills that are applicable in real-world scenarios. It also supports India's aim of becoming a hub for skilled labour.

Conclusion:

All things considered, NEP 2020 marks a significant step forward for India education system. With its focus on inclusivity, creativity, and technological integration, NEP aims to create a well-rounded, skilled generation ready for the global stage. However, the policy also presents substantial challenges, particularly in terms of implementation, funding, and teacher readiness. For NEP to fulfil its promise, the government, educators, and stakeholders need to work together, ensuring that all schools urban and rural can achieve the same standards. If successfully implemented, NEP has the potential to transform Indian education, making it inclusive, relevant, and adaptable to the demands of the future.

Acknowledgement

The completion of this research paper has been a valuable academic journey, and I take this opportunity to express my sincere gratitude to all those who have supported, guided, and encouraged me throughout this work.

First and foremost, I express my heartfelt gratitude to my respected colleagues, teachers, mentors, and well-wishers for their valuable guidance, constructive suggestions, and continuous encouragement. Their academic insights and support have contributed significantly to the successful completion of this study.

I sincerely acknowledge the support of the Department of Economics, Jaysingpur College, Jaysingpur, for providing a positive academic environment and the necessary encouragement to undertake this research. The study examines the National Education Policy 2020 with particular emphasis on higher education, multidisciplinary learning, flexibility, skill development, technology, research, and implementation challenges.

I am also grateful to the various authors, researchers, institutions, journals, and other sources whose scholarly contributions provided valuable information for this study. The research is based on secondary sources including research papers, journal articles, newspapers, books, textbooks, annual reports, audio-visual materials, and other publications.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

National Education Policy 2020 and Social Inclusion in Indian Higher Education: A Sociological Analysis

Abhijit Abaso Patil
Head and Assistant Professor,Department of Sociology
Night College of Arts and Commerce, Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030917

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 76-80

September 2026

Correspondence Address:
Abhijit Abaso Patil
Head and Assistant Professor,Department of Sociology
Night College of Arts and Commerce, Ichalkaranji
Email: abhijitrajepatil@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 represents a significant structural and philosophical transformation of the Indian education system. From a sociological perspective, education is not merely a mechanism for transmitting knowledge and skills; it is also an important institution of socialization, social mobility, equality, social integration and empowerment. NEP 2020 seeks to transform higher education through multidisciplinary education, flexible curricular structures, vocational integration, institutional autonomy, Indian languages, technology-enabled learning, research orientation and greater access, equity and inclusion. Particular attention is given to Socio-Economically Disadvantaged Groups (SEDGs), including women, Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), minorities, persons with disabilities, economically weaker groups and first-generation learners. This paper examines NEP 2020 from a sociological perspective with special reference to social inclusion and equitable participation in higher education. The study is based on secondary data obtained from the National Education Policy 2020, All India Survey on Higher Education (AISHE), University Grants Commission (UGC) guidelines and Government reports. The analysis indicates substantial expansion in higher education participation, particularly among women and several historically disadvantaged groups. However, numerical expansion alone cannot ensure substantive equality. Digital inequality, economic constraints, geographical disparities, language barriers, unequal institutional resources and social discrimination continue to influence educational opportunities. The paper argues that successful implementation of NEP 2020 requires a movement from formal equality towards substantive social justice.

Keywords: *NEP 2020, Sociology of Education, Social Inclusion, Social Justice, Higher Education, SEDGs, Educational Inequality, Social Mobility, Gender, Multidisciplinary Education*

Introduction

Education is one of the most important social institutions in society. It performs functions such as socialization, transmission of culture, personality development, preparation for occupational roles, social mobility and social integration. From a sociological perspective, educational opportunities are closely associated with social stratification because access to educational resources is influenced by caste, class, gender, region, language, disability and family background.

The National Education Policy 2020 marks a major shift in India's educational policy framework. It emphasizes access, equity, quality, affordability and accountability. In higher education, the policy promotes multidisciplinary institutions, flexible curricular choices, multiple entry and exit opportunities, vocational education, research, institutional autonomy and technology-enabled learning. It also recognizes the importance of improving participation among Socio-Economically Disadvantaged Groups.

The sociological significance of NEP 2020 lies not only in increasing the number of students entering higher education but also in examining **who enters, who remains, who succeeds and who benefits** from educational expansion. Therefore, concepts such as social stratification, social exclusion, cultural capital, gender inequality, social mobility and social justice are essential for understanding the implementation of NEP 2020.

Statement of the Problem

Indian society is characterized by considerable diversity and inequalities based on caste, class, gender, tribe, religion, region, language and disability. Although expansion of higher education has created new opportunities, unequal access to educational resources continues to affect disadvantaged groups.

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How to cite this article:
Abhijit Abaso Patil. (2026).National Education Policy 2020 and Social Inclusion in Indian Higher Education: A Sociological Analysis. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 76-80.

NEP 2020 attempts to address these inequalities through inclusive education, scholarships, multidisciplinary learning, technology, Indian languages, vocational education and targeted measures for SEDGs. However, the existence of policy provisions does not automatically guarantee equal educational experiences and outcomes.

The central problem examined in this paper is therefore:

To what extent can NEP 2020 promote social inclusion and social justice in Indian higher education, and what sociological barriers may restrict its effective implementation?

Objectives of the Study

1. To examine the major provisions of NEP 2020 from the perspective of social inclusion and social justice in higher education.
2. To analyse changing participation of women and socially disadvantaged groups in Indian higher education.
3. To identify major sociological challenges and suggest measures for making NEP 2020 more socially inclusive and equitable.

Research Methodology

1 Research Design

The study adopts a **descriptive and analytical research design**. Major provisions of NEP 2020 are described and available higher education data are sociologically analysed.

2 Nature of Data

The study is primarily based on **secondary data**.

3 Sources of Data

The major sources include:

- National Education Policy 2020, Ministry of Education, Government of India.
- All India Survey on Higher Education (AISHE).
- University Grants Commission (UGC) guidelines.
- Government of India and Press Information Bureau reports.
- Relevant academic literature on sociology of education, inequality and social mobility.

4 Method of Analysis

The collected information has been analysed through:

- Descriptive analysis
- Comparative analysis
- Trend analysis
- Tabular presentation
- Sociological interpretation

5 Scope and Limitation

The paper focuses primarily on Indian higher education and examines NEP 2020 through social inclusion, social stratification, gender equality, social justice and social mobility. Since the study uses secondary data, it does not claim a direct causal relationship between NEP 2020 and individual educational outcomes.

Conceptual Framework: Sociology and Education

1 Education as an Agent of Socialization

Education transmits knowledge, values, norms and cultural patterns between generations. Colleges and universities prepare individuals for participation in social, economic and professional life. NEP 2020's emphasis on holistic and multidisciplinary education can therefore broaden the social and cultural functions of education.

2 Education and Social Stratification

Educational opportunities are not distributed equally. Pierre Bourdieu's concept of **cultural capital** helps explain why students from privileged families may possess advantages in language, communication, educational orientation and institutional familiarity. Thus, equal admission opportunities do not necessarily produce equal educational outcomes.

3 Education and Social Mobility

Education can facilitate upward social mobility by improving qualifications, employment opportunities and social status. Expansion of higher education among women and historically disadvantaged groups is therefore significant for reducing intergenerational inequality.

4 Social Inclusion and Social Justice

Social inclusion means creating conditions in which individuals and groups can participate fully in social institutions. Social justice requires more than identical treatment; it requires recognition of historical disadvantage and appropriate support for disadvantaged groups. Scholarships, accessible infrastructure, language support, digital facilities and institutional mentoring are therefore important components of substantive equality.

NEP 2020 and Social Inclusion in Higher Education

1 Multidisciplinary Education

NEP 2020 promotes large multidisciplinary universities and colleges and seeks to reduce rigid disciplinary boundaries. Multidisciplinary education can encourage:

- Broader intellectual development
- Critical thinking
- Interdisciplinary understanding
- Collaboration
- Social awareness
- Research on complex social problems

Issues such as poverty, migration, unemployment, gender inequality and environmental degradation require knowledge from multiple disciplines.

For example:

Interdisciplinary Combination	Social Issue
Sociology + Economics	Poverty and inequality
Sociology + Political Science	Democracy and citizenship
Sociology + Psychology	Social behaviour
Sociology + Environmental Science	Environmental inequality
Sociology + Technology	Digital society
Sociology + Gender Studies	Gender transformation

2 Expansion of Access to Higher Education

The expansion of higher education indicates movement towards mass higher education. Available AISHE figures demonstrate substantial growth in participation among several social groups.

Table 1: Growth of Higher Education Enrolment in India

Indicator	2014–15	2023–24	Approx. Increase
Total enrolment	3.42 crore	4.50 crore	31.5%
Female enrolment	1.57 crore	2.24 crore	42.2%
SC enrolment	46.07 lakh	69.72 lakh	51.4%
ST enrolment	16.41 lakh	28.83 lakh	75.7%
OBC enrolment	1.13 crore	1.80 crore	60.2%

Source: Ministry of Education, Government of India, AISHE 2023–24, as reported in the source paper.

The data indicate considerable expansion in higher education participation. ST enrolment recorded the highest percentage increase among the listed social groups. Nevertheless, increased enrolment should not automatically be interpreted as complete equality in educational experience or outcomes.

Gender and Higher Education

Gender remains an important dimension of educational inequality. Women's participation has historically been influenced by family expectations, economic constraints, safety concerns, domestic responsibilities and gender norms.

Table 2: Gender Participation in Higher Education

Indicator	2019–20	2021–22	2022–23	2023–24
Male GER	24.8	28.3	28.9	28.9
Female GER	26.4	28.5	30.2	31.2
Overall GER	25.6	28.4	29.5	30.0
Gender Parity Index	1.06	1.01	1.05	1.08

Source: AISHE 2023–24, Ministry of Education, Government of India.

Female GER has remained higher than male GER in the period presented. In 2023–24, female GER was 31.2 compared with 28.9 for males. This is an important development from the perspective of gender equality. However, genuine empowerment must also be assessed through subject choice, completion, employment, economic independence, research participation, leadership and decision-making.

8. Socially Disadvantaged Groups and Educational Inclusion

NEP 2020 recognizes the importance of increasing participation among SEDGs. Educational disadvantage is multidimensional and students may experience several disadvantages simultaneously.

Table 3: Major Socio-Economically Disadvantaged Groups

Dimension	Major Groups
Gender	Women, girls, transgender persons
Social backwardness	SC, ST
Economic/Educational disadvantage	OBC, EWS, first-generation learners
Minority identity	Religious and linguistic minorities
Disability	Persons with disabilities
Vulnerable conditions	Migrants, Denotified and Nomadic Tribes, low-income households

Source: UGC, Guidelines to Provide Equitable Opportunity for SEDGs in HEIs, 2024.

A student may simultaneously experience gender, economic, geographical and educational disadvantages. For example, a rural woman from a low-income, first-generation learner family may face multiple structural barriers. Hence, implementation of NEP 2020 requires an **intersectional approach** rather than a single-category approach.

Major Sociological Dimensions of NEP 2020

1 Caste Inequality

The growth of SC and ST enrolment is encouraging, but caste-based inequalities may continue through differences in family resources, cultural capital, academic preparation and institutional experiences. Inclusion must therefore address discrimination, dropout, financial constraints, language difficulties and unequal access to technology.

2 Tribal Communities

The source paper reports ST GER at 22.8 compared with an overall GER of 30.0. This indicates the continuing need for focused interventions for tribal students. Important measures include scholarships, residential facilities, local-language support, transportation, mentoring, digital infrastructure and institutions located closer to tribal populations.

3 Women's Empowerment

Higher education can strengthen women's qualifications, employment opportunities, decision-making capacity and social participation. However, enrolment alone is insufficient. Women's educational empowerment should also include completion, employment, economic independence, leadership and freedom from discrimination.

4 First-Generation Learners

First-generation learners may face difficulties in understanding institutional procedures, academic communication, scholarship systems, career planning and digital learning. Therefore, academic mentoring and counselling should become integral components of higher education.

5 Digital Divide

Technology can increase access through online and distance learning, but digitalization may reproduce inequality when students lack smartphones, computers, reliable internet, electricity, digital literacy or suitable learning environments. Therefore, **digitalization must be accompanied by digital inclusion**.

6 Language and Social Inclusion

Language is connected with identity, culture and social power. Greater availability of higher education resources in Indian languages can reduce linguistic barriers for vernacular-medium students. At the same time, institutions must ensure continued access to national and international academic resources.

7 Vocational Education and Employability

NEP 2020 seeks greater integration of vocational education with mainstream education. Vocational education can connect academic knowledge with occupational skills. However, it should not become a mechanism through which disadvantaged students are disproportionately directed away from academic pathways.

8 Education and Social Mobility

Education can contribute to upward social mobility when disadvantaged students gain access to quality education, employment and research opportunities. However, the labour market strongly influences the relationship between education and mobility. Therefore:

Education → Skills → Employment → Income → Social Mobility

9 Institutional Autonomy and Social Responsibility

Institutional autonomy can promote innovation in curriculum, teaching and research. However, autonomy should be accompanied by accountability for inclusion, transparency, student welfare, accessibility, academic quality and protection from discrimination.

Major Sociological Challenges

The major challenges in implementing NEP 2020 include:

1. **Digital inequality:** Unequal access to devices and internet can create new educational barriers.
2. **Economic inequality:** Poor students may struggle with fees, transportation, accommodation, books and digital expenses.
3. **Geographical inequality:** Rural, tribal and remote areas may have fewer quality institutions and support services.
4. **Language barriers:** Vernacular-medium students may face difficulties when academic resources are concentrated in English.
5. **Social discrimination:** Caste, gender, religion and other prejudices may influence educational experiences.
6. **Unequal cultural capital:** Students from educated families may possess greater institutional familiarity.
7. **Faculty preparedness:** Teachers require training in multidisciplinary teaching, technology and new pedagogical approaches.
8. **Institutional inequality:** Institutions differ significantly in infrastructure, funding, faculty and research capacity.
9. **Employability concerns:** Expansion of enrolment needs to be accompanied by relevant skills and employment opportunities.
10. **New forms of exclusion:** Technology-driven and market-oriented reforms may disadvantage students lacking economic and technological resources.

Suggestions and Recommendations

1. **Strengthen SEDG Support Systems:** Every higher education institution should establish a structured support mechanism for disadvantaged groups.
2. **Expand Scholarships:** Scholarships should address tuition, books, accommodation, transportation and digital requirements.
3. **Establish Digital Inclusion Centres:** Colleges should provide affordable internet, computers and digital learning facilities.
4. **Strengthen Mentoring:** First-generation learners should receive academic, career and institutional mentoring.
5. **Promote Indian Languages:** Quality educational resources should be developed in Indian languages while maintaining access to wider academic literature.
6. **Strengthen Women's Participation:** Safe transportation, hostels, sanitation, childcare support and gender-sensitive campuses should be strengthened.
7. **Improve Tribal Access:** Outreach, residential facilities and community-based educational programmes should be developed.
8. **Make Campuses Disability-Friendly:** Accessible buildings, digital content, assistive technology and trained support staff should be provided.
9. **Monitor Inclusion Indicators:** Institutions should regularly monitor enrolment, retention, dropout, completion and employment by gender and social group.
10. **Strengthen Sociological Participation:** Sociologists should contribute to institutional planning, social audits, inclusion assessments and evaluation of educational reforms.

Major Findings

The study identifies the following major findings:

1. NEP 2020 represents a shift towards a flexible and multidisciplinary higher education system.
2. Equity and inclusion are central elements of its higher education vision.
3. Higher education enrolment has increased substantially.
4. Female participation has expanded considerably, with female GER exceeding male GER in the data presented.
5. SC, ST and OBC enrolment has increased significantly.
6. Numerical expansion does not automatically ensure equality in educational quality and outcomes.
7. Digital inequality can become a major source of educational exclusion.
8. First-generation learners require stronger institutional support.
9. Multidisciplinary education can strengthen understanding of complex social problems.
10. NEP 2020 can contribute to social mobility only when access is accompanied by quality, retention, completion and employment.
11. Substantive equality requires targeted support for disadvantaged groups.
12. Sociological analysis is essential for identifying structural barriers that enrolment statistics alone cannot reveal.

Conclusion

The National Education Policy 2020 has considerable potential to become an instrument of social transformation in India. Its emphasis on multidisciplinary education, access, equity, inclusion, vocational education, Indian languages, technology, research and institutional reform represents a broad vision of education.

From a sociological perspective, however, the success of NEP 2020 cannot be assessed only through the expansion of institutions or enrolment. The central question is whether students from disadvantaged social groups are able to **enter, participate, succeed and obtain meaningful outcomes** from higher education.

Available AISHE evidence indicates significant growth in participation among women, SC, ST and OBC students. Nevertheless, economic status, caste, gender, geography, language, disability, digital access and family educational background continue to shape educational opportunities.

Therefore, implementation of NEP 2020 should move **from access to inclusion, from inclusion to participation, and from participation to empowerment**. Educational policy must combine quality, access, equity, inclusion and social justice.

The sociological significance of NEP 2020 lies in its potential to transform education from merely an institution of knowledge transmission into an instrument of **social justice, social mobility and inclusive development**. Ultimately, the success of the policy should be measured not simply by the number of students entering higher education but by whether social background ceases to determine educational destiny.

Acknowledgement

The completion of this research paper has been a meaningful academic journey, and I take this opportunity to express my sincere gratitude to all those who have contributed through their guidance, encouragement, support, and valuable suggestions.

First and foremost, I express my heartfelt gratitude to my respected teachers, colleagues, mentors, and well-wishers for their continuous encouragement and constructive academic guidance. Their valuable insights helped me develop a deeper understanding of the sociological dimensions of the National Education Policy 2020, particularly in relation to social inclusion, social justice, educational inequality, and social mobility.

I sincerely acknowledge the support and encouragement received from the **Department of Sociology, Night College of Arts and Commerce, Ichalkaranji**, which provided a conducive academic environment for undertaking this study.

I am also grateful to the Ministry of Education, Government of India, the University Grants Commission, and other institutions whose reports, guidelines, and educational data provided an important foundation for this research. The study primarily relies on secondary sources, including NEP 2020, AISHE data, UGC guidelines, Government reports, and relevant academic literature.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Role of National Education Policy (NEP-2020) in India and Implementation

Sangita Yashwant Patil,
Associate Professor, Department of Sociology,
Arts and Commerce College Kadepur

Manuscript ID:
IBMIIRJ -2026-030918

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 81-84

September 2026

Correspondence Address:
Sangita Yashwant Patil,
Associate Professor, Department of Sociology,
Arts and Commerce College Kadepur
Email: sangitakpatil929@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The implementation of the National Education Policy 2020 across India is a phased, collaborative effort between the central and state governments to overhaul school and higher education. It shifts the focus from rote learning to critical thinking, multidisciplinary learning, and foundational skills. More than 20 states and union territories have adopted its curriculum frameworks, guided at the national level by the Department of Higher Education. The National Education Policy 2020 aims to transform India's school and higher education systems into a modern, flexible, and inclusive framework that fosters critical thinking, practical skills, and overall student development.

Key words: *NEP-2020, Government, Higher Education, Learning, Infrastructure, Knowledge, Skill, Ability, System etc.*

Introduction:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The National Education Policy 2020 overhauls India's school and higher education systems to focus on flexible, skill-based, and holistic learning. The National Education Policy 2020 is not fully implemented because education is a shared responsibility between India's central government and state governments, creating uneven progress and logistical delays across regions. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines, and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Problems of the Study:

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science.

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How to cite this article:
Sangita Yashwant Patil,. (2026).Role of National Education Policy (NEP-2020) in India and Implementation. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 81-84.

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Objectives of the Study:

The primary objective of this study is to examine the National Education Policy and its implementation; specific researchers have outlined the following aspects:

1. To conduct a detailed study of the National Education Policy.
2. To Study the factors influencing the National Education Policy.
3. To Study the implementation and status of the National Education Policy.

Significance of the Study:

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable.

Scope of the Study:

The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

Limitation of the Study:

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems

Period of the Study:

To study the National Education Policy 2020, the researcher has completed this study by reviewing information from the years 2026-2027.

Research Methodology:

The researcher has utilized various secondary sources to study the National Education Policy 2020 and its implementation. These include research papers, journal articles, newspapers, audio-visual materials, reference books, textbooks, annual reports, and books.

Research Method:

Researchers have completed this study on the National Education Policy and its implementation by employing a descriptive analysis method.

Results and Discussion:

Education Policy lays particular emphasis on the development of the creative potential of everyone. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge, wisdom, and truth was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda,Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world.

Education Policy:

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

NEP -2020:

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great lever and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the

educational system. These elements must be incorporated considering the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

Higher Education:

Creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

Vision of NEP-2020:

National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to install among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Service Environment and Culture:

The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning. The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.

Equitable and Inclusive Education:

Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen could dream, thrive, and contribute to the nation. The education system must aim to benefit India 's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes.

Transforming Education at the International Institute:

The National Education Policy 2020, introduced by the Government of India, represents a revolutionary shift in the educational framework of the country. Aimed at meeting the demands of the 21st century, NEP 2020 envisions an inclusive, holistic, and flexible education system that adapts to the dynamic needs of society and the economy. This policy is designed to foster critical thinking, creativity, and innovation among students, preparing them for the challenges and opportunities of the future. At the International Institute for Population Sciences, we are proud to align with the visionary goals of NEP 2020. Our commitment to educational excellence and innovation reflects the core objectives of this policy, which seeks to make education more accessible, equitable, and relevant. Through a comprehensive approach that integrates technology, interdisciplinary learning, and experiential education, we are dedicated to nurturing the intellectual and personal growth of our students. NEP 2020 encourages universities to become vibrant centres of learning, research, and community engagement. At the International Institute for Population Sciences, we embrace this transformative agenda by continuously evolving our curriculum, pedagogy, and institutional practices. By fostering a culture of continuous improvement and excellence, we aim to empower our students with the knowledge, skills, and values necessary to thrive in an ever-changing global landscape.

Conclusion:

The future of NEP depends on how the government, along with the entire system, is going to addresses significant implementation challenges at each level. In the Indian political scenario, oppositional parties accuse the policy as a tool to implement a conservative religious agenda that places the intention of the policy itself under suspicion. This may pull back different stakeholders from their wholehearted cooperation. Another challenge is the infrastructure and tools to implement the policy. In developing countries like India, especially marked by corruption, implementing a centralised quality check could create new means of corruption. It is necessary to conscientize each stakeholder in the educational field, especially the teaching faculty, to work with a 'beaver heart'. Besides, the necessary evil of being surrounded by the commodification of education will pull back the enthusiasm of teaching faculty. NEP 2020 deserves appreciation for giving significant importance to reviving the educational system, considering new global trends and developments in higher education. It has responded to the demands and trends of globalisation and internationalisation by rooting itself in the great Indian tradition, culture, and morals. This, in turn, raises the

question of who decides what constitutes tradition, culture, and morals in multicultural India. NEP 2020 must overcome the confusion by differentiating goals from the outcomes in setting up outcomes, especially in the assessment of desired outcomes for effective implementation. It calls for the collaborative work of all bodies to work with clear planning and synergy, which is not going to be easy in the cultural, political, economic, geographical, and educational environment of India.

Acknowledgement

The completion of this research paper has been a meaningful academic journey, and I take this opportunity to express my sincere gratitude to all those who have contributed through their guidance, encouragement, support, and valuable suggestions.

First and foremost, I express my heartfelt gratitude to my respected teachers, colleagues, mentors, and well-wishers for their continuous encouragement and constructive academic guidance. Their valuable insights helped me develop a deeper understanding of the sociological dimensions of the National Education Policy 2020, particularly in relation to social inclusion, social justice, educational inequality, and social mobility.

I sincerely acknowledge the support and encouragement received from the Department of Sociology, Night College of Arts and Commerce, Ichalkaranji, which provided a conducive academic environment for undertaking this study.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

National Education Policy (NEP) 2020: Higher Education – Challenges and Prospects for Stakeholders (Faculty, Students, and Administrators)

Ujwala Bandu Karsale[1]Sushmita M. Walke[2]
[1]Librarian, M. P. Patil Mahavidyalaya, Borgaon
[2]Librarian, Warna Mahavidyalaya, Aitwade Khurd

Manuscript ID:
IBMIIRJ -2026-030919

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 85-89

September 2026

Correspondence Address:
Ujwala Bandu Karsale
Librarian, M. P. Patil Mahavidyalaya, Borgaon
Email: ujwalabhagwat5@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 offers an extensive framework for transforming India's higher education sector, which is based on a flexible, multi-disciplinary approach, research, innovation, technology, and continuous improvement of quality. Its purpose lies in preparing the youth for 21st-century challenges and improving the higher education system as a whole. Effective implementation of this policy will rely on the cooperation of all important stake-holders—teachers, students, and administrators. This study is based on secondary sources such as government reports and documents, books, and journals. Results of the research show a number of opportunities including academic flexibility, multiple entrance and exit points, Academic Bank of Credits, establishment of research culture, online education, and better connections with industry. Five major challenges to implementation of the policy include problems with infrastructure, lack of qualified faculty, digital divide, limited funding, bureaucracy and unwillingness to change. The study concludes that NEP 2020 offers a good opportunity for making education process in India more inclusive, learner-centered, and competitive on the international level, but it is important to involve sufficient funds from the government and maintain good governance during the implementation process.

Keywords: *National Education Policy 2020, Higher Education, Faculty, Students, Educational Administration*

Introduction

Education is one of the crucial drivers of social change, economic growth, and transformation of the nation. The quality of higher education produces competent professionals, enriches the research culture and stimulates the democratic ideals. Recognizing the new needs of the society and the changing reality of the global knowledge economy, after 34 years of National Policy on Education, 1986, government of India came out with NEP 2020 after a prolonged review process, providing an all-encompassing blueprint for restructuring the entire education system from school level to University level.

The National Education Policy of 2020 is designed to create an education system in the field of higher education that is resilient to change, collaborative, incorporates various disciplines, is research driven, has a strong technological base and is globally competitive. The policy is guided by the principles of Access, Equity, Quality, Affordability, and Accountability to enhance the Gross Enrollment Ratio (GER), introduce multidisciplinary higher education institutions, consolidate higher education institutions, enhance research activities and develop teaching methodologies and assessment systems that lead to the improvement in learning outcomes of students through innovative approaches.

Reforms include flexible undergraduate programs, multiple entry and exit points, the Academic Bank of Credits, multidisciplinary education, vocational integration, digital learning, and partnerships with industries. These changes together transform the current education system from a teacher-centred, exam focused format into a learner-centred format with emphasis on creativity, critical thinking, problem solving skills, communication and also continuous learning.

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How to cite this article:
Ujwala Bandu Karsale,Sushmita M. Walke. (2026).National Education Policy (NEP) 2020: Higher Education – Challenges and Prospects for Stakeholders (Faculty, Students, and Administrators). InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 85-89.

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Even though the reforms have many forward-looking components, their implementation is not that straight forward. Its success is contingent upon the faculty's willingness to adapt, the students' readiness to adjust to new ways, and solid leadership from the administration. Many schools still don't have adequate resources in terms of buildings and facilities, a shortage of qualified teachers, funding limitations, the digital divide, and at the same time, oppositions to change. This may create challenges for achieving educational reforms at many institutions regarding speed and quality. While reforms may create some opportunities to improve the teaching, research, management of universities, the generation of knowledge, and preparing university graduates for the labor market.

This study therefore examines the challenges and prospects of NEP 2020 in higher education from the perspectives of faculty, students, and administrators, and suggests practical measures for effective implementation and long-term development of the system.

Review of the Literature

The researchers, policymakers, and educationists alike have demonstrated a huge interest in NEP 2020. Whereas the researchers and policymakers are inclined to portray NEP 2020 as a major reform, leading to multiskilling, multidisciplinary courses, researches and innovation, digital learning and the increased flexibility; they also identify the implementation challenges in the form of: infrastructure inadequacies, non-trained faculty, faulty system of administration/governance and funding related problems, disparity in Digital-Literacy.

Research by Rahman(2022) on higher education reforms under NEP 2020 post pandemic indicates the vital role of teaching through technology based resources, curriculum reform and skill based education in enhancing the quality; but the limited access to digital resources, dearth of trained faculty, as well as a dearth in infrastructure (particularly in semi-urban and rural areas) hampered this reform.

Bhatt(2023) analysed pedagogical and curriculum reform and suggests that multidisciplinary, experience based learning, competency based curriculum, learner-centric pedagogy enhances students learning and employablity; but requires constant faculty training, curricula design re-modeling; increased autonomy and support at all levels and a stronger commitement of the institutions.

A 2024 review carried out, portrays NEP 2020 to be moving closer to the international pedagogy with focus on skill based/competency based teaching, critical thinking, lifelong learning and digital-literacy, but its overall impact would depend on teacher training, infra-structural development and changes in the modes of its administration/governance.

A recent systematic review on fifty papers of peer-reviewed study showed positive development in the field of multidisciplinary education, vocational integration, promoting research and online learning but also found Lack of funds, faculty readiness, Regional development, Digital infrastructure, resistance from the administrators as major obstacles. It provided recommendations to invest more, continue faculty development, provide good technological infrastructure and maintain cordial relation between industries.

NEP 2020, is a good road map, however the implementation process must have equal importance and to be collaborated by the government bodies, institutions, teachers, students, administrators and Industries. Based on these research this study tries to throw light on views of teachers, students & administrators.

Objectives of the Study

1. To examine the major reforms introduced under NEP 2020 in higher education.
2. To identify challenges faced by faculty, students, and administrators during implementation.
3. To analyse opportunities and future prospects of NEP 2020 in improving the quality, accessibility, inclusiveness, and effectiveness of higher education in India.

Research Methodology

The study is descriptive and analytical, based entirely on secondary sources, including the NEP 2020 document, Ministry of Education reports, UGC publications, books, peer-reviewed journals, conference proceedings, and government reports.

NEP 2020 and Higher Education: Major Reforms

The NEP 2020 establishes a framework for reinventing higher education in India. Rather than emphasising merely the access aspect like in earlier policies, it stresses quality, flexibility, creativity, research, employ-ability, research, governance and internationlisation in more than equal proportion. Since, higher education institutions are needed to prepare their students to be good employees, responsible citizens, good lifelong learners and active contributors to national progress, the NEP suggests structural, academic and administrative changes fitting into the 21st century paradigms.

1 Multidisciplinary and Holistic Education

Some important recommendations of NEP: Multidisciplinary Education and Research is a significant reform. Previously students were grouped into stream wise like Arts, Sciences, Commerce, Engg, Medical to pursue. Students will be able to pursue any stream based on his interest and aspiration like an engineering student will be able to take a minor in economics or psychology or any other relevant discipline and similarly a student of commerce could take a major in Data Science or environmental science. This enhances Critical Thinking, Creativity, Communication, Ethics, and Problem-solving – essential skills in our connected world. UGC Guidelines on Multi-disciplinary Institutions has been released to create Multi-disciplinary Universities and Colleges.

2 Flexible Curriculum and Academic Mobility

With NEP 2020, students can create their own learning journey. Multiple Entry and Multiple Exit allows a student who opts out due to financial, health or personal grounds to re-enter and pick up right where they left, carrying along with them the already earned academic credits. The Academic Bank of Credits (ABC) digitally keeps account of the credits earned at recognized institutes and allows their transfer from one institute to the other and the students to complete the degree at their own pace. It's a student-centered system with minimal dropouts and encourages learning for life.

3 Research, Innovation and Knowledge Creation

Research is acknowledged as an important aspect of national development. Institutional support, collaborative work across different fields, research centers, innovation laboratories, incubation facilities, partnerships with industry, and a solution for real-world problems are predicted to lead to a more robust research culture under this policy.

4 Technology Integration in Higher Education

NEP 2020 encourages the adoption of technology-enhanced learning, blended mode of instruction, virtual labs, online examination systems, digital repositories/library, use of AI, and learning management systems for better accessibility, personalized learning experience, and effective administration. Moreover, technology must be considered a pedagogical aid to enhance teaching and not as a substitute to it. Along with setting up robust infrastructure, in-house faculty needs to be skilled on educational technology and, unless digital divide can be effectively tackled and mitigated.

5 Institutional Autonomy and Governance Reforms

The policy promotes stronger institutional autonomy, empowering universities and colleges to achieve academic and administrative freedom yet be answerable for the quality outcomes. Universities may introduce flexible and interdisciplinary courses and promote research for better responsiveness to the local and national agenda. A more relaxed regime of regulation by the proposed Higher Education Commission of India (HECI) – comprising verticals of regulation, accreditation, funding and standards – will ensure less regulatory duplication.

6 Skill Development and Employability

The NEP 2020 ensures inclusion of vocational education, internships, apprenticeships, project based work and interface with industry at all levels and provides knowledge coupled with practical skills, bridged gap between academia and employment and provided graduates with technical capabilities, communication, teamwork, leadership and technology related attributes desirable in the globalized economy. Universities are made liable for working hand-in-glove with the industry regarding content and training.

These reforms collectively represents a paradigm shift from rigid and exam-based system to flexible and learner-centered, interdisciplinary, research and technology-enabled framework, if executed effectively, would ensure quality education and enhance employability of students and capacity of research and development, position India as a knowledge superpower at the global arena subject to guaranteed funding, institutional readiness, faculty development and stakeholder involvement.

Challenges and Prospects for Stakeholders

The implementation effectiveness is crucial for the successful execution of NEP 2020 at the institutional level and it necessitates the translating of the policy into practice by faculty, students and administrators. Resource limitations, preparedness of teachers, IT infrastructure, governance and stakeholder's knowledge are recently discovered to be the most important implementation challenges.

1 Challenges for Faculty Members

Faculty are the backbone of higher education, and key to its implementation. Policy calls for a paradigm shift from lecture-centric to learner-centric, multidisciplinary, technology-aided, research-based teaching- a fundamental change in skills and mindsets.

One of the major problems is the shortage of trained faculty members. The vacant position further adds to the already heavy workload of the faculty members and leaves limited time for curriculum development, training and mentoring, research and innovation etc. Administrative works, accreditation related activities, supervision of projects and community activities contribute to the workload of the faculty members.

The digital pedagogy transition is yet another difficulty. While virtual labs, E-learning systems, AI-based tools, Virtual classrooms are strengthening, teachers still require constant training and institutional technical support.

Another important area is research productivity. Although NEP 2020 promotes inter-disciplinary research, consultancy, patents and industry collaboration, lack of funding, limited number of laboratories, substandard library resources, high teaching load, and lack of incentives/recognition hinder substantive research output.

2 Challenges for Students

Though the primary beneficiaries of the policy, in terms of its flexibility-multidisciplinary education, multiple entry and exit, vocational training, internships and the Academic Bank of Credits-are the students, but they also find themselves in an adjustment process. Many students aren't aware of the new systems like transfer of credit, taking inter-disciplinary courses and flexibility in degree paths, and may not be able to make appropriate decisions if not counselled/mentored. Digital gap is still wide, as rural and economically challenged students do not have adequate access to computers, smartphones, proper internet and digital content, impacting online/blended learning.

Students' mindset from examination-oriented to competency-based education, requires developing new habits.Projects, internships, case studies, presentations, field visit and experiential learning need involvement, innovation, collaboration and communication and students have to come out of the cramming and writing tradition for examinations.

3 Challenges for Educational Administrators

Administrators need to deliver reforms whilst maintaining quality, adhering to regulations. This involves re-designing curriculum, reforming governance structures, delivering financial management, providing better campus infrastructure and equipping institutions with teaching and research staff that is quality assured.

Poor financial management poses a great problem; effective multidisciplinary education, the provision of infrastructure through ICT, well-equipped research labs and innovation centres and adequate student support require extensive investment which is likely to be beyond the scope of universities and rural colleges that are currently reliant on public funding.

Managing change is another hurdle; new organisational arrangements will face a degree of resistance from teachers, staff and students for reason such as the unknown and confusion around the aims of the policy. Clear stakeholder consultation, effective communication with, and confident leadership of staff and students, are all necessary. There is a large amount of evidence suggesting that, in effective change management, the support for, and engagement with, leaders play a significant role in facilitating it.

4 Prospects and Opportunities

Despite all these factors and hurdles, there are many beneficial prospects embedded in the NEP 2020 for the stakeholders: For faculty academic independence, interdisciplinary teaching opportunities, increased participation in international academic initiatives and collaborations, greater research funding and professional advancement opportunity will lead to a qualitative improvement of faculty teaching and research standards.

For students flexibility in learning will provide ample room for creativity, innovation, entrepreneurship and skill development, promote a concept of lifelong learning while academic mobility, availability of opportunities for doing internships, multidisciplinary approaches, offering vocational education in the main streams etc. Will add greatly to their employability.

For administrators adoption of e-governance, introduction of an objective quality assurance framework, engagement with industry and stakeholders will help in their institution gaining the ability to achieve much greater reputation, research output and good accreditation rating.

Suggestions for Effective Implementation

The objectives of NEP 2020 can only be met with adequate planning, consistent funding, and the involvement of all stakeholders. Effective implementation could be enhanced by:

1. Faculty capacity building should be the top priority. Universities must arrange regular Faculty Development Programmes, orientation classes, seminars and workshop on inter disciplinary teaching, outcome based education, digital pedagogy, research methodology and modern evaluation techniques. UGC has also started several schemes relating to curriculum reform and faculty training.
2. Infrastructure Development as well. Govt. Must allocate funds for the up-gradation of facilities at the govt. Universities (especially at rural campuses), including modern class rooms, Digital Libraries, Laboratories, Innovation Centres and Hi-Tech Internet.
3. Research and Innovation Should be integrated Research and Innovation must be a focus with various universities for inter-disciplinary research and collaboration with the industries, consultancy, patents, entrepreneurship. Research Cells and seed grants can boost up the faculty,
4. Educational Counseling & Mentoring must inform about Multidisciplinary education; ABC, credit transfer and flexibility. Career counseling, internship support and mental health facilities to be established as routine academic functions.
5. Industry-institute partnership needs to be increased and regularized through internships, apprenticeships, live projects and inputs in designing curriculum & skills development to enhance employability.
6. Governance with monitoring are critical; leaders must champion transparency, de-centralization of decisions and stake holder participation, evidence based planning followed by program/outcome review at the end of the cycle. There are platforms such as UGC's UTSAH portal providing a system for implementation support, monitoring and tracking NEP across the country.

Conclusion

NEP 2020 is a landmark reform for the country's higher education. Not only does it promise reforms in syllabus but a holistic education to mould efficient professionals, committed citizens, curious innovators, and lifelong learners. Flexibility, multidisciplinary education, easy mobility and research, blended learning and technology, institutional autonomy, and industry linked skill are some other features, along with the global scale standards expected from the Indian education landscape.

There are several opportunities presented by NEP 2020 for them such as autonomy & faculty development (faculty), access to choice and career opportunities (students) and tech driven & professional administration and quality assurance (administrators).

However, success would require proper funding, competent faculty, digital infrastructure, preparedness of institutions, the right type of leadership. Issues of disparity at regional level, scarcity of funds, digital divide and aversion to change still hinder it's implementation, necessitating an aligned effort of both governments, higher education institutions and regulators and both public and private sector.

In essence NEP 2020 laid a holistic framework to realize a globally competitive, equitable, innovative and inclusive higher education in India. The success of this transformation depends not just on its formulation but its committed implementation, continuous evaluation and shared commitment from all stakeholders. When implemented successfully, the policy has the potential to become an important contributor toward a knowledge-based economy and realizing vision of Viksit Bharat.

Acknowledgement

The completion of this research paper has been a valuable and enriching academic experience. I take this opportunity to express my sincere gratitude to all those who have supported, guided, and encouraged me throughout this study.

First and foremost, I express my heartfelt gratitude to my respected teachers, colleagues, mentors, and well-wishers for their valuable guidance, constructive suggestions, and continuous encouragement. Their academic insights and support have greatly contributed to the successful completion of this research work.

I sincerely acknowledge the support and encouragement received from M. P. Patil Mahavidyalaya, Borgaon, which provided a conducive academic environment for undertaking this study.

I am also grateful to the Ministry of Education, Government of India, the University Grants Commission, and various scholars and institutions whose reports, books, research papers, journals, and other academic sources provided valuable information for this study. The research is based on secondary sources and examines the challenges and prospects of NEP 2020 from the perspectives of faculty, students, and educational administrators.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

IKS and Libraries

Syeda Sarwat Farheen
D/o Syed Naseemuddin Librarian, JSPM's
Mahila Kala Mahavidyalaya, Chh.Sambhajinagar

Manuscript ID:
IBMIIRJ -2026-030920

Submitted: 10 Aug 2026

Revised: 19 Aug 2026

Accepted: 07 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 90-95

September 2026

Correspondence Address:
Syeda Sarwat Farheen
D/o Syed Naseemuddin Librarian,
JSPM's
Mahila Kala Mahavidyalaya,
Chh.Sambhajinagar
Email: jspmmkmlibrary@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

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Abstract

This paper explores the Indian Knowledge System (IKS), an ancient tradition encompassing philosophy, science, mathematics, medicine, literature, art, and architecture, preserved through oral traditions and manuscripts. Key centers like Takshashila and Nalanda have significantly contributed to its legacy, drawing from foundational texts such as the Vedas and Upanishads. The paper also highlights that the National Education Policy (NEP) 2020 aims to integrate IKS into the curriculum, promoting a holistic education that values both modern science and indigenous traditions. Additionally, the paper addresses global issues such as environmental crises and mental health, emphasizing sustainable practices and acknowledging their medical heritage, particularly Ayurveda and Yoga. Libraries have historically preserved knowledge, and modern libraries continue to enhance access to IKS, thereby supporting educational reforms. Since independence, Indian libraries have transitioned from print to digital, with government initiatives improving facilities and promoting the preservation of indigenous knowledge. The paper also highlights digitization projects like the National Digital Library of India, which aims to make IKS resources accessible to future generations.

Keywords: Indian Knowledge System (IKS), National Education Policy (NEP) 2020, Ayurveda, Yoga, National Digital Library of India

Introduction:

The Indian Knowledge System (IKS) is a rich and ancient tradition that encompasses a wide range of fields, including philosophy, science, mathematics, medicine, literature, art, and architecture. The Indian subcontinent has a long history of producing and preserving knowledge, which has been transmitted through various means such as oral traditions, manuscripts, and libraries. Historically, the term "Indian" refers to the undivided Indian subcontinent (Akhanda Bharata), extending from present-day Myanmar to Afghanistan. Ancient centers of learning like Takshashila and Nalanda played a key role in shaping India's intellectual legacy. Figures such as Chanakya and Panini were educated at Takshashila, which highlights the subcontinent's deep educational roots. Indian knowledge encompassed 18 disciplines (Vidya Sthanas) and attracted global seekers, contributing to fields like science, philosophy, and the arts. Knowledge in the Indian tradition includes both tacit (experiential) and explicit (theoretical or textual) forms. A "system" refers to the structured way knowledge is organized and transmitted, as seen in the Indian Knowledge System (IKS). IKS integrates literary sources like Vedic texts and oral traditions to pass on wisdom across generations, addressing both historical and contemporary challenges.

1. Foundations of the Indian Knowledge System:

Indian knowledge systems are fundamentally anchored in ancient texts and oral traditions. The earliest forms of knowledge were shared orally through hymns, chants, and teachings passed down across generations. Some of the oldest and most significant texts in the Indian knowledge tradition include:

Vedas: The Vedas are one of the most ancient writings of Hinduism, encompassing knowledge in cosmology, philosophy, medicine, mathematics, and rituals.

Upanishads: Philosophical treatises that form the foundation of Vedanta and explore metaphysics and the nature of reality.

Smritis & Itihasas: These include texts like the Mahabharata and Ramayana, which provide ethical, social, and political teachings, along with stories rich in wisdom.

Sutras: Concise texts covering a wide range of subjects such as law, logic, mathematics, and astronomy (for example, the Patanjali Yoga Sutras and Baudhayana Sutras on geometry).

Agamas & Tantras: Ritual and philosophical texts particularly associated with traditions like Shaivism, Shaktism, and Vaishnavism..

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How to cite this article:
Syeda Sarwat Farheen . (2026).IKS and Libraries. InSight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 90-95.

1. Need of Indian Knowledge System (IKS) in NEP 2020

The National Education Policy (NEP) 2020 emphasizes the integration of the Indian Knowledge System (IKS) into the national curriculum to revive and promote India's rich intellectual heritage. The policy acknowledges that traditional Indian knowledge—spanning fields such as mathematics, astronomy, medicine, metallurgy, philosophy, yoga, arts, and architecture—has significantly contributed to global intellectual traditions.

NEP 2020 states that education must be rooted in Indian ethos and cultural context, aiming to produce not only competent professionals but also well-rounded individuals grounded in national values (Ministry of Education, 2020). Including IKS in education fosters pride in India's heritage, promotes interdisciplinary learning, and encourages the application of traditional wisdom to modern challenges.

Moreover, IKS is essential in decolonizing the curriculum, which has historically prioritized Western knowledge systems. By incorporating Sanskrit, Pali, Prakrit, classical arts, and ancient scientific practices, NEP 2020 promotes holistic, learner-centered education that respects both modern scientific inquiry and indigenous traditions (Kapur, 2021).

Inclusion of IKS also supports sustainability and local relevance in education by integrating ecological, spiritual, and community-based knowledge that has been transmitted through generations in both oral and written forms.

2. Relevance of Indian Knowledge System (IKS) in the Contemporary World

The Indian Knowledge System (IKS), deeply rooted in centuries of intellectual tradition, holds significant relevance in addressing contemporary global challenges. In an age characterized by environmental crises, mental health concerns, and the erosion of cultural diversity, IKS offers alternative, sustainable, and holistic paradigms of knowledge.

1. **Integrative and Holistic Understanding**

IKS promotes an integrative worldview, combining disciplines such as philosophy, science, ethics, art, and spirituality. This interconnectedness aligns well with current shifts toward interdisciplinary education and whole-person development.

2. **Sustainability and Environmental Management:**

Ancient Indian texts advocate living in balance with nature. Traditional knowledge systems emphasize conservation, water management, and sustainable agriculture, which are increasingly relevant today. For instance, rainwater harvesting techniques and organic farming practices mentioned in ancient texts are being revisited for sustainable development.

3. **Traditional Medicine and Wellness Practices**

India's medical heritage, particularly Ayurveda and Yoga, is gaining international recognition. These systems offer preventive and holistic approaches to health, addressing the growing burden of non-communicable and lifestyle diseases. Yoga's recognition by the United Nations as a global health practice underscores its contemporary value.

4. **Cultural Identity and Heritage Preservation**

In a globalised context, preserving indigenous knowledge becomes crucial for maintaining cultural diversity. IKS provides a foundation for reviving local languages, traditions, and worldviews, enabling communities to retain their unique identities while engaging with modernity.

5. **Educational Reform and National Policy**

India's National Education Policy (NEP) 2020 highlights the importance of integrating IKS into formal curricula. This move aims to enrich education by connecting learners with their cultural roots, instilling ethical values, and fostering critical thinking rooted in indigenous perspectives.

6. **Indigenous Innovation and Local Solutions**

The Indian Knowledge System has played a significant role in advancing various fields such as mathematics (notably the development of the decimal system), as well as in areas like metallurgy, architectural design, and traditional agricultural practices. These knowledge traditions offer context-specific solutions that are both cost-effective and resource-efficient, supporting current efforts in grassroots innovation and rural development.

7. **Knowledge Sovereignty and Decolonization**

The revival and institutionalization of IKS support intellectual decolonization and promote indigenous epistemologies. This helps counter the dominance of Western knowledge systems and fosters intellectual self-reliance.

Libraries and IKS

Libraries in Ancient India

Libraries in ancient India were monumental centers of knowledge, culture, and learning. They formed the heart of great universities, facilitated scholarly exchange, and played a vital role in preserving and transmitting wisdom across generations.

Major Ancient Libraries and Centers

Nalanda University

- Founded in the 5th century CE in Bihar, Nalanda became one of the first residential universities in the world.
- It had a legendary library, Dharmaganja, housed in multiple grand buildings, including Ratnasagara and the nine-story Ratnodadhi.
- The collection comprised hundreds of thousands of manuscripts on subjects such as Buddhist philosophy, medicine, astronomy, logic, and grammar.
- Texts were accumulated not just from India, but also from regions as far as China, Korea, Central Asia, and Tibet, thanks to the university's international reputation.

Takshashila (Taxila)

- The region that is now modern-day Pakistan experienced significant development and prosperity starting from the 6th century BCE.

- It functioned as a loose federation of schools and teachers, attracting students globally, including Greeks and Persians.
- The library facilitated study in diverse disciplines: Vedic texts, philosophy, medicine (Ayurveda), law, politics, astronomy, and more.
- Esteemed figures like Charaka (medicine) and Chanakya (political science/economics) both taught and utilized the library's rich resources.

Vikramshila University

- Established in the 8th–9th centuries CE in Bihar by King Dharmapala.
- Renowned for advanced studies in Buddhist tantric teachings.
- Maintained an extensive library, supporting its reputation as a premier center of learning alongside Nalanda.

Other Centers of Note

- **Valabhi, Jagaddala, Odantapuri, Mithila, Nagarjuna Konda, and Sharda Peeth** each maintained significant libraries and made substantial contributions to India's intellectual landscape.

Nature and Role of Manuscripts

- Manuscripts in ancient India were written on materials such as birch bark, palm leaves, and later paper.
- Scripts varied by region, including Brāhmi, Kharoṣṭhi, and Devanāgarī.
- Subjects ranged widely—covering religious scriptures, mathematics, linguistics, medicine, astronomy, law, and the arts.
- Libraries often safeguarded rare texts, and scholars would copy manuscripts both for preservation and dissemination.

Functions of Ancient Libraries

- **Preservation**: Libraries protected original texts and supported the copying and transmission of knowledge.
- **Educational Resource**: Provided scholarly material for students, teachers, and researchers.
- **Global Hub**: Attracted academics from all around the world, promoting the exchange of ideas.
- **Continuity of Knowledge**: Enabled the transition from oral to written traditions while still supporting oral recitation and memorization practices.

Legacy

- The destruction of many libraries—such as the burning of Nalanda's library—was considered a major loss to world heritage. Much written knowledge was irretrievably lost, highlighting the irreplaceable value these centers held.
- Even with their physical decline, the influence of these ancient Indian libraries endures.

4 Role of Libraries in the Modern Indian Knowledge System

Modern Indian libraries play a central role in the preservation, dissemination, and revitalization of the Indian Knowledge System (IKS). Their evolution reflects both technological advancements and policy shifts that emphasize cultural continuity alongside global engagement.

- Libraries act as **custodians of IKS**, safeguarding ancient manuscripts, oral histories, and scholarly works in subjects like mathematics, medicine, philosophy, arts, and more.
- They provide **access to a blend of traditional and contemporary knowledge**, making India's intellectual heritage available to scholars, educators, and the public.
- Libraries bridge traditional wisdom with current research and educational frameworks, as promoted under NEP 2020, integrating IKS into curricula and promoting its relevance in contemporary society.

5.1 Evolution of Libraries in Post-Independence India

- Libraries have expanded from print-based repositories to **dynamic centers for digital learning and community engagement**.
- Following independence, India witnessed the founding of the National Library along with central and district libraries across various states, while library science emerged as an academic discipline in higher education institutions.
- Government initiatives—including programs like the National Mission on Libraries—have driven efforts to upgrade facilities, bolster professional development, and promote the preservation and integration of indigenous and regional knowledge systems.

  Libraries are also playing a pivotal role in expanding open access to information, thereby broadening public engagement and fostering more equitable participation in the expanding knowledge-based economy.

5.2 Types of Modern Libraries

5.2.1 Public Libraries: Serve as community spaces promoting literacy, inclusion, and access to both traditional and digital resources. They host cultural events and often act as local knowledge centers, especially in rural and underprivileged areas.

5.2.2 Academic Libraries: Support colleges and universities in teaching, research, and curriculum development. They provide specialized resources, access to scholarly databases, and support for integrating IKS into education

5.2.3 Special Libraries: Cater to professional and research needs in fields such as science, technology, law, and medicine. They curate expert collections and facilitate interdisciplinary research, including on indigenous and traditional knowledge

Digitization of Indigenous Knowledge Resources

5.3 Digitization projects—such as the National Digital Library of India and the Traditional Knowledge Digital Library (TKDL)—are systematically converting manuscripts, folk traditions, and oral histories into accessible digital formats.

5.4 Advanced technologies including Artificial Intelligence (AI), Machine Learning, metadata standards, and Virtual/Augmented Reality (VR/AR) are utilized for preservation, contextual tagging, and immersive educational experiences.

5.5 Digitized resources enhance global access and enable curriculum innovation, allowing educators to use authentic, culturally resonant material in technology-driven classrooms.

5.6 Libraries also emphasize community participation in digitization, respecting the custodianship and sensitivities of indigenous communities.

5.7 Key challenges remain in the form of resource constraints, digital literacy gaps, equity of access, and ensuring ethical handling of sensitive knowledge.

Impact and Continuing Challenges

5.8 Modern libraries are at the forefront of making India's pluralistic intellectual legacy visible and usable in the digital, globalized age.

5.9 They drive sustainable development and innovation, ensuring that ancient wisdom informs solutions for current issues.

5.10 However, persistent challenges include infrastructural disparities between urban and rural locations, the need for updated skills among library staff, and ongoing resource limitations.

By connecting the past with the present, modern Indian libraries empower citizens, foster research, and preserve the rich tapestry of Indian knowledge for future generations.

Role of Librarians in IKS system in Knowledge Preservation and Dissemination

Modern librarians are vital to the preservation and dissemination of the Indian Knowledge System (IS), acting not just as custodians but as active facilitators who bridge heritage and innovation. Their responsibilities have expanded with the integration of digital technologies and evolving educational frameworks like NEP 2020.

8.1 Key Roles and Responsibilities:

8.1.1 Curating and Cataloging Traditional Manuscripts and Texts

- Librarians systematically collect, acquire, and catalog traditional manuscripts, rare books, and indigenous texts, often collaborating with initiatives like the National Mission for Manuscripts (NMM) and the Traditional Knowledge Digital Library (TKDL).
- They document oral traditions, transcribe folk knowledge, and organize collections to ensure long-term physical and digital preservation, using both traditional and advanced cataloging systems.
- Cataloging requires understanding unique metadata (such as language, region, and cultural context) to facilitate later retrieval and scholarly use.

8.1.2 Preservation and Digitization

- Librarians oversee the conservation, restoration, and digitization of fragile materials, leveraging technologies and best practices to extend the lifespan of manuscripts and make them accessible to a wider audience.
- They create digital repositories, microfilm rare works, and manage the transition from analog to digital to align with open-access and long-term preservation strategies.

8.1.3 Promoting Access to Indigenous Resources

- Librarians work to democratize access by providing reading rooms, reference assistance, and digital platforms, often partnering with community organizations and governmental bodies to ensure equitable availability of IKS materials.
- They actively build awareness through exhibitions, talks, and publications that highlight indigenous knowledge and its contemporary relevance.
- They ensure that resources are available in local languages, thus preserving linguistic diversity.

8.1.4 Educating Users about IKS

- Librarians conduct user education programs for students, teachers, and the public, such as seminars, workshops, and digital literacy training focused on accessing and understanding IKS collections.
- They collaborate with educators and researchers to integrate authentic IKS materials into curricula, supporting cross-disciplinary research and cultural awareness.
- By acting as information intermediaries, librarians guide users in ethically and effectively engaging with IKS, addressing questions of intellectual property, cultural sensitivity, and digital citizenship.

8.1.5 Impact and Ongoing Challenges:

- Librarians ensure that traditional knowledge—previously at risk of loss due to generational gaps, globalization, and neglect—remains accessible, respected, and valued in the modern context.
- They face ongoing challenges including resource constraints, lack of funding for digitization, and the need for specialized training in both heritage knowledge and modern technology
- Community participation, ethical stewardship, and continuous professional development are essential to overcoming these obstacles and honoring the custodianship of indigenous knowledge.

Integration of IKS in the Library Ecosystem

Integrating the Indian Knowledge System (IKS) into the modern library ecosystem requires coordinated support from institutions, the use of digital libraries, and the establishment of extensive library networks and knowledge repositories. These efforts should preserve, disseminate, and promote IKS within today's educational and research environments.

9.1 Institutional Support

- The Ministry of Education (Government of India) plays a pivotal role in fostering the integration of IKS by formulating policies that promote digitization, preservation, and educational inclusion of traditional knowledge under initiatives such as the National Education Policy (NEP) 2020.
- Specialized bodies like the National Institute of Science Communication and Policy Research (NIScPR) contribute to coordinating research, documentation, and dissemination of scientific and traditional knowledge, including IKS content, often collaborating on digital library projects and knowledge repository development.
- These institutions encourage the curation of IKS materials and provide funding, training, and infrastructure support for libraries to digitize and conserve manuscripts, oral traditions, and other indigenous resources.

9.2 Role of Digital Libraries

- Digital libraries, especially flagship projects like the National Digital Library of India (NDLI), serve as comprehensive virtual repositories that aggregate vast collections of digitized manuscripts, texts, audio-visual material, and research outputs related to IKS.
- The NDLI not only allows search and browsing of educational resources across disciplines but actively includes IKS materials to support integration of traditional knowledge into mainstream curricula and research.
- Other notable digital initiatives, such as the Muktabodha Digital Library and the Traditional Knowledge Digital Library (TKDL), complement these efforts by focusing on specialized collections, protecting intellectual property, and enabling global access while respecting cultural sensitivities.
- Advanced technologies including AI, Machine Learning, Metadata Standards, Block chain, and Virtual/Augmented Reality (VR/AR) enhance digitization, preservation, authentication, and immersive educational experiences of IKS resources.

Library Networks and Knowledge Repositories

- India's library ecosystem includes an interconnected network of public, academic, and special libraries that cooperate to curate and disseminate IKS resources both physically and digitally.
- Initiatives promote resource sharing and inter-library loan systems, facilitating broader access to rare and fragile manuscripts and traditional knowledge collections.
- Knowledge repositories developed by universities, research institutions, and government agencies serve as digital hubs where IKS manuscripts, folk knowledge, and scientific treatises are cataloged with rich metadata to support interdisciplinary and cross-cultural research.
- Collaborative international platforms and partnerships, such as those aligned with UNESCO's Memory of the World Programme, enhance global visibility and preservation efforts of India's intellectual heritage

Conclusion:

Paper concluded that, the Indian Knowledge System (IKS) is a treasure trove of the country's heritage that nourishes modern education and cultural identity. Incorporation of IKS, as the NEP (National Education Policy) 2020 suggests, can foster a balanced curriculum framework that is grounded in the country's heritage while also IKS shaped stimulating intellectual development and creativity. This philosophy can be effectively harnessed in education by pairing indigenous wisdom with modern day problems. Realizing this framework requires cooperation from all levels of governance, educators, as well as communities to protect and implement IKS within the curriculum. This paradigm shall aim to build empowered and responsible citizens while enhancing inclusivity, sustainability, and cultural richness within the nation.

Acknowledgement

The completion of this research paper has been a meaningful and enriching academic journey. I take this opportunity to express my sincere gratitude to all those who have supported, guided, and encouraged me throughout this study.

First and foremost, I express my heartfelt gratitude to my respected teachers, colleagues, mentors, and well-wishers for their valuable guidance, constructive suggestions, and continuous encouragement. Their academic insights and support have greatly contributed to the successful completion of this research work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Role Of College Libraries In Supporting the Teaching And Learning Process: A Conceptual Study

Trupti Avinash Wagh
Librarian Appasaheb Birnale College of Education, Sangli, Maharashtra, India.

Manuscript ID:
IBMIIRJ -2026-030921

Submitted:15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 96-100

September 2026

Correspondence Address:
Trupti Avinash Wagh
Librarian Appasaheb Birnale College of Education, Sangli, Maharashtra, India.
Email: truptiwagh464@gmail.com

Quick Response Code:

Web. https://ibrj.us

Abstract

College libraries constitute an important academic support system within institutions of higher education. Their contribution is no longer limited to the acquisition, organization, preservation, and circulation of printed documents. Changes in information and communication technology have considerably expanded the nature and scope of academic library services. Contemporary college libraries provide access to e-books, e-journals, online databases, digital repositories, institutional resources, and Open Access information.The present paper is conceptual and descriptive in nature and is based entirely on secondary sources. It examines the role of college libraries in strengthening teaching and learning through curriculum-oriented collections, reference and information services, library orientation, information literacy programs, digital resources, independent learning opportunities, research support, learning spaces, and teacher–librarian collaboration. The paper also discusses challenges associated with financial limitations, technological developments, increasing costs of electronic resources, changing information needs, digital inequality, and the requirement for continuous professional development of librarians.The discussion indicates that a college library should be regarded as an active academic partner rather than merely as a place for storing books. Well-developed collections, accessible digital resources, effective information literacy instruction, qualified library professionals, suitable learning facilities, and collaboration between teachers and librarians can strengthen students 'academic experiences. The paper concludes that institutional support and systematic integration of library services with curriculum and teaching activities are essential for maximizing the educational contribution of college libraries.

Keywords: *College Library, Teaching and Learning, Information Literacy, Digital Resources, Academic Librarian, Higher Education, Library Services*

Introduction

The college library is an integral part of the academic environment of a higher education institution. It provides information resources, services, facilities, and guidance that assist students and teachers in achieving educational objectives. Traditionally, the academic library was largely identified with printed books, periodicals, reference sources, and circulation services. Although these functions remain important, developments in information and communication technology have substantially changed the way academic information is produced, accessed, organized, and used. databases, institutional repositories, digital collections, and Open Access resources. Such developments have increased the range of information available to academic users and have reduced the dependence on a single physical location for accessing scholarly material.At the same time, the growth of digital information has created a new educational challenge. Availability of information does not necessarily mean that students can use it effectively. Learners need to understand how to search for appropriate information, judge the credibility of sources, compare different viewpoints, acknowledge sources, and use information ethically. The Association of College and Research Libraries (ACRL, 2016) emphasizes information literacy as a set of abilities associated with discovering information, understanding its creation and value, and using information responsibly.Consequently, the role of the college librarian has also broadened. Librarians can contribute not only to collection development and information provision but also to information literacy instruction, research guidance, digital resource support, and collaboration with teaching faculty. ACRL (2011) emphasizes the importance of connecting library instruction with institutional curricula and learning activities.The college library can therefore be understood as an academic environment that connects learners and teachers with information and supports the development of knowledge, skills, and independent learning abilities.The contemporary academic library operates through a combination of physical and electronic resources. Students and teachers may obtain information through printed textbooks, reference books, scholarly journals, e-books, e-journals, bibliographic

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How to cite this article:
Trupti Avinash Wagh. (2026). Role Of College Libraries In Supporting the Teaching And Learning Process: A Conceptual Study. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 96-100.

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Need And Significance Of The Study

Effective teaching and learning in higher education require access to reliable and relevant information. Classroom teaching provides students with an important foundation, but learners often need additional materials to understand concepts, prepare assignments, undertake projects, conduct research, and explore subjects in greater depth .College libraries can meet these requirements by providing organized collections and services that correspond with institutional programs and student needs. The increasing availability of online information has expanded learning opportunities, but it has also made information evaluation more difficult. Students may encounter inaccurate, outdated, biased, or unsuitable information while searching the Internet. Information literacy is therefore an important component of contemporary higher education. Students should develop the ability to identify an information requirement, locate appropriate sources, assess their quality, and use information responsibly. ACRL (2011) identifies information identification, access, evaluation, management, application, and ethical use as important aspects of information literacy instruction. The significance of the present study lies in examining these changing responsibilities of college libraries from a conceptual perspective. Understanding the academic contribution of libraries can help institutions improve their library services, strengthen cooperation between librarians and teachers, and provide students with better opportunities for information-based learning.

Objectives Of The Study

1. The study has the following objectives:
2. To examine the contribution of college libraries to the teaching and learning process.
3. To identify major library services that support students and teachers.
4. To understand the importance of digital resources in higher education.
5. To examine the role of information literacy in student learning.
6. To discuss the changing professional responsibilities of academic librarians.
7. To identify major challenges faced by college libraries.
8. To suggest measures for strengthening library support for teaching and learning.

Scope And Research Methodology

The scope of the study is limited to college and academic libraries and their contribution to teaching and learning. The discussion covers library collections, reference and information services, electronic resources, information literacy, orientation programmes, independent learning, research assistance, learning spaces, and teacher–librarian collaboration.The study follows a **descriptive and conceptual approach**. It is based entirely on secondary information obtained from books, scholarly publications, professional guidelines, and relevant literature in Library and Information Science. No questionnaire, interview, survey, observation, or other primary data collection method has been used. The study is therefore theoretical in nature and attempts to understand the educational role of college libraries through an examination and interpretation of existing literature and professional perspectives.

Review Of Literature

The literature on academic librarianship indicates a gradual movement from a collection-centred approach towards services that place greater emphasis on users, learning, information literacy, and academic collaboration. The development of information literacy has particularly influenced the educational role of academic libraries. The ACRL Framework for Information Literacy for Higher Education identifies six broad conceptual areas: authority and context, information creation, value of information, research as inquiry, scholarship as conversation, and strategic searching (Association of College and Research Libraries, 2016). ACRL (2011) also emphasizes that library instruction should be connected with institutional educational objectives and academic programmes. Librarians are encouraged to work collaboratively with faculty and to develop instructional activities that help learners apply information skills within their academic work. The literature therefore indicates that the modern academic library is increasingly viewed as part of the learning environment. The librarian's contribution extends beyond the management of information resources to include teaching, guidance, research assistance, and collaboration with academic departments.

Role Of College Libraries In Supporting Teaching

Curriculum-Oriented Information Resources

A major responsibility of a college library is to develop collections that support the academic programmes of the institution. The collection may include textbooks, reference books, scholarly journals, supplementary reading materials, e-books, e-journals, databases, and other relevant information sources. Collection development should reflect curriculum requirements and the changing information needs of students and teachers. Periodic evaluation is necessary to identify outdated materials, gaps in subject coverage, and emerging areas requiring additional resources. A curriculum-oriented collection allows students to move beyond dependence on classroom notes and prescribed textbooks. It also provides teachers with supplementary material for lectures, assignments, presentations, and academic discussions.

Support to Teachers

Teachers regularly require current and reliable information for preparing lectures, developing assignments, designing presentations, and updating subject knowledge. Librarians can assist faculty members by identifying appropriate books, journals, databases, research literature, and digital resources. Library professionals may also support the preparation of subject-wise reading lists and bibliographies. Such assistance can make library resources more closely connected with classroom requirements. The collaboration of librarians with faculty members is particularly valuable when library instruction is integrated with academic courses. ACRL (2011) encourages collaboration between librarians and faculty in designing learning activities that develop information literacy and critical thinking.

Reference and Information Services

Reference services help users identify and locate appropriate information for their academic requirements. Librarians can provide individual or group assistance in searching catalogues, locating books and journals, identifying research literature, and using electronic databases. The nature of reference service has also changed with digital technology. In addition to face-to-face assistance, academic libraries may provide information support through electronic communication and online platforms. Effective reference assistance can save users time and help them select information that is more relevant to their academic purpose.

Library Orientation and User Education

New students may not be familiar with the organization and facilities of a college library. Orientation programmes can introduce them to library rules, catalogues, classification arrangements, circulation procedures, electronic resources, databases, reference services, and digital facilities. Orientation can be followed by more focused information literacy instruction. Students can gradually learn advanced searching techniques, source evaluation, database searching, citation practices, and ethical information use. ACRL (2011) recommends that academic library instruction be planned systematically and connected with institutional educational objectives rather than being treated only as an isolated library activity.

Role Of College Libraries In Supporting Learning

Encouraging Independent Learning

One of the important contributions of a college library is the creation of opportunities for independent learning. Students can use library resources to explore topics beyond the material covered during classroom teaching. Access to varied sources encourages learners to ask questions, compare information, explore alternative viewpoints, and develop responsibility for their own academic progress.The ACRL Framework connects information literacy with learning, inquiry, and the development of students 'ability to engage effectively with information (Association of College and Research Libraries, 2016).

Promotion of Reading

A well-planned collection can contribute to the development of reading habits among college students. Academic books and journals provide subject knowledge, while literature, biographies, essays, and other appropriate reading materials can broaden intellectual interests. Regular reading may help students develop vocabulary, comprehension, critical thinking, and awareness of different perspectives. Libraries can encourage reading through displays, reading programmes, book discussions, recommended-reading lists, and access to both print and electronic materials.

Support for Assignments, Seminars and Projects

Students frequently undertake assignments, seminars, presentations, practical projects, and research-based activities during their college education. These activities require information from multiple sources.

Librarians can guide students in identifying relevant literature, using catalogues and databases, evaluating sources, and organizing information. Such support can improve the academic quality of student work and encourage responsible use of information.

Digital Resources And Information Literacy

Digital resources have become an important component of contemporary academic library services. E-books, e-journals, online databases, institutional repositories, digital collections, and Open Access resources provide students and teachers with access to information in electronic form. The major advantage of digital resources is the flexibility they provide. Users can search large quantities of information and, where access rights permit, obtain resources without being physically present in the library.However, digital availability also creates challenges. Students may encounter a mixture of scholarly, commercial, unreliable, outdated, and misleading information. Consequently, information literacy is necessary for effective academic use of digital resources.

Information literacy instruction can include:

- identifying an information need;
- developing effective search strategies;
- searching library catalogues and databases;
- evaluating the authority and relevance of sources;
- comparing information from different sources;
- understanding citation practices;
- recognizing plagiarism;
- using information ethically; and
- Communicating information appropriately.

The ACRL Framework places emphasis on understanding information, evaluating its authority and context, recognizing the value of information, and approaching research as an inquiry process (Association of College and Research Libraries, 2016).

Thus, the role of the library is not simply to provide access to digital information but also to help students develop the skills required to use that information effectively.

Changing Role Of The Librarian

Technological developments and changes in educational practices have broadened the professional responsibilities of academic librarians. The modern librarian may perform several interconnected roles, including:

1. Information resource manager
2. Information literacy educator
3. Reference and research adviser
4. Digital resource facilitator
5. Research support professional
6. Academic collaborator
7. User educator

Librarians can teach students how to locate scholarly information, use databases, evaluate sources, cite information, and avoid inappropriate use of intellectual work.The ACRL Framework provides opportunities for librarians and faculty to integrate information literacy into academic learning (Association of College and Research Libraries, 2016).This changing professional role requires librarians to develop not only traditional library skills but also technological, instructional, communication, and research competencies.

Library As A Learning Environment

Even with the growth of digital information, the physical library remains valuable as a learning environment. A student-friendly academic library should provide suitable seating, adequate lighting, Internet connectivity, computers or digital access facilities, and an environment conducive to concentration. Different types of spaces may be useful for different learning activities.

Individual study areas can support focused reading, while collaborative spaces can facilitate group discussions and project work. The library can therefore function as both an information centre and a learning space. Its physical and digital environments should complement each other rather than being treated as separate functions.

Teacher–Librarian Collaboration

Meaningful collaboration between teachers and librarians can strengthen the connection between library resources and classroom learning.Teachers possess detailed knowledge of subject content, curriculum requirements, learning outcomes, and student difficulties. Librarians contribute expertise in information resources, searching techniques, databases, information evaluation, and information literacy.

Possible areas of collaboration include:

- preparation of subject-specific reading lists;
- development of research-based assignments;
- information literacy sessions;
- database orientation;
- support for student projects;
- integration of library resources into courses;
- development of digital learning materials; and
- guidance on citation and ethical information use.

ACRL (2011) emphasizes collaboration with faculty and integration of information literacy instruction with academic curricula and learning activities.Such cooperation can help create a stronger relationship between classroom teaching and independent information-based learning.

Library Support For Research

College libraries can contribute to the development of research skills among students and teachers. Access to scholarly books, journals, databases, repositories, and Open Access literature provides an important foundation for academic inquiry.Librarians can assist users in identifying relevant literature, developing search strategies, selecting appropriate sources, using databases, understanding citation methods, and recognizing plagiarism.Research support may be particularly useful for students undertaking dissertations, projects, seminars, and research-based assignments.

By facilitating systematic access to scholarly information, the college library can contribute to the development of a stronger research culture within the institution.

Challenges Faced By College Libraries

Although college libraries have an important academic role, they face several challenges.

Financial Constraints

Limited budgets may affect the acquisition of books, journals, databases, and electronic resources. Increasing subscription costs can place additional pressure on library budgets.

Rapid Technological Change

Technology changes rapidly. Libraries need to update hardware, software, networks, digital systems, and electronic services regularly.

Changing User Expectations

Students increasingly expect quick and convenient access to information. Libraries must therefore provide services that are responsive to changing user behavior.

Digital Inequality

Not every learner has equal access to devices, Internet connectivity, or digital learning facilities. Libraries can play an important role in reducing such inequalities by providing shared access facilities.

Information Overload

The huge quantity of online information makes it difficult for inexperienced users to identify reliable academic sources. Information literacy instruction is therefore increasingly important.

Need for Professional Development

Librarians need continuous professional development to remain familiar with emerging technologies, electronic resources, research-support practices, information literacy approaches, and changing educational requirements.

Suggestions

The following measures may strengthen the contribution of college libraries to teaching and learning:

1. Library collections should be reviewed and updated periodically.
2. Print and electronic resources should be developed according to curriculum requirements.
3. Regular library orientation programmes should be organized for new students.
4. Information literacy programmes should be conducted regularly.
5. Subject-specific information literacy instruction should be introduced where appropriate.
6. Librarians should be provided with opportunities for continuous professional development.
7. Teacher–librarian collaboration should be encouraged at the departmental and institutional levels.
8. Students should be trained to evaluate online information critically.
9. Libraries should provide comfortable and technology-supported learning spaces.
10. Electronic resources and Open Access resources should be promoted among students.
11. Library services should be periodically evaluated according to user and institutional requirements.
12. Institutional authorities should provide adequate financial, technological, and administrative support.
13. Library services should be integrated more closely with teaching, learning, and research activities.
14. Libraries should develop awareness programmes regarding responsible information use and plagiarism.

Findings And Discussion

The conceptual analysis demonstrates that college libraries can make substantial contributions to the teaching and learning process through a combination of traditional and contemporary services.First, curriculum-oriented collections provide students and teachers with academic resources that supplement classroom teaching. The effectiveness of such collections depends on their relevance, currency, accessibility, and regular evaluation.Second, reference and information services provide personalized support to users who may require assistance in locating and using appropriate information. This becomes particularly important when users are dealing with large electronic information environments.Third, digital resources have significantly increased opportunities for accessing scholarly information. However, access alone is insufficient. Students need information literacy skills to search strategically, evaluate sources, understand their context, and use information responsibly (Association of College and Research Libraries, 2016).Fourth, the librarian's professional role has expanded. The librarian can function as an educator, information specialist, research adviser, digital-resource facilitator, and academic collaborator.Finally, effective library support depends on cooperation among librarians, teachers, students, and institutional administrators. ACRL (2011) also stresses the importance of connecting library instruction with institutional curricula and collaborative academic activities.Therefore, the educational value of a college library depends not only on the quantity of resources it possesses but also on the quality, accessibility, relevance, and effective use of those resources.

Conclusion

The role of the college library has evolved considerably with changes in higher education, information technology, and student learning practices. Although printed books and traditional library services continue to be important, contemporary academic libraries also provide access to electronic resources, digital collections, databases, repositories, information literacy programmes, research assistance, and learning facilities.The modern college library should therefore be regarded as an active academic partner rather than simply as a storehouse of books. Its educational contribution becomes stronger when library resources and services are connected with curriculum requirements, classroom activities, student assignments, research work, and independent learning.Information literacy has become particularly significant in the digital environment. Students need to develop the ability to locate, evaluate, select, cite, and ethically use information. Librarians can make an important contribution to the development of these abilities through systematic instruction and individual guidance. The effectiveness of college library services ultimately depends upon appropriate collections, adequate technological infrastructure, qualified library professionals, continuous professional development, institutional support, and meaningful teacher–librarian collaboration.It is therefore essential for higher education institutions to recognize the library as an integral part of teaching, learning, and research. A well-supported and academically integrated college library can contribute significantly to the development of informed, independent, responsible, and lifelong learners.

Acknowledgement

I would like to express my sincere gratitude to all those who supported and encouraged me in the completion of this research paper entitled "Role of College Libraries in Supporting the Teaching and Learning Process: A Conceptual Study." The study highlights the evolving role of college libraries as active academic partners in teaching, learning, information literacy, digital resource access, research support, and independent learning.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Human Values and Sustainable Development in 21st Century

Dr. Vijay Ramchandra Patil
Assistant Professor of Sociology in D. D. Shinde Sarkar College, Kolhapur (Maharashtra)

Manuscript ID:
IBMIIRJ -2026-030922

Submitted: 15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 101-103

September 2026

Correspondence Address:
Vijay Ramchandra Patil
Assistant Professor of Sociology in D. D. Shinde Sarkar College, Kolhapur (Maharashtra)
Email - vpatil255@yahoo.com

Abstract

Environmental ethics is one of the most important modern environmental conservation and sustainable development tools. It is also a global issue to its implications in development. But some people in the underdeveloped and developed countries are not aware of its importance. Environmental ethics is interlinked with sustainable environment and development as a whole. It teaches us to be healthy and reciprocal to global environment and development. Modern societies including the United Nations Organization (UNO) and its specialized agencies, International Union for Conservation of Nature (IUCN) and other national and regional organizations, etc., have been playing significant role in the process of implementing environmental ethics for our society in order to attain sustainable development.

Keywords *- Sustainable Development, Social Dimensions, Environmental Resources, Social Values, Environmental Justice etc.*

Sustainable Development:

The World Commission for Environment and Development defined Sustainable Development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs".The term sustainable development contains two key concepts. Firstly, the concept of needs, in particular the vital need of the world's poor, to which (overriding) priority should be given, and the idea of limitations imposed by the state of technology and secondly, social organization on Environment's ability "to meet present and future needs." In addition to these two key concepts four interlinked dimensions of sustainable development may be introduced such as, economic, environmental, social and cultural, because if development is to be sustainable in the long-term, there needs to be a balance between these four dimensions.

Environmental dimensions:

The environmental dimension of sustainable development maintains a solid base of natural resources and avoids excessive use of such resources. This involves conservation of biodiversity, attaining atmospheric balance, productivity of soil as well as other systems of natural environment which are usually classified as noneconomic resources. In resolving the problems of sustainable development, environmentalists tend to focus on what is known as environment borders.

Economic dimensions:

Economic dimension of sustainable development means providing economic welfare to the present as well as to the future while paying more attention to the 'natural capital', such as plants, soil, animals, fish, and bio-environmental system. Economic sustainability can be reached through optimised distribution of goods and services. Income generation and poverty reduction are the main issues in this area. Economic sustainability reflects the need to strike the balance between the costs and benefits of economic activity, within the confines of the carrying capacity of the environment. Economic progress should not be made at the expense of intergenerational equity. Therefore, resources should not be exploited to the extent that their regenerative ability is compromised.

Social dimensions:

Development is considered to be socially sustainable if it achieves social justice in conformity with equitable resource allocation, eradicates poverty, and provides social services, such as education, health and others to all members of the society, especially the neediest one. The social dimension of sustainable development is, thus, based on the notion that human beings constitutes an important means of development and its prime target who should strive to achieve this notion for both present and future generations. Social dimension of sustainable development relates to the maintenance of political and community values, and social values and norms, relate to ethics, value systems, language, education, work attitudes, class systems etc., that influence social relation.

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How to cite this article:
Vijay Ramchandra Patil. (2026). Human Values and Sustainable Development In 21st Century. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 101-103

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Social dimension of sustainable development also deals with the satisfaction of basic human needs within the society such as food, clothing, and shelter. The sustainability of social needs and values indicates to the quality of growth that occurs in the economy. Equity in the allocation of properties is integral to social sustainability. According to the Brundtland Report "economic and social development should be mutually reinforcing."

Ethical approach to sustainable development

Sustainable development is commonly understood to require a balanced pursuit of three goods such as ecological health, social equity, and economic welfare. It is grounded on the ethical commitment to the well-being not only of present generation population but also the wellbeing and enhanced opportunities of future generation. Sustainable development is about ethics, because it calls on present people not only to consider the condition of the current impoverished population, but also the potential condition of future populations who are the responsibility of our production and consumption patterns.Inherent in the definition of Sustainable development is the proposed responsibility of contemporary society for the quality of life in today's population, in addition to the preservation of resources, environment, other ingredients needed for future populations, and quality of life. This is an enormous and difficult job and it requires huge changes in thinking, policy, and basic assumptions about the economy for its full implementation. For the contemporary, more scientifically cultured societies would have to contribute substantially and through a wide range of assistance programmes to increase the wealth of poorer nations, to help them in developing the capability to provide the basic needs of their population. It means confirming the availability of a wide range of resources like: natural, cultural, mineral, educational, food, clean air and water, genetic diversity, and many others that support a good quality of life for future generations. These objectives have their basis in the desire to sustain human life, enhancement of standards of living, maintenance of culture and protection of environmental quality for generations to follow. The different objectives for the use of environmental resources lead to different expectations as to what is to be sustained and who is to have claims on environmental services.Ethical approach on sustainable development emphasizes on protection of environment which is a major objective of sustainable development. Economic development ultimately depends on the institutions that can protect and maintain environment's carrying capacity and resilience. The behaviour of humans in relation to their use of environment is critical to the design and implementations of effective environmental protection. It should be noted that ethics and rules are effective in modulating the interaction between humans and their environment and this must reflect both general principles and specific social and ecological context. Ecological context contains the structure of eco-systems in which humans live and work, as well as the functional properties of those ecosystems.

Some normative principles of sustainable development

The term sustainable development is associated with a number of normative principles. Normative principles are moral statements that specify what is good or bad, and guide human behaviour. Normative principles in Brundtland Report are primarily associated with meeting of human needs, especially the needs of the poor and the protection of environmental resources, including global environmental systems.

Common but differentiated responsibilities

This principle of 'common but differentiated responsibilities' provides a way of distributing responsibilities and tasks associated with the promotion of sustainable development more fairly among the Third World and industrial countries. The principle acknowledges that industrial countries have been the main contributor to environmental problems through their patterns of resource exploitation, production and high consumption. It also recognizes the unequally borne economic effects of implementing international environmental laws and agreements. Further, it takes account of different capacities, including financial and technical capacities, available within the countries to address the problem.

Environmental Justice

Environmental Justice affirms the sacredness of Mother Earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction.

Environmental Justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.

Environmental Justice mandates the right to ethical, balanced and responsible uses of land and renewable resources in the interest of a sustainable planet for humans and other living things.

Environmental Justice calls for universal protection from nuclear testing, extraction, production and disposal of toxic/hazardous wastes and poisons and nuclear testing that threaten the fundamental right to clean air, land, water, and food.

Environmental Justice affirms the fundamental right to political, economic, cultural and environmental self-determination of all peoples.

Environmental Justice demands the cessation of the production of all toxins, hazardous wastes, and radioactive materials, and that all past and currentproducers be held strictly accountable to the people for detoxification and the containment at the point of production.Environmental Justice demands the right to participate as equal partners at every level of decision-making, including needs assessment, planning, implementation, enforcement and evaluation.Environmental Justice considers governmental acts of environmental injustice a violation of international law, the Universal Declaration On Human Rights, and the United Nations Convention on Genocide.

Conclusion

At a practical level, people think about future because they want future to be kind to them or to others, such as their grandchildren; and planning for future thoughtfully choosing today's actions regarding their future consequences may help that to happen. Even when it appears that one's future situation cannot be influenced by today's actions, it may still be judged useful to plan responses to the occurrence of any of various scenarios of possible futures. People also think about aspects of future in a disinterested way, that is, without interpreting what might unfold in terms of their own self-interest. This sort of thinking may just be curiosity driven or it may stem from a concern for others, for society if we prefer.

Acknowledgement

I would like to express my sincere gratitude to everyone who contributed to the successful completion of this research paper entitled "Human Values and Sustainable Development in 21st Century." The paper examines the ethical, social, economic, environmental, and cultural dimensions of sustainable development, with particular emphasis on environmental ethics, social justice, and the well-being of present and future generations.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

National Education Policy (Nep) 2020 In Higher Education: Challenges and Prospects for Faculty Stakeholders

Dr. Mahadev A. Kamble
Professor and Head, Department of Commerce
Bhogawati Mahavidyalaya, Kurukali

Manuscript ID:
IBMIIRJ -2026-030923

Submitted: 15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 104-107

September 2026

Correspondence Address:
Mahadev A. Kamble
Professor and Head, Department of Commerce
Bhogawati Mahavidyalaya, Kurukali

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Abstract

The National Education Policy (NEP) 2020 represents a major policy initiative aimed at transforming the Indian education system in accordance with the changing social, economic, technological, and global requirements of the twenty-first century. In the field of higher education, the policy emphasizes multidisciplinary and holistic education, academic flexibility, multiple entry and exit options, technology-enabled learning, research and innovation, skill development, institutional autonomy, and quality improvement. Faculty members constitute one of the most important stakeholders in the successful implementation of these reforms. Their role extends beyond traditional classroom teaching to curriculum development, student mentoring, research, digital learning, assessment reform, industry interaction, and institutional development. The implementation of NEP 2020, however, presents several challenges for faculty, including the need for continuous professional development, adaptation to multidisciplinary education, technological competence, changing assessment practices, increased research expectations, administrative workload, faculty shortages, and inadequate institutional infrastructure. At the same time, the policy offers significant prospects for professional growth, academic innovation, interdisciplinary research, industry collaboration, improved student engagement, and greater participation in academic decision-making. The present paper examines the major provisions of NEP 2020 relating to higher education and analyses their implications for faculty stakeholders. The study is based on a descriptive and analytical research methodology using secondary sources. The findings indicate that the successful implementation of NEP 2020 depends substantially on faculty preparedness, institutional support, effective capacity-building programmes, adequate infrastructure, and active participation of teachers in the reform process. The paper concludes that faculty members should be regarded not merely as policy implementers but as active partners in the transformation of higher education.

Keywords: *NEP 2020, Higher Education, Faculty Stakeholders, Multidisciplinary Education, Digital Learning, Professional Development, Research and Innovation.*

Introduction

Higher education plays an important role in the economic, social, cultural, and intellectual development of a nation. Universities and colleges are expected to create knowledge, develop human resources, promote research and innovation, strengthen professional competence, and prepare responsible citizens. The higher education system in India has expanded significantly over the years. However, it has also faced several challenges, including rigid disciplinary structures, fragmented institutions, limited academic flexibility, examination-oriented learning, inadequate research output, skill gaps, unequal access, and variations in institutional quality. The National Education Policy (NEP) 2020 provides a comprehensive framework for addressing many of these challenges. The policy seeks to transform higher education into a system that is multidisciplinary, flexible, inclusive, learner-centred, research-oriented, and responsive to national and global developments. It proposes reforms in curriculum, pedagogy, assessment, institutional structure, use of technology, vocational education, research, and governance. Among all stakeholders, faculty members have a central role in translating the objectives of the policy into actual educational practice. The effectiveness of curriculum reforms, innovative teaching methods, continuous assessment, digital learning, student mentoring, and research activities depends largely upon the competence and commitment of teachers. Consequently, NEP 2020 creates both challenges and opportunities for faculty stakeholders. The traditional role of faculty as a transmitter of knowledge is gradually changing. Under the new educational environment, teachers are expected to act as facilitators of learning, mentors, researchers, innovators, curriculum developers, technology users, and lifelong learners. This transformation requires substantial changes in professional knowledge, skills, attitudes, and institutional practices. The present paper focuses specifically on faculty stakeholders and examines the challenges and prospects created by NEP 2020 in the higher education sector.

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How to cite this article:
Mahadev A. Kamble. (2026). National Education Policy (Nep) 2020 In Higher Education: Challenges and Prospects for Faculty Stakeholders. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 104-107.

Objectives of the Study

The present study has the following objectives:

1. To examine the major provisions of NEP 2020 relating to higher education and their
2. To identify the major challenges faced by faculty members in the implementation of NEP 2020.
3. To analyse the professional and academic prospects created by NEP 2020 for faculty members.
4. To examine the changing role of faculty in multidisciplinary, technology-enabled, student-centred, and research-oriented higher education.
5. To suggest measures for strengthening faculty preparedness and effective participation in the implementation of NEP 2020.

Research Methodology

The present study is descriptive and analytical in nature. It is based primarily on the analysis of secondary data and published literature relating to NEP 2020 and higher education reforms in India.

Sources of Data

Secondary data have been collected from the following sources:

1. National Education Policy 2020;
2. Government of India and Ministry of Education reports;
3. University Grants Commission guidelines and frameworks;
4. Research articles and academic publications;
5. Books and reports on higher education;
6. Faculty development and higher education policy literature;
7. Relevant institutional documents and scholarly studies.

Research Design

The study adopts a descriptive research design to explain the major reforms proposed under NEP 2020. An analytical approach is used to examine the likely impact of these reforms on faculty stakeholders.

The study analyses the reforms under the following major dimensions:

Dimension	Area of Analysis
Academic Reforms	Multidisciplinary education, curriculum flexibility
Teaching-Learning	Student-centred and experiential learning
Technology	Digital learning and technological competence
Assessment	Competency and continuous evaluation
Research	Innovation and interdisciplinary research
Professional Development	Faculty training and capacity building
Institutional Factors	Infrastructure, autonomy and administrative support

Method of Analysis

The collected information has been analysed through content analysis and thematic analysis. The major provisions of NEP 2020 have been classified into themes, and their potential challenges and prospects for faculty have been examined.

The analysis is based on the following framework:

NEP 2020 Reforms → Changing Faculty Roles → Implementation Challenges → Professional Prospects → Institutional Support → Effective Implementation

This framework recognizes that policy reforms can produce positive outcomes only when faculty members possess the necessary competencies and receive adequate institutional and policy support.

Scope of the Study

The study is confined to the implications of NEP 2020 for faculty members working in the higher education sector in India. The paper focuses particularly on academic, professional, technological, research, and institutional aspects affecting faculty stakeholders.

Major Provisions of NEP 2020 and Faculty Implications

NEP 2020 emphasizes the development of large multidisciplinary higher education institutions. The policy encourages students to move beyond narrow disciplinary boundaries and acquire knowledge from different academic areas. This approach creates new responsibilities for faculty members.Teachers may need to redesign courses and develop the ability to connect their disciplines with other fields. For example, faculty members in commerce and management may increasingly need to integrate knowledge of data analytics, information technology, sustainability, entrepreneurship, digital business, and financial technology into their teaching.

The policy also promotes flexibility in academic programmes through multiple entry and exit arrangements and credit-based learning. Faculty members will therefore have an important role in academic counselling and mentoring. Students may require guidance in selecting courses, accumulating credits, developing skills, and planning their academic and professional pathways. NEP 2020 also stresses holistic and experiential learning. This requires teachers to move beyond lecture-based instruction and adopt methods such as project-based learning, case studies, field visits, internships, simulations, group discussions, problem-solving activities, and research assignments. Thus, NEP 2020 significantly expands the academic responsibilities of faculty stakeholders.

Analysis of Challenges for Faculty Stakeholders

Professional Preparedness and Capacity Building

The first major challenge relates to faculty preparedness. The implementation of NEP 2020 requires teachers to understand new curricular structures, multidisciplinary approaches, credit systems, digital learning tools, and revised assessment practices. Many faculty members have been trained within conventional discipline-based educational systems. The transition to flexible and multidisciplinary education therefore requires continuous professional development. One-time orientation programmes may not be sufficient. Faculty development must become a continuous process. The analysis indicates that the success of NEP reforms depends directly on the availability of systematic training in curriculum design, pedagogy, technology, assessment, mentoring, research methodology, and interdisciplinary approaches.

Multidisciplinary Teaching

Multidisciplinary education is one of the most ambitious features of NEP 2020. However, its implementation presents practical challenges. Most institutions have traditionally operated through separate departments with specialized faculty. Faculty members may find it difficult to teach or collaborate across disciplines without sufficient exposure and institutional support. Curriculum coordination among departments can also become complex. Therefore, successful multidisciplinary education requires joint curriculum planning, team teaching, cross-departmental collaboration, faculty exchange, and access to training programmes.

Digital Competence

Technology has become increasingly important in higher education. Faculty members are expected to use online learning platforms, digital content, virtual classrooms, learning management systems, online assessment tools, and other educational technologies. The analysis shows that digital competence is not uniform among faculty members. Differences may exist due to age, previous exposure, training opportunities, infrastructure, and institutional support. Inadequate internet connectivity, limited availability of digital devices, and insufficient technical assistance can create further difficulties, particularly in resource-constrained institutions. Therefore, digital transformation must be supported by continuous training and infrastructure development.

Changing Assessment Practices

NEP 2020 encourages a movement away from rote learning and purely examination-based assessment. Faculty members are expected to assess critical thinking, creativity, practical knowledge, problem-solving ability, communication, and other competencies. This requires teachers to develop innovative assessment methods. Project work, case analysis, presentations, portfolios, practical assignments, peer evaluation, and continuous assessment may become increasingly important. However, such assessment methods require more time for planning, evaluation, and feedback. Large class sizes may make continuous and individualized assessment difficult. Institutions therefore need to provide academic and administrative support.

Research and Innovation Pressure

The policy provides greater emphasis on research, innovation, and knowledge creation. This creates important opportunities for faculty but also increases professional expectations. Faculty members may be expected to undertake research projects, publish scholarly work, collaborate with other institutions, and address social and economic problems through research. However, heavy teaching loads, administrative responsibilities, inadequate funding, and limited research facilities may affect faculty productivity. The analysis suggests that research expectations should be supported by research grants, access to academic databases, reduced non-academic workload, mentoring, and institutional research support.

Administrative Workload

Implementation of academic reforms often increases documentation and reporting requirements. Credit management, student records, continuous assessment, academic planning, quality assurance, and regulatory compliance may add to the workload of faculty members. If teachers spend excessive time on administrative activities, their core responsibilities of teaching, research, mentoring, and innovation may suffer. Therefore, institutions need adequate non-teaching staff and digital administrative systems.

Unequal Institutional Capacity

Higher education institutions in India differ significantly in terms of financial resources, faculty strength, infrastructure, research facilities, and technological capability. Well-established universities may have greater capacity to introduce multidisciplinary programmes and research initiatives. Smaller and rural colleges may face financial and human resource constraints. This suggests that the implementation of NEP 2020 should consider institutional diversity. Additional support and capacity-building programmes are necessary to ensure equitable implementation.

Prospects for Faculty Stakeholders

Despite these challenges, NEP 2020 provides several important opportunities for faculty development and academic advancement.

Academic Innovation

Faculty members have greater opportunities to redesign curriculum and introduce innovative teaching practices. Teachers can integrate local issues, emerging technologies, industry practices, and contemporary social challenges into the learning process. This can improve the relevance of higher education and make the teaching profession more creative and dynamic.

Professional Development

The policy's emphasis on faculty development can encourage teachers to upgrade their professional competencies. Training in digital technology, innovative pedagogy, research, data analysis, and emerging disciplines can improve faculty effectiveness. Continuous learning can also create opportunities for career development and academic leadership.

Interdisciplinary Research

NEP 2020 encourages collaboration across disciplines. Faculty members can undertake joint research on complex issues such as sustainability, financial inclusion, entrepreneurship, rural development, artificial intelligence, social inequality, and digital transformation. Interdisciplinary research can improve the quality and relevance of academic work and increase opportunities for collaborative projects and research funding.

Stronger Industry and Community Linkages

Experiential learning and skill development can strengthen relationships between higher education institutions and external stakeholders. Faculty members can collaborate with industries, government agencies, voluntary organizations, and local communities. Such engagement can provide opportunities for internships, consultancy, applied research, and community-based projects.

Enhanced Faculty Role in Student Development

The policy provides faculty members with a broader role in mentoring and guiding students. Teachers can assist students in academic planning, career development, skill acquisition, entrepreneurship, and research. This can strengthen the student-faculty relationship and improve the overall quality of higher education.

Suggestions

1. Based on the analysis, the following measures are suggested:
2. Higher education institutions should conduct regular Faculty Development Programmes on NEP 2020 implementation.
3. ontinuous training should be provided in multidisciplinary teaching, digital pedagogy, curriculum development, research, and competency-based assessment.
4. Institutions should establish effective digital infrastructure and technical support systems.
5. Faculty workload should be rationalized to provide adequate time for teaching, research, mentoring, and professional development.
6. Research support should be strengthened through seed funding, research centres, access to databases, and collaborative opportunities.
7. Faculty members should be actively involved in curriculum planning and institutional decision-making.
8. Special financial and academic support should be provided to rural and resource-constrained higher education institutions.
9. Collaboration among universities, colleges, industries, and research institutions should be encouraged.
10. Faculty evaluation should adopt a balanced approach covering teaching, research, innovation, mentoring, and institutional contribution.
11. NEP implementation should be monitored continuously, with feedback from faculty stakeholders incorporated into policy and institutional reforms.

Conclusion

The National Education Policy 2020 has the potential to bring significant transformation to the Indian higher education system. Its emphasis on multidisciplinary learning, academic flexibility, technology, research, innovation, skill development, and holistic education represents a shift towards a more dynamic and learner-centred system. Faculty members are central to this transformation. They are responsible for translating policy objectives into classroom practices, research activities, curriculum innovations, and student development. However, the implementation of NEP 2020 presents significant challenges relating to professional preparedness, multidisciplinary competence, digital literacy, assessment reform, research expectations, administrative workload, and unequal institutional capacity. At the same time, the policy creates important prospects for academic innovation, professional development, interdisciplinary research, industry collaboration, and enhanced faculty participation in institutional development. The analysis indicates that NEP 2020 cannot achieve its objectives without strong faculty participation. Teachers should therefore be treated not merely as implementers of policy but as active partners in planning, decision-making, and educational transformation. Adequate training, infrastructure, research support, institutional autonomy, and workload management are essential for enabling faculty to perform their expanded roles effectively.

The future success of NEP 2020 in higher education will depend substantially on how effectively faculty stakeholders are prepared, empowered, motivated, and supported. A well-equipped and professionally competent faculty can convert the vision of NEP 2020 into meaningful educational outcomes and contribute significantly to the development of an inclusive, innovative, and globally competitive higher education system.

Acknowledgement

I would like to express my sincere gratitude to everyone who contributed to the successful completion of this research paper entitled "National Education Policy (NEP) 2020 in Higher Education: Challenges and Prospects for Faculty Stakeholders." The study examines the major provisions of NEP 2020 and their implications for faculty members, particularly in relation to multidisciplinary education, digital learning, professional development, research and innovation, assessment reforms, and institutional transformation.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Digital Literacy and Technological Empowerment of Women

Jadhav Rushikesh Madhukar
Research Student, Department of Economics, Shivaji University Kolhapur.

Manuscript ID:
IBMIIRJ -2026-030924

Submitted: 09 Aug 2026

Revised: 18 Aug 2026

Accepted: 06 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp 108-112

September 2026

Correspondence Address:
Jadhav Rushikesh Madhukar
Research Student, Department of Economics, Shivaji University Kolhapur.
Email: jrushikesh318@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

This exploration explores the vital part of digital knowledge and technological commission in enhancing women's profitable participation in India. As the digital geography evolves, women face both openings and challenges in penetrating digital fiscal services. Despite the adding relinquishment of mobile technology and digital payment systems, significant walls persist, including limited access to coffers, artistic morals, and low situations of fiscal knowledge. This study highlights the transformative eventuality of the Unified Payments Interface (UPI) as a tool for fiscal addition, enabling women to engage in profitable conditioning, manage ménage finances, and invest in their futures. Through a comprehensive literature review and analysis of secondary data, the exploration identifies crucial factors impacting women's digital knowledge and participation in fiscal requests. It underscores the necessity of targeted educational enterprise and probative architectures to ground the gender gap in digital chops. The findings reveal that empowering women through digital knowledge not only fosters individual profitable independence but also contributes to sustainable community development. Eventually, this exploration lawyers for a multi-stakeholder approach involving government, fiscal institutions, and civil society to produce an inclusive digital ecosystem. By prioritizing women's access to digital tools and coffers, we can unleash their eventuality as active actors in the digital frugality, driving broader profitable growth and gender equivalency in India.

Preface

UPI allows peer-to-peer and consumer-to-trafficker deals through mobile apps and e-commerce platforms. Women are less apprehensive in bearing digital deals than men. Women need a little redundant attention in prostrating sociocultural and internal walls that live in their use of digital banking and fiscal services. The UPI for Her action is a significant step in this direction. Launched in collaboration with Women's World Banking (WWB), this design embodies our combined commitment to enhancing women's engagement with digital payments. Since 2021, on an average approx. 30 million new demat accounts added every time nearly every 1 in 4 now, a women investor. Women's participation in stock requests across India is registering a steady increase, with Delhi arising as the frontrunner in terms of enrolment's, followed by Maharashtra and Tamil Nadu. Women participation in individual investor enrolment has shown a gradational increase since FY22. numerous brokerage enterprises have been reporting a substantial rise in demat account opened by women in the once one time. the rise in demat accounts among women is the fluently available online guiding modules on the requests and the ease of use when it comes to trading platforms. While it's promising that further women have opened demat accounts and have taken an active interest in both investments and trading, Indian women still have a long way to go. The significance of bridging gender peak cannot be exaggerated. Enhancing digital knowledge among women isn't only a matter of gender equivalency but also a pivotal step towards inclusive public development. When women are digitally knowledgeable, they're better equipped to pierce information, engage in profitable conditioning, share in governance, and ameliorate their quality of life.

Background

The availability and convenience of Digital Financial Services have eased women's engagement in profitable conditioning, from managing household finances to starting and spanning businesses, therefore contributing to their profitable commission. Economically empowered women are more likely to invest in their children's education and health, contributing to the sustainable development of their communities and nations.

Literature Review

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The Digital India plan in India aims to transfigure people into digital citizens, but challenges similar as lack of digital knowledge, poor structure, slow internet connections, and duty enterprises hamper its effective perpetration.

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How to cite this article:
Jadhav Rushikesh Madhukar. (2026). Digital Literacy and Technological Empowerment of Women. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 108-112.

A study at Karnatak University set up that female postgraduate scholar had low situations of digital knowledge. tutoring digital knowledge to women is pivotal, as the healthcare assiduity is known for its large number of women contributing to the sector's profitability and character.

Cogent Economics & Finance 2024

The results indicate that bettered fiscal knowledge markedly increases women's utilisation of digital fiscal services, hence easing their profitable liberation. DFS is a vital conciliator in the connection between fiscal knowledge and eco nomic commission, pressing the necessity for cohesive measures that enhance fiscal addition. The exploration highlights the connections among these aspects, furnishing significant perceptivity for development interpreters, fiscal institutions, and governments seeking for inclusive profitable growth and gender equivalency. Journal of Innovation and Entrepreneurship 2024 The analysis of relinquishment rates among different demographic groups grounded on age, gender, and occupation demonstrated variations in relinquishment rates, with youngish individualities and those involved in professional or entrepreneurial occupations having advanced relinquishment rates compared to aged individualities and those in withdrawal or husbandry occupations. The analysis of friction and retrogression analysis further supported the influence of demographic factors on the relinquishment rate of digital technology. Age group, gender, and occupation were set up to be significant predictors of the relinquishment rate, suggesting that these factors play a part in impacting the liability of espousing digital technology among the population. IPE Journal of Management 2024 The exploration has underlined the patient gender gap in fiscal knowledge, revealing that women, on average, retain lower situations of fiscal knowledge compared to men. This gap is told by colourful factors, including educational difference, artistic morals, and limited access to fiscal coffers. Despite these challenges, the findings constantly demonstrate the positive correlation between fiscal knowledge and women's commission. fiscal knowledge isn't simply about understanding fiscal generalities; it's a catalyst for women's profitable independence, increased decision- making power, and bettered overall well-being. Charu Bansal and Pradeep Kumar Misra (Dec 2021) findings of the study revealed that with the improvement in the digital literacy terrain of the scholars improves their digital knowledge in all the four confines of functional chops, cerebral chops, critical chops, and ethical chops. also, the performance of boys varies vastly under the varied digital literacy gests whereas the girls' performance shows no major variation. The present study linked that the current status of the maturity of the scholars is at good and veritably good position but still none of them outperformed and done exceptionally well in terms of their digital knowledge.

Research Gap

Despite the growing body of literature on women's digital literacy and financial empowerment, significant gaps remain that warrant further investigation. Existing studies primarily focus on the overall technological empowerment of women across various sectors, often overlooking the nuanced experiences and specific barriers faced by women in different socio-economic contexts.

future research can contribute to a more comprehensive understanding of the barriers and facilitators of women's digital literacy and economic empowerment, ultimately guiding effective policy and practice aimed at fostering gender equality in the digital economy and financial empowerment of women.

Problem Statement

Despite the potential benefits, women at different circumstances face significant barriers to digital literacy and technological empowerment.

Objectives

This study aims to analyze the current state of digital literacy among women, the impact of technological empowerment on their economic activities and the significant role of UPI.

1) To study the significant role of adoption of UPI in empowerment of woman.
2) To study the women participation in investment in financial markets and products like F&O etc.

Research Methodology

The research methodology will involve the utilization of secondary data obtained from various sources such as literature, academic studies, reports, and datasets that focus on women's financial & digital literacy empowerment. By leveraging these secondary sources, the study aims to gain valuable insights into different aspects related to financial & digital literacy among women, including the factors influencing empowerment and the effectiveness of various interventions.

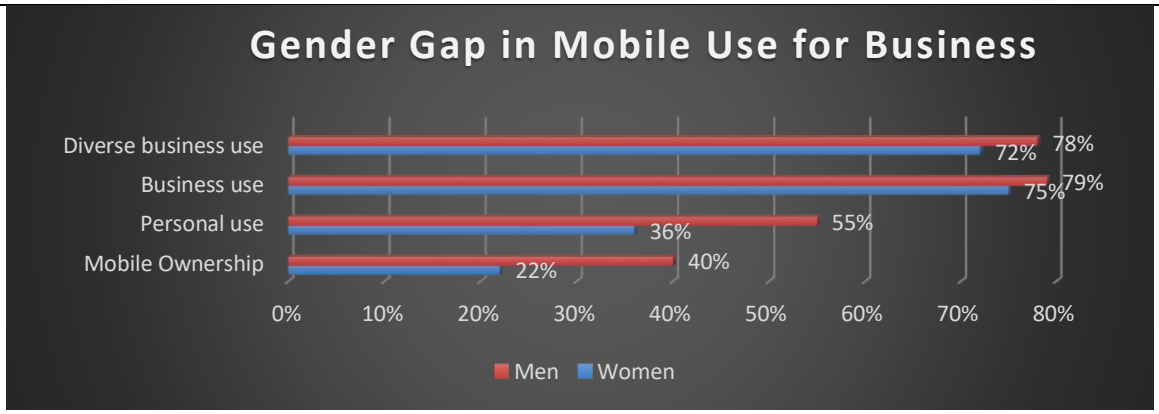
Significant role of participation in UPI adoption of women

UPI is transformative in driving women's financial inclusion:

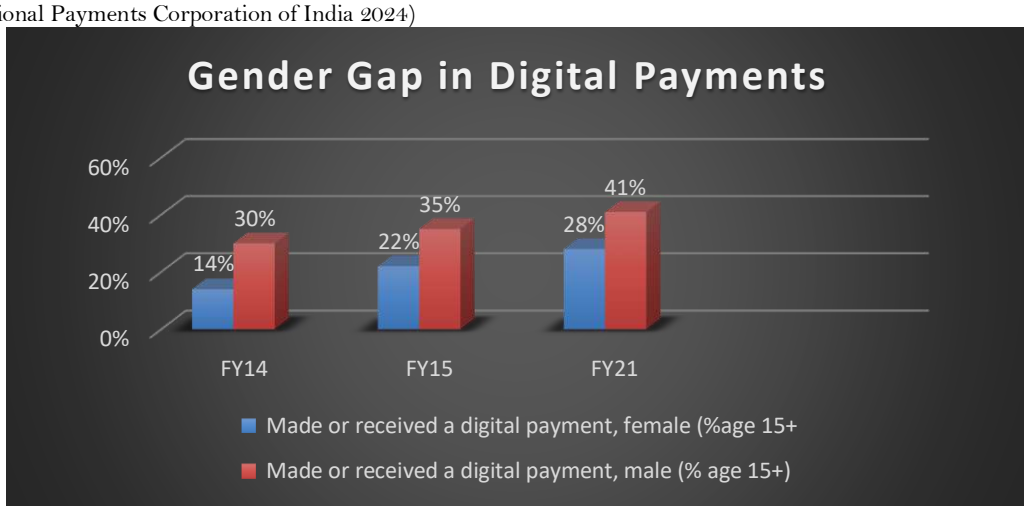
UPI's fast, convenient, and accessible nature has unlocked new opportunities for economic empowerment, such as simplifying bill payments, reducing cash handling, formalizing incomes, and establishing credible transaction histories and creditworthiness. This impact is evident in the growth in UPI transactions in India, which surged from INR 920 million (USD 11.08 million) in FY 2017–18 to INR 83750 million (USD 1.01 billion) in FY 2022–23, reflecting a CAGR of 147%. The value of UPI transactions reached INR 80.79 trillion (USD 96,287) across approximately 55.66 billion transactions in the first four months of FY 2024–25.

UPI facilitates direct benefit transfers, which ensures government subsidies reach women directly, it also enables women entrepreneurs to easily and securely accept payments and expand their businesses

In India, women's mobile internet adoption increased to 37% in 2023 (from 30% in 2022), narrowing the gender gap from 40% to 30%. This presents a unique opportunity to boost women's adoption of digital payments. UPI's simplicity and reach can effectively serve underserved women, gradually breaking societal norms and encouraging their participation in household financial decisions. As UPI continues to evolve, it has the potential to bridge the gender gap in financial inclusion, empowering millions of Indian women both economically and socially. Current situation in gender disparities in digital literacy by means of mobile uses is as follows:



Source: (National Payments Corporation of India 2024)

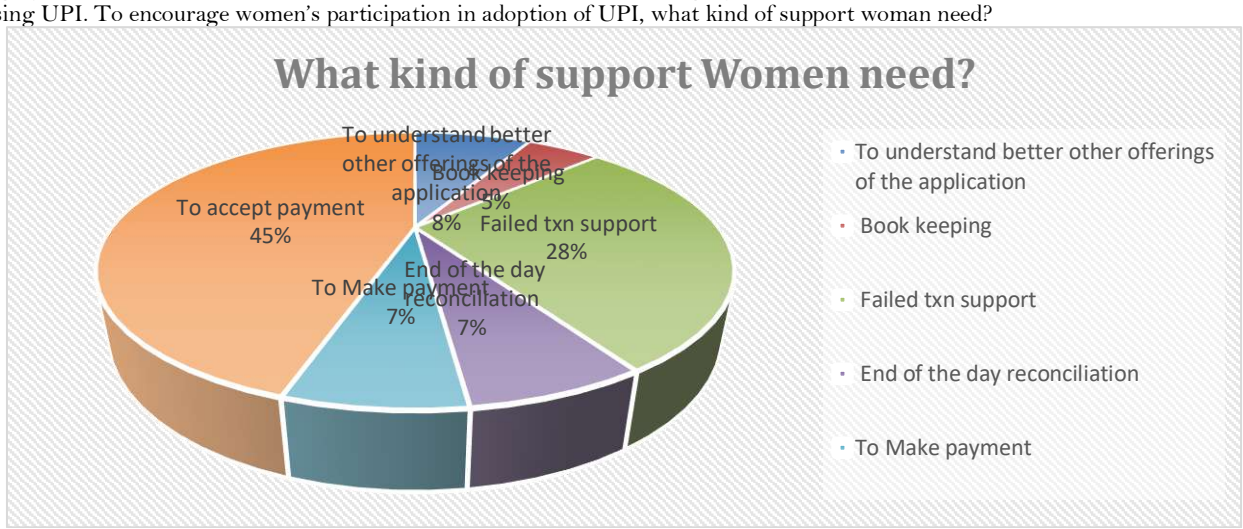


Source: (National Payments Corporation of India 2024)

Women's UPI adoption will have huge potential in coming days because of the India's addressable women human resource:

Of the 536 million women in the age group of 15 years and older, 37% report using mobile internet (GSMA, 2024), making the addressable women's market for internet-based UPI solutions 200 million strong. However, this market segment is not homogenous: significant variety in the demographics arises from factors like geography (i.e., urban vs. rural areas) and economic activity status.

Of the 200 million women in India who own smartphones, nearly one-third are economically active representing a vast, untapped market ready to thrive in the digital financial ecosystem. To unlock this potential, we must understand their needs, design tailored solutions, and deliver these solutions with intention. Women in the Explorers category are the early adopters of UPI; they are highly capable and motivated. Women in the Fierce Conservative category are quite the opposite, with immense limitations to using UPI. To encourage women's participation in adoption of UPI, what kind of support woman need?



Source: (Women's World Banking 2024)

Migrating active women UPI clients toward digital savings and investments

Active UPI druggies are open to exploring indispensable use cases like digital savings and investments and take conditional way in this direction. LXME is India's First Financial Platform for women in India and their end is to make women financially intrepid by enabling them with tools and coffers to be plutocrat-smart and confident. The LXME platform provides an uncomplicated app/ interface for women to help them make wealth with a wide array of gold and time- grounded baskets of collective fund portfolios

curated by experts. 52 of druggies shifted from other payment styles to UPI after introducing the UPI point on the LXME digital platform. Starting with Small and Easy Investments LXME runs savings challenges for women in their digital communities to encourage women to take their first step into digital investments. UPI is an enabler for the LXME platform to attract and engage digitally apprehensive women into investments and helps them grow into a sustained habit because of the ease of use and convenience.

Participation in Investing through Demat Account Registration

Women are clearly at better positioned than men to understand pitfalls, the proportion of women dealers in the equity derivations member has reduced between FY22 and FY24 and, If a rearmost analysis by the Securities and Exchange Board of India (Sebi) is anything to go by. In the span of two times, the proportion of womanish F&O dealers in FY24 has reduced to 13.7 percent from 14.9 percent in FY22, said a Sebi study dated September 23. In terms of average profit and loss, the average net losses by womanish dealers were fairly lower as compared to manly dealers. In FY24, the womanish dealers made an average per person loss of Rs 75,973. The same number for men dealers was Rs 88,804.

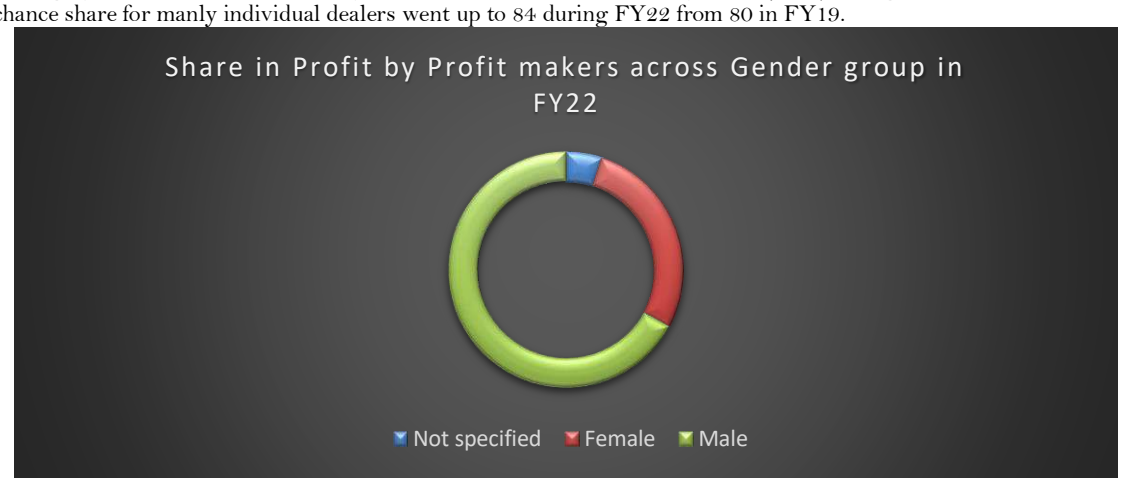


Source: SEBI Report (2022)

Compliances

• The trading by individual dealers in equity F&O member were dominated by males (> 80) during both the times.

• The chance share for manly individual dealers went up to 84 during FY22 from 80 in FY19.



Source: SEBI Report (2022)

Compliances

• During FY22, ladies had nearly 28 share in profit and men are dominating profit by 67, as well as 5 profit makers aren't specified.

Conclusion

The exploration underscores the critical part of digital knowledge and technological commission in advancing women's profitable participation in India. Despite significant progress in mobile internet relinquishment and the adding use of digital fiscal services, substantial walls remain that hamper women's full engagement in the digital frugality. The findings reveal that enhancing digital knowledge isn't simply a matter of gender equivalency; it's a vital catalyst for profitable commission, enabling women to manage finances, invest in their futures, and contribute to their communities. The relinquishment of Unified Payments Interface (UPI) has surfaced as a transformative tool, easing direct benefit transfers and enabling women entrepreneurs to conduct deals securely and efficiently. still, to unleash the full eventuality of these digital tools, targeted interventions are necessary. This includes acclimatized educational programs that address the specific requirements and challenges faced by women, particularly those in underserved communities. also, fostering an inclusive digital ecosystem requires collaboration among government bodies, fiscal institutions, and civil society to produce probative architectures that promote digital knowledge. By bridging the gender gap in digital chops and fiscal knowledge, we can empower women to take charge of their profitable fates, thereby contributing to sustainable development and inclusive growth. In conclusion, investing in women's digital knowledge and technological commission isn't only essential for achieving gender equivalency but also for driving broader profitable progress. As we move forward, it's imperative to prioritize enterprise that enhance women's access to digital tools and coffers, icing that they're equipped to thrive in an decreasingly digital world.

Acknowledgement
I would like to express my sincere gratitude to everyone who contributed to the successful completion of this research paper entitled "Digital Literacy and Technological Empowerment of Women." The study explores the importance of digital literacy and technological empowerment in enhancing women's economic participation, financial inclusion, and independence in India.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

A Study of the Accounting System Adopted by Street Vendors in Selected Urban Areas of Kolhapur District

Dr. Toufik H. Naykawade
Asst. Professor,Radhanagari Mahavidyalaya Radhanagari

Manuscript ID:
IBMIIRJ -2026-030925

Submitted:15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 113-116

September 2026

Correspondence Address:
Toufik H. Naykawade
Asst. Professor,Radhanagari Mahavidyalaya Radhanagari
Email: tnaykawade@gmail.com

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Abstract

In the urban area street vendors are playing crucial role in employment generation in urban area. Researcher have curiosity about How adopting accounting system by street vendors? Effective accounting system helps to profit maximization. Therefore researcher studying through objectives of to study the accounting practices followed by street vendors and to examine the methods used for recording income and expenses. Researcher has conveniently selected 50 respondents from urban areas. The primary data has been collected by using questionnaire schedule. The study is descriptive nature. The findings show that respondents generally reported moderate to high levels of accounting record-keeping practices. Pearson correlation analysis indicates a very weak negative relationship between accounting record-keeping and average daily sales.

Keywords: *Street Vendors, Accounting Practices, Record-Keeping, Business Performance, Daily Sales, Daily Profit, Urban Economy*

Introduction

Street vending is an important component of the urban informal economy. Street vendors provide a variety of goods and services to consumers and create opportunities for self-employment. They operate with relatively small amounts of capital and generally depend on daily sales and cash flows for the continuation of their businesses. Accounting information is important for every business, irrespective of its size. Proper accounting records enable business owners to identify income, expenses, investment, stock position and profit or loss. For small businesses, systematic record-keeping can also assist in controlling unnecessary expenditure and making appropriate business decisions. Street vendors, however, often operate their businesses using simple methods of recording transactions, in some cases, without maintaining formal records. Their business activities may involve daily purchases, daily sales, operating expenses, investment and credit transactions. In such circumstances, proper accounting records may provide useful information for assessing business performance. The present study therefore focuses on the accounting system and record-keeping practices adopted by street vendors in urban areas. It also examines whether accounting record-keeping is significantly associated with business performance measured through average daily sales and average daily profit.

Problem of the Study-

Street vendors conduct numerous transactions on a daily basis, including purchases, sales and business expenses. However, small-scale vendors may not always maintain systematic records of these transactions. The absence of proper accounting records may make it difficult to determine actual income, expenses and profitability. Therefore, the present study attempts to examine the accounting system adopted by street vendors and to determine whether accounting record-keeping is significantly related to their business performance.

Objectives of the Study

To study the accounting practices followed by street vendors in urban areas.

4. Hypothesis of the Study

(H_0) = There is no significant relationship between accounting record-keeping and business performance of street vendors.

Research Methodology:

Research Design

The study is descriptive in nature. It examines accounting practices adopted by street vendors and analyses the relationship between accounting record-keeping and selected measures of business performance.

Sources of Data

The study is based primarily on primary data. Primary data were collected from street vendors through a structured questionnaire schedule. The uploaded study specifies a sample of 50 respondents from urban areas of Kolhapur district.

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How to cite this article:
Toufik H. Naykawade. (2026). A Study of the Accounting System Adopted by Street Vendors in Selected Urban Areas of Kolhapur District. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 113-116

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Sampling Method

The researcher selected 50 street vendors from urban areas for the purpose of the study.

Data Collection Instrument

A structured questionnaire schedule was used to collect information regarding monthly income, monthly expenditure, investment, average daily sales, average daily profit and accounting record-keeping practices.

Data Analysis

The collected data were analyzed using descriptive statistical techniques such as frequency, percentage and mean. Pearson's Product-Moment Correlation Coefficient was used to examine the relationship between Accounting Record-Keeping Score and selected measures of business performance.

Table No.1
Monthly income from trade

Sr. No.	Particular	Frequency	%
1	Rs. 1 - 10,000	7	14
2	Rs. 10,001-20,000	23	46
3	Rs. 20,001-30,000	13	26
4	Rs. 30,001-40,000	4	8
5	Rs. 40,001-50,000	1	2
6	Rs. 50,001-60,000	2	4
7	Rs. 60,001 and above	0	0
Total		50	100

(**Source-** Field Survey)

The study indicates that the largest proportion of respondents reported monthly income from trade in the range of Rs. 10,001–20,000**,** accounting for 46% of respondents. This was followed by respondents earning Rs. 20,001–30,000, representing 26%. Fourteen percent of respondents reported monthly income between Rs. 1–10,000, while 8% reported income between Rs. 30,001–40,000. A small proportion reported income between Rs. 40,001–50,000 and Rs. 50,001–60,000. No respondent reported monthly income of Rs. 60,001 and above.

Table No.2
Monthly expenditure for trade in Rs.

Sr. No.	Particular	Frequency	%
1	Rs. 1 - 5,000	1	2
2	Rs. 5,001-10,000	21	42
3	Rs.10,001-15,000	16	32
4	Rs. 15,001-20,000	2	4
5	Rs.20,001-25,000	2	4
6	Rs. 26,001-30,000	4	8
7	30,001 and above.	4	8
Total		**50**	100

(**Source-** Field Survey)

The findings show that 42% of respondents reported monthly business expenditure between Rs. 5,001–10,000, followed by 32% whose expenditure was between Rs. 10,001–15,000. Eight percent reported expenditure of Rs. 26,001–30,000 and 8% reported expenditure of Rs. 30,001 and above.

Table No.3
Average daily sales of street vendors.

Sr. No.	Particular	Frequency	%
1	Rs. 1 – 500	6	12
2	Rs. 501-1000	16	32
3	Rs.1,001-1,500	15	30
4	Rs. 1,501-2,000	8	16
5	More than 2,000	5	10
Total		50	100

(**Source-** Field Survey)

The average daily sales of the respondents indicate that the largest group, representing 32%, reported daily sales between Rs. 501–1,000. Thirty percent reported daily sales between Rs. 1,001–1,500, while 16% reported sales between Rs. 1,501–2,000. Ten percent reported sales above Rs. 2,000 and 12% reported sales up to Rs. 500.

Table No.3
Average daily Profit of street vendors.

Sr. No.	Particular	Frequency	%
1	Rs. 1 – 400	12	24
2	Rs. 401-800	26	52
3	Rs.801-1,200	9	18
4	Rs. 1,201-1,600	3	6
5	Rs. 1,601-2,000	0	0
Total		50	100

(**Source-** Field Survey)

The majority of respondents, representing 52%**,** reported average daily profit between Rs. 401–800. Eighteen percent reported profit between Rs. 801–1,200, while 24% reported profit up to Rs. 400. Only 6% reported average daily profit between Rs. 1,201–1,600.

Table No. 4

Accounting Practices of Street Vendors

Sr. No.	Particular	SD	D	N	A	SA	Mean
		f	*f*	*f*	*f*	*f*	
1	I update my business records regularly	2	4	15	17	12	3.66
2	I maintain a daily record of my business sales.	3	4	11	19	13	3.70
3	I maintain records of purchases made for my business.	2	3	9	22	14	3.94
4	I can easily determine the total income and expenses of my business.	2	6	8	20	14	3.85
5	I keep proper records of my daily business expenses.	1	3	14	24	8	3.70
6	I regularly check and record the stock available in my business.	3	3	9	21	14	3.84
7	I calculate my business profit or loss regularly.	3	7	8	20	12	3.68
8	I maintain record of Investment	1	4	13	21	11	3.80
9	I keep bills and receipts related to my business purchases.	4	6	15	13	12	3.52
10	Maintaining proper accounts helps me make better business decisions.	3	4	13	14	16	3.76

(**Source -** Field Survey) (SD= Strongly Disagree D= Disagree N= Neutral A= Agree SA= Strongly Agree)

The mean scores range from 3.52 to 3.94. The highest mean score was recorded for maintaining records of purchases made for the business (3.94)**,** followed by the ability to determine total income and expenses (3.85) and recording available stock (3.84). The lowest mean score was recorded for keeping bills and receipts related to business purchases (3.52)**.** The overall pattern indicates that respondents reported relatively favorable accounting record-keeping practices.

Limitations of the Study

1) The study was conducted with a relatively limited sample of 50 street vendors.
2) The study was restricted to selected street vendors in urban areas.

Hypothesis Testing

H0: There is no significant relationship between accounting record-keeping and business performance of street vendors.

To examine the relationship between accounting record-keeping and business performance of street vendors, Pearson's Product-Moment Correlation Coefficient was employed. Accounting Record-Keeping Score (ARK Score) was correlated with average daily sales and average daily profit as measures of business performance. The analysis was conducted for 50 respondents at a 5% level of significance. The results indicate that there is a very weak negative correlation between accounting record-keeping and average daily sales ($r = -0.026$, $p = 0.855$)**.** The significance value is greater than 0.05, indicating that the relationship is statistically insignificant. Thus, the analysis does not provide sufficient evidence to conclude that accounting record-keeping is significantly associated with the average daily sales of street vendors. Similarly, the analysis reveals a weak positive correlation between accounting record-keeping and average daily profit ($r = 0.190$, $p = 0.186$)**.** Although the positive correlation suggests that better accounting record-keeping tends to be associated with higher average daily profit, the relationship is statistically insignificant because the p-value (**0.186**) is greater than the 0.05 significance level.

Therefore, the findings indicate that accounting record-keeping does not have a statistically significant relationship with the selected measures of business performance among the surveyed street vendors. Accordingly, the null hypothesis (H_0), which states that there is no significant relationship between accounting record-keeping and business performance of street vendors, is not rejected, while the alternative hypothesis (H_1) is not supported by the present data.

Conclusion-

Accounting record-keeping is an important component of business management because it provides information about sales, purchases, expenses, investment, stock and profitability. The present study examined accounting practices among 50 street vendors in urban areas and analyzed their relationship with selected indicators of business performance. The findings indicate that street vendors follow a number of accounting record-keeping practices, particularly in relation to recording purchases, determining income and expenses, maintaining stock records and recording investments. However, the practice of maintaining bills and receipts requires comparatively greater attention. The Pearson correlation analysis did not reveal a statistically significant relationship between accounting record-keeping and average daily sales or average daily profit. Although accounting record-keeping showed a weak positive association with average daily profit, this relationship was not statistically significant.Therefore, the findings suggest that, within the surveyed sample, accounting record-keeping alone does not significantly explain differences in the selected measures of business performance. Other factors such as business type, location, customer demand, experience, working hours, pricing practices and market conditions may also influence the performance of street vendors. Nevertheless, systematic accounting records remain useful for small businesses because they can help vendors understand their financial position, monitor expenses, assess profitability and make informed business decisions.

Acknowledgement
I would like to express my sincere gratitude to everyone who contributed to the successful completion of this research paper entitled "A Study of the Accounting System Adopted by Street Vendors in Selected Urban Areas of Kolhapur District." The study examines the accounting practices followed by street vendors, particularly their methods of recording income, expenses, purchases, investments, sales, stock, and profitability.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Importance and Role of Sports in NEP 2020

Dr. Leena Bhimarao Patil
Director of Physical Education
Smt. Mathubai Garware Kanya Mahavidyalaya
Sangli, Maharashtra, India

Manuscript ID:
IBMIIRJ -2026-030926

Submitted: 15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 117-120

September 2026

Correspondence Address:
Leena Bhimarao Patil
Director of Physical Education
Smt. Mathubai Garware Kanya Mahavidyalaya
Sangli, Maharashtra, India

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 represents a significant transformation in India's education system, with a strong emphasis on holistic, multidisciplinary and learner-centred education. An important aspect of this transformation is the recognition of sports and physical education as essential components of the educational process rather than merely extracurricular activities. NEP 2020 acknowledges that education should contribute to the physical, intellectual, emotional, social and ethical development of learners. Sports provide an effective means of achieving these objectives by promoting physical fitness, mental well-being, discipline, teamwork, leadership, confidence, resilience and sportsmanship. This paper examines the importance and role of sports in the context of NEP 2020 and discusses how the effective integration of sports into education can contribute to the development of healthy, skilled, confident and responsible citizens.

Keywords: *NEP 2020, Sports, Physical Education, Holistic Development, Fitness, Sportsmanship, Youth Development, Education*

Introduction

Education is not merely the acquisition of academic knowledge. It is a process of developing an individual's physical, intellectual, emotional, social, moral and creative abilities. Recognising this broader purpose of education, the National Education Policy (NEP) 2020 introduces a holistic and multidisciplinary approach to learning.Within this framework, sports and physical education have gained greater importance. NEP 2020 seeks to integrate sports and physical activities into the educational process and encourages learners to develop healthy and active lifestyles.Sports provide students with opportunities to learn through experience. Participation in team games develops cooperation, communication and leadership, while individual sports encourage self-discipline, determination and perseverance. Sporting experiences also teach students to handle success and failure, follow rules and respect others.

Objectives of the Paper

The major objectives of this paper are:

1. To examine the importance of sports in the context of NEP 2020.
2. To understand the contribution of sports to holistic student development.
3. To analyse the role of physical education in promoting health and well-being.
4. To examine how sports contribute to life skills, leadership and character development.
5. To identify challenges in implementing sports education effectively.
6. To suggest measures for strengthening sports under NEP 2020.

NEP 2020 and the Concept of Holistic Education

NEP 2020 moves beyond an education system primarily focused on academic achievement and examinations. It promotes the development of well-rounded individuals with knowledge, skills, values and competencies.

The policy emphasises the development of:

- Physical and motor abilities
- Cognitive and intellectual abilities
- Social and emotional skills
- Creativity and critical thinking
- Communication and collaboration
- Leadership qualities
- Ethical and moral values
- Healthy lifestyle habits

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How to cite this article:
Leena Bhimrao Patil. (2026). Importance And Role of Sports in NEP 2020. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 117-120.

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Sports naturally support these objectives. Physical activity combined with education can help students develop both body and mind and can make the educational experience more meaningful and practical.

Importance of Sports in Education

Physical Fitness and Health

Sports are an important means of improving physical fitness. Regular participation develops strength, endurance, flexibility, balance, coordination and motor skills.

In today's increasingly sedentary lifestyle, encouraging children and young people to participate in physical activities is particularly important. Sports can help establish healthy habits at an early age and contribute to long-term health and well-being.

Mental and Emotional Well-being

Sports contribute significantly to mental and emotional development. Physical activity can help students manage stress, improve concentration and develop emotional resilience.

Competitive situations teach students how to cope with pressure, disappointment and failure. Such experiences can help students develop confidence and a positive attitude towards challenges.

Discipline and Time Management

Sports require regular practice, punctuality, commitment and adherence to rules. Students learn that achievement requires consistent effort and discipline.

Students who balance academic responsibilities with sports also develop valuable time-management and organisational skills.

Teamwork and Cooperation

Team sports teach students how to work together towards a common objective. Players learn communication, cooperation, mutual support and responsibility.

These qualities are useful not only in sports but also in higher education, professional life and society.

Leadership Development

Sports create opportunities for students to develop leadership qualities. Captaining a team, making decisions during a competition, motivating teammates and accepting responsibility can help develop confident and responsible leaders.

Character Building

Sports promote values such as:

- Honesty
- Fair play
- Respect
- Responsibility
- Perseverance
- Self-control
- Sportsmanship
- Respect for rules

These values contribute to character formation and responsible citizenship.

Role of Sports in NEP 2020

5.1 Sports as an Integral Part of Holistic Education

NEP 2020 recognises that education must address multiple dimensions of human development. Therefore, sports should not be regarded merely as an extracurricular activity.

Physical education, sports, arts, vocational education and academic learning can complement one another in developing well-rounded learners.

Integration of Physical Education

The policy encourages the integration of physical education into the broader curriculum. This approach ensures that physical development receives appropriate attention alongside intellectual development.

Regular physical activity can become a meaningful part of students' daily educational experience.

Sports and Experiential Learning

Sports are an excellent example of experiential learning. Students learn by participating, practising, making decisions and responding to real situations.

For example, a student playing a team game experiences teamwork and leadership directly rather than simply reading about these concepts in a textbook.

Development of 21st-Century Skills

Sports contribute to several skills required in modern education and employment, including:

- Communication
- Collaboration
- Critical thinking
- Decision-making
- Leadership
- Problem-solving
- Adaptability
- Goal-setting

- Self-confidence

Thus, sporting activities can complement the broader skill-development objectives of NEP 2020.

Promotion of Healthy Lifestyles

NEP 2020 places importance on health and well-being. Sports provide a practical mechanism for promoting active and healthy lifestyles.

Through sports, students can develop greater awareness of physical fitness, nutrition, personal hygiene, rest and overall well-being.

Identification and Development of Sporting Talent

Greater emphasis on sports within educational institutions can help identify sporting talent at an early age.

Schools and colleges can provide opportunities for talented students to receive appropriate coaching, participate in competitions and pursue sporting excellence alongside academic education.

Inclusive Education through Sports

Sports can bring together students from different social, economic and cultural backgrounds. Sporting activities can therefore promote equality, cooperation and social integration.

Inclusive and adapted sports can also provide meaningful opportunities for students with disabilities to participate and demonstrate their abilities.

Sports and Academic Development

There is often a misconception that participation in sports negatively affects academic performance. A balanced approach to sports and studies can instead support academic development.

Physical activity may contribute to concentration, alertness, discipline and emotional balance. Participation in sports also teaches students to set goals, manage time and work consistently towards improvement.

NEP 2020 promotes a broader understanding of educational achievement in which students are encouraged to develop multiple abilities rather than being evaluated solely through examination marks.

Role of Teachers and Educational Institutions

The successful implementation of sports under NEP 2020 requires active participation from educational institutions, teachers, parents and the wider community.

Educational institutions should:

1. Provide adequate playgrounds and sports facilities.
2. Encourage participation by all students.
3. Appoint qualified physical education teachers and coaches.
4. Organise regular sports activities and competitions.
5. Provide equal opportunities to boys and girls.
6. Promote inclusive sports for students with disabilities.
7. Balance academic learning with physical activities.
8. Identify and support talented athletes.
9. Promote fair play and sportsmanship.
10. Create awareness about fitness, nutrition and healthy living.

Physical Education teachers have a particularly important role in implementing these objectives. They can act not only as instructors but also as mentors who encourage students to adopt lifelong habits of physical activity.

Challenges in Implementing Sports under NEP 2020

Although NEP 2020 provides greater recognition to sports, several challenges may affect its effective implementation.

Lack of Infrastructure

Many schools and colleges, particularly in rural and economically disadvantaged areas, may lack adequate playgrounds, equipment and sports facilities.

Shortage of Qualified Professionals

Effective sports education requires trained physical education teachers, coaches and other sports professionals.

Academic Pressure

Examination-oriented practices may result in sports and physical education receiving insufficient time and attention.

Unequal Access

Students may have different levels of access to sports facilities depending on their geographical and socioeconomic circumstances.

Gender and Social Barriers

Social attitudes and cultural barriers may restrict participation of girls or students from disadvantaged communities.

Limited Awareness

Some parents and institutions may continue to consider sports less important than academic subjects. Changing this perception is necessary for successful implementation.

Suggestions for Effective Implementation

The following measures can strengthen the role of sports under NEP 2020:

- Develop and maintain sports infrastructure in educational institutions.
- Ensure regular physical activity as part of the school and college routine.
- Recruit and train qualified physical education teachers.
- Promote both traditional Indian games and modern sports.
- Establish partnerships with local sports clubs and organisations.
- Provide scholarships, awards and recognition to talented athletes.

- Ensure equal opportunities for girls and boys.
- Develop inclusive sports programmes for students with disabilities.
- Make use of community playgrounds and public sports facilities where institutional facilities are limited.
- Organise inter-school, inter-collegiate, district, state and national competitions.
- Encourage parents to recognise the educational and developmental value of sports.
- Use appropriate technology for fitness assessment, performance monitoring and sports education.

Sports, Youth Development and Nation Building

Sports can play an important role in nation building by developing healthy, disciplined, confident and responsible citizens.
Sporting participation creates opportunities for young people to develop leadership, cooperation, resilience and a sense of responsibility. Successful athletes can also inspire younger generations and contribute to national pride.
At the grassroots level, sports can promote social inclusion and provide young people with constructive opportunities to develop their abilities.
The ultimate objective of NEP 2020 is not merely to produce students who perform well in examinations but to develop capable individuals who can contribute meaningfully to society. Sports can make a substantial contribution to achieving this vision.

Conclusion

The National Education Policy 2020 represents a major shift towards holistic, multidisciplinary and learner-centred education. Within this framework, sports and physical education have an important role in developing the complete personality of learners.Sports contribute to physical fitness, mental well-being, discipline, teamwork, leadership, confidence, resilience and character development. They also provide valuable opportunities for experiential learning and the development of essential life skills.
Therefore, sports should not be treated merely as an extracurricular activity. They should become an integral and meaningful component of the educational journey envisaged by NEP 2020.A balanced combination of **academic knowledge, physical fitness, skills, values and character** can help create healthy, confident, disciplined and responsible citizens. Giving sports an appropriate and prominent place in education is consequently essential for achieving the vision of **NEP 2020 and building a healthier, stronger and more capable India**.

Acknowledgement

I would like to express my sincere gratitude to everyone who contributed to the successful completion of this research paper entitled "Importance and Role of Sports in NEP 2020." The paper examines the significance of sports and physical education in promoting holistic development, physical fitness, mental well-being, discipline, teamwork, leadership, confidence, resilience, and character among learners.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Technology Adoption and Operational Efficiency of Public Sector Banks in Maharashtra: A NEP 2020 Perspective

Pooja S. Khanjire[1], Dr.Avinash Ghadage[2]
[1,2]Research Scholor Dr.D.Y.Patil vidyapeeth,Pimpri,Pune.

Manuscript ID:
IBMIIRJ -2026-030927

Submitted: 15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp121-122

September 2026

Correspondence Address:
Pooja S. Khanjire
Research Scholor Dr.D.Y. Patil Vidyapeeth, Pimpri, Pune

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

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Abstract

Technology has become an important driver of operational efficiency in the Indian banking sector. Public sector banks (PSBs) are increasingly adopting digital banking, artificial intelligence, data analytics, mobile banking, automation and digital payment systems to improve service quality and reduce operating costs. This paper examines the relationship between technology adoption and operational efficiency of PSBs in Maharashtra from the perspective of the National Education Policy (NEP) 2020, particularly its emphasis on digital infrastructure, technological skills, innovation and continuous learning. The study proposes that effective technology adoption, supported by digitally skilled employees and continuous training, can improve productivity, reduce transaction time and enhance service delivery. The paper develops a conceptual framework linking NEP 2020-oriented skills and technology adoption with operational efficiency. It concludes that technology investment should be accompanied by employee reskilling, digital literacy and organizational readiness for sustainable efficiency gains.

Keywords: *Technology Adoption, Public Sector Banks, Operational Efficiency, NEP 2020, Digital Banking, Digital Skills, Maharashtra.*

Introduction

The Indian banking sector has experienced rapid technological transformation through core banking, mobile banking, internet banking, UPI, artificial intelligence, cloud computing and data analytics. Public sector banks have increasingly adopted these technologies to improve productivity, customer service and operational efficiency.NEP 2020 emphasizes technology ntegration, digital infrastructure, innovation and development of skills relevant to emerging technologies. These priorities are relevant to banking because successful digital transformation depends not only on technological infrastructure but also on employees possessing appropriate digital competencies.Maharashtra, being an important financial and commercial centre, provides an appropriate context for studying technology adoption in PSBs. This paper therefore examines how technology adoption and technology-oriented employee skills may contribute to operational efficiency in PSBs in Maharashtra.

Review of Literature

Previous studies indicate that digital technologies can improve banking efficiency by reducing transaction costs, processing time and dependence on physical branches. Studies on Indian banking have also identified digitalization, information technology and innovation as important determinants of bank performance and service quality.RBI research has highlighted the growing importance of information technology infrastructure and digital systems in banking operations. Government banking reforms, including the EASE framework, have also emphasized technology and data-driven banking, customer service, risk management and organizational capabilities.However, limited research directly connects technology adoption, employee digital skills and operational efficiency of PSBs in Maharashtra with the broader technology and skill-development orientation of NEP 2020. This study attempts to address this gap.

Objectives of the Study

1. To examine the extent of technology adoption in selected public sector banks in Maharashtra.
2. To study the relationship between technology adoption and operational efficiency.
3. To examine the role of employee digital skills and training in technology adoption.
4. To develop a conceptual framework linking NEP 2020, technology adoption and banking efficiency.

Hypotheses

H1: Technology adoption has a significant positive impact on the operational efficiency of public sector banks in Maharashtra.

H2: Digital infrastructure has a significant positive relationship with operational efficiency.

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How to cite this article:
Pooja S. Khanjire, r. Avinash Ghadage. (2026). Technology Adoption and Operational Efficiency of Public Sector Banks in Maharashtra: A NEP 2020 Perspective. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 121-122.

H3: Employee digital skills and training significantly influence effective technology adoption.
H4: Technology adoption significantly improves the quality and speed of banking services.

Theoretical Framework

The study is based on the **Technology–Organization–Environment (TOE) framework**, complemented by the **Technology Acceptance Model (TAM)** and the human-capital perspective.
The proposed framework is:
NEP 2020 Orientation
Digital Skills + Training + Innovation + Digital Infrastructure
Technology Adoption
Mobile Banking + Internet Banking + AI + Data Analytics + Automation + Digital Payments
Operational Efficiency
Lower Cost + Faster Service + Higher Productivity + Better Customer Service
The framework assumes that technology produces greater efficiency when employees have the skills and organizational support required to use it effectively.

Conclusion

Technology adoption is increasingly essential for improving the operational efficiency of public sector banks. However, technological investment alone may not ensure efficiency. **Digital skills, employee training, organizational readiness and continuous learning** are equally important. NEP 2020 provides a useful policy perspective by emphasizing technology, digital infrastructure, innovation and skill development. For PSBs in Maharashtra, integrating these principles with digital transformation strategies can contribute to faster services, lower operating costs, improved productivity and better customer experience. Future empirical research can validate the proposed framework using primary and secondary data from selected PSBs.

Acknowledgement
The completion of this research paper has been a valuable academic experience, and I take this opportunity to express my sincere gratitude to all those who have supported, guided, and encouraged me throughout the research work.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

NEP 2020 and Higher Education Transformation: Role, Challenges and Prospects of Administrators

Dr. Bajirao N. Kamble
Associate Professor
Shri. Venkatesh Mahavidyalaya, Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030928

Submitted: 15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 123-127

September 2026

Correspondence Address:
Bajirao N. Kamble
Associate Professor
Shri. Venkatesh Mahavidyalaya, Ichalkaranji
Email – bajirao5494@gmail.com

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 is a comprehensive policy framework aimed at transforming the Indian education system and making it more flexible, multidisciplinary, inclusive, skill-oriented, technology-enabled, and research-driven. The successful implementation of the policy in higher education depends not only on faculty and students but also significantly on institutional administrators. Administrators are responsible for academic planning, resource allocation, curriculum implementation, infrastructure development, quality assurance, faculty development, student support, digital transformation, and coordination among various stakeholders. Therefore, they occupy a strategic position in translating the objectives of NEP 2020 into institutional practices. The present paper examines the challenges and prospects of NEP 2020 from the perspective of administrator stakeholders in higher education. The study adopts a descriptive and analytical research design and is based on secondary sources, including the National Education Policy 2020, Government of India publications, University Grants Commission guidelines, and relevant academic literature. The analysis identifies several challenges for administrators, including institutional restructuring, regulatory compliance, financial constraints, shortage of qualified human resources, technology adoption, curriculum restructuring, academic coordination, resistance to change, workload, and differences in institutional capacity. At the same time, NEP 2020 creates significant prospects for institutional autonomy, academic innovation, digital transformation, multidisciplinary programmes, improved quality assurance, stronger industry linkages, research promotion, and participatory governance. The paper argues that administrators should be viewed not merely as policy implementers but as strategic leaders of educational transformation. Effective leadership, capacity building, adequate financial resources, stakeholder participation, technological infrastructure, and continuous monitoring are essential for successful implementation of NEP 2020.

Keywords: *NEP 2020, Higher Education, Administrators, Educational Leadership, Institutional Autonomy, Quality Assurance, Digital Transformation, Academic Governance.*

Introduction

Higher education is a major driver of economic development, social transformation, knowledge creation, innovation, and human resource development. In a rapidly changing environment characterized by technological advancement, globalization, changing employment patterns, and emerging knowledge requirements, higher education institutions need to continuously adapt their academic and administrative systems. The National Education Policy (NEP) 2020 represents one of the most significant reforms in Indian education in recent decades. In higher education, the policy seeks to transform the existing system by promoting multidisciplinary institutions, academic flexibility, holistic education, vocational integration, research and innovation, technology-enabled learning, institutional autonomy, and equitable access. The implementation of such extensive reforms requires effective institutional leadership. Administrators occupy a strategic position because they are responsible for converting policy provisions into institutional plans, regulations, programmes, budgets, infrastructure, and operational mechanisms. They coordinate between government authorities, regulatory bodies, faculty members, students, industry, parents, and society.The changing academic environment also requires administrators to move beyond traditional administrative functions. Modern higher education administrators increasingly perform the roles of academic leaders, strategic planners, resource managers, quality managers, technology facilitators, change managers, and stakeholder coordinators. NEP 2020 therefore presents administrators with both significant challenges and substantial opportunities. They must manage institutional change while maintaining academic quality and ensuring compliance with regulatory requirements. At the same time, the policy provides opportunities to strengthen institutional autonomy, introduce innovative programmes, improve governance, promote research, and develop stronger connections with industry and society.

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How to cite this article:
Bajirao N. Kamble. (2026). NEP 2020 and Higher Education Transformation: Role, Challenges and Prospects of Administrators. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 123-127..

Objectives of the Study

The study has the following objectives:

1. To examine the major provisions of NEP 2020 relating to higher education and their implications for administrators.
2. To identify the major administrative and institutional challenges in implementing NEP 2020.
3. 3.To analyse the opportunities and prospects provided by NEP 2020 for institutional development and educational administration.
4. To examine the role of administrators in academic restructuring, digital transformation, quality assurance, and stakeholder coordination under NEP 2020.

5.To suggest measures for strengthening administrative preparedness and effective implementation of NEP 2020 in higher education institutions.

Research Methodology

Nature of the Study

The present study is descriptive and analytical in nature. It examines the implications of NEP 2020 for administrators working in higher education institutions in India. The descriptive approach is used to explain the major policy provisions, while the analytical approach examines the challenges and opportunities associated with their implementation from an administrative perspective.

Sources of Data

1. The study is primarily based on secondary data obtained from:
2. National Education Policy 2020;
3. Ministry of Education, Government of India;
4. University Grants Commission publications and guidelines;
5. Government reports and policy documents;
6. Higher education regulatory frameworks;
7. Research papers and academic journals;
8. Books and scholarly literature on educational administration and leadership.

Method of Analysis

The study uses content analysis and thematic analysis. The provisions of NEP 2020 have been classified into major themes and their implications for higher education administrators have been examined.

Scope of the Study

The study focuses on administrators in higher education institutions, including principals, registrars, deans, heads of departments, academic coordinators, IQAC personnel, and other academic and administrative leaders. The study primarily examines administrative implications relating to academic restructuring, institutional governance, human resources, technology, finance, quality assurance, research, and stakeholder participation.

NEP 2020 and the Changing Role of Administrators

NEP 2020 envisages a higher education system that is significantly different from the conventional fragmented and discipline-based structure. It emphasizes multidisciplinary education, institutional autonomy, flexible academic structures, research, innovation, vocational education, technology, and holistic student development.

These reforms require administrators to undertake new responsibilities.

Strategic Academic Planning

Administrators must prepare institutional plans for implementing new academic structures. This may involve restructuring programmes, introducing multidisciplinary courses, revising curricula, establishing credit systems, and coordinating academic departments.

Institutional Governance

Administrators are expected to strengthen transparent and participatory governance. Decision-making should increasingly involve faculty, students, academic bodies, and other stakeholders.

Resource Management

Implementation requires adequate financial, physical, technological, and human resources. Administrators must identify institutional needs and allocate resources efficiently.

Quality Assurance

Administrators have an important role in maintaining academic quality, internal quality assurance, accreditation, learning outcomes, institutional assessment, and continuous improvement.

Change Management

NEP 2020 represents substantial organizational change. Administrators must manage resistance, communicate reforms effectively, train personnel, monitor implementation, and create a culture that supports innovation. Thus, the role of administrators is evolving from routine administration to strategic educational leadership.

Analysis of Challenges for Administrator Stakeholders

Institutional Restructuring

One of the major challenges is the restructuring of higher education institutions towards multidisciplinary and larger academic structures. Administrators may need to coordinate the integration of departments, introduction of new programmes, development of interdisciplinary courses, and restructuring of academic and administrative systems. Such structural changes require careful planning, consultation, financial resources, and coordination among multiple stakeholders.

Curriculum and Academic Management

The introduction of flexible curricula, multidisciplinary programmes, credit-based learning, and multiple academic pathways creates additional administrative responsibilities.

Administrators need to establish mechanisms for:

1. course selection;
2. credit management;
3. academic progression;
4. student mobility;
5. interdisciplinary programmes;
6. examination and assessment;
7. academic records.

Coordination among departments and regulatory authorities can become complex.

Financial Constraints

Implementation of NEP 2020 requires significant investment in infrastructure, technology, laboratories, libraries, faculty development, research facilities, and student services. Resource-constrained institutions may find it difficult to meet these requirements. Administrators must therefore prioritize expenditures and identify alternative sources of funding through government schemes, research grants, industry collaboration, alumni support, and institutional partnerships. Financial management consequently becomes an important determinant of successful NEP implementation.

Human Resource Management

NEP 2020 requires faculty members with diverse academic expertise. Multidisciplinary education may create demand for teachers from emerging and interdisciplinary areas.

Administrators may face challenges relating to:

1. faculty shortages;
2. recruitment of specialized teachers;
3. faculty workload;
4. professional development;
5. interdisciplinary collaboration;
6. performance evaluation.
7. Effective human resource planning is therefore essential.

Digital Transformation

Technology-enabled education is an important component of contemporary higher education. Administrators are responsible for developing digital infrastructure, learning management systems, online academic services, digital libraries, cybersecurity mechanisms, and technical support. Institutions differ considerably in their technological capabilities. Smaller and rural institutions may face infrastructure and financial constraints. Administrators must therefore ensure that digital transformation does not create new inequalities among students or faculty.

Resistance to Change

Large-scale organizational reforms often face resistance. Faculty members, administrative employees, and other stakeholders may be accustomed to existing systems and may be uncertain about new roles and responsibilities. Administrators need strong communication and change-management strategies. Stakeholders should be involved in planning and implementation rather than being presented with reforms as purely top-down decisions.

Increasing Administrative Workload

Implementation of new academic structures can increase documentation, reporting, monitoring, data management, quality assurance, and compliance requirements. Administrators may therefore experience increased workload. Digital administrative systems and adequate support staff are necessary to prevent excessive administrative burden.

Regulatory and Compliance Challenges

Higher education institutions operate within multiple regulatory frameworks. NEP 2020 implementation involves coordination with universities, regulatory authorities, government departments, accreditation bodies, and other agencies. Administrators must ensure that institutional reforms comply with relevant academic and regulatory requirements while also maintaining institutional flexibility.

Institutional Inequality

A major challenge is the difference in institutional capacity. Universities and well-funded institutions may possess better infrastructure, faculty strength, research facilities, and technological systems than smaller colleges. Administrators in resource-constrained institutions may therefore face greater difficulties in implementing multidisciplinary programmes and advanced digital and research initiatives.

Prospects and Opportunities for Administrators

Despite the challenges, NEP 2020 provides significant opportunities for institutional administrators.

Institutional Autonomy

The policy's emphasis on institutional autonomy can provide administrators with greater flexibility in academic and organizational decision-making, subject to applicable regulatory frameworks. Greater autonomy can facilitate curriculum innovation, institutional partnerships, research initiatives, and locally relevant programmes.

Academic Innovation

Administrators can encourage institutions to introduce:

1. multidisciplinary programmes;
2. skill-based courses;
3. vocational education;
4. internships;
5. experiential learning;
6. entrepreneurship programmes;
7. industry-oriented courses;
8. community engagement programmes.

9. Such innovations can improve the relevance and quality of higher education.

Digital Governance
Digital transformation provides opportunities to improve administrative efficiency. Institutions can adopt digital systems for admissions, attendance, examinations, student records, academic credits, communication, feedback, and quality monitoring. Digital governance can improve transparency, reduce paperwork, and facilitate evidence-based decision-making.

Quality Improvement
NEP 2020 provides an opportunity to strengthen institutional quality systems. Administrators can develop systematic mechanisms for:
1. academic audits;
2. student feedback;
3. learning-outcome assessment;
4. faculty development;
5. research monitoring;
6. institutional benchmarking;
7. quality improvement.
8. This can strengthen institutional performance and accountability.

Research and Innovation
Administrators can create research-friendly institutional environments by establishing research centres, providing seed funding, supporting faculty projects, encouraging interdisciplinary collaboration, and developing links with industries and research organizations. Research can become an important component of institutional development rather than an individual faculty activity.

Industry and Community Partnerships
NEP 2020 encourages stronger relationships between higher education and the wider society. Administrators can develop Memoranda of Understanding and partnerships with industries, government agencies, NGOs, professional bodies, and community organizations. Such partnerships can provide opportunities for internships, skill development, consultancy, applied research, and employment.

Improved Student Services
Administrators can use NEP 2020 as an opportunity to strengthen student support systems through academic counselling, career guidance, mentoring, scholarships, digital services, grievance mechanisms, and skill-development programmes. A student-centred administrative system can improve satisfaction, retention, and academic outcomes.

Major Findings
1. The study identifies the following major findings:
2. Administrators are critical stakeholders in the successful implementation of NEP 2020 because they translate policy provisions into institutional practices.
3. NEP 2020 significantly expands the administrative role from routine management towards strategic educational leadership.
4. Institutional restructuring and multidisciplinary education represent major administrative challenges requiring effective planning and coordination.
5. Financial and infrastructural limitation may create significant differences in the implementation capacity of institutions.
6. Digital transformation provides considerable opportunities for improving institutional efficiency but requires investment and staff training.
7. Administrators need stronger competencies in change management, strategic planning, digital governance, quality assurance, and stakeholder management.
8. NEP 2020 creates opportunities for greater institutional autonomy and academic innovation.
9. Stronger industry, research, community, and institutional partnerships can improve the effectiveness of higher education.
10. Stakeholder participation is essential for minimizing resistance and ensuring sustainable implementation.
11. Continuous monitoring and feedback are necessary to identify implementation gaps and improve institutional practices.

Suggestions
Based on the analysis, the following measures are suggested:

Develop Administrative Capacity
Regular training programmes should be organized for principals, registrars, deans, heads of departments, IQAC coordinators, and other administrators on NEP 2020 implementation.

Strengthen Strategic Planning
Every higher education institution should prepare a phased NEP implementation plan with measurable targets, timelines, responsible authorities, and monitoring mechanisms.

Improve Financial Resources
Institutions should explore government funding, competitive research grants, industry partnerships, alumni contributions, consultancy, and other legitimate sources of financial support.

Promote Participatory Governance
Faculty members, students, non-teaching staff, industry representatives, and other relevant stakeholders should be involved in institutional planning and implementation.

Strengthen Digital Infrastructure
Institutions should invest in reliable internet connectivity, digital learning platforms, digital libraries, administrative software, cybersecurity, and technical support.

Reduce Administrative Burden
Routine administrative processes should be digitized. Adequate administrative staff should be provided so that academic leaders can focus on strategic functions.

Encourage Research and Innovation
Institutions should establish research support mechanisms, seed funding, interdisciplinary research groups, innovation centres, and industry partnerships.

8.8 Strengthen Quality Assurance
IQAC and other quality mechanisms should be integrated into institutional planning rather than being treated merely as compliance mechanisms.

Promote Stakeholder Awareness
Regular orientation and awareness programmes should be conducted for faculty, students, administrators, and other stakeholders to create a common understanding of NEP 2020.

Adopt Phased Implementation
NEP 2020 reforms should be implemented in a phased and context-sensitive manner, particularly in institutions with limited infrastructure and human resources.

Conclusion

The National Education Policy 2020 represents a transformative vision for Indian higher education. Its emphasis on multidisciplinary education, academic flexibility, research and innovation, vocational integration, digital transformation, institutional autonomy, and holistic student development requires substantial changes in institutional administration. Administrators are at the centre of this transformation. They are responsible for strategic planning, resource allocation, curriculum implementation, human resource development, quality assurance, digital transformation, stakeholder coordination, and change management. The study finds that administrators face significant challenges, particularly in relation to institutional restructuring, financial resources, faculty availability, technology, regulatory compliance, workload, and resistance to change. However, NEP 2020 also creates considerable opportunities. Administrators can use the policy as a framework for improving institutional governance, encouraging academic innovation, strengthening research, promoting digital administration, developing industry linkages, and improving student services.

The successful implementation of NEP 2020 therefore requires a shift from traditional administrative management to strategic academic leadership. Administrators must possess not only managerial capabilities but also leadership, technological, financial, communication, and change-management competencies. Most importantly, implementation should be participatory rather than purely top-down. Faculty, students, administrators, industry, government, and community stakeholders need to work collectively. Institutional administrators should act as facilitators who connect policy objectives with institutional realities. In conclusion, the prospects of NEP 2020 for higher education are substantial, but their realization depends on administrative preparedness, institutional capacity, adequate resources, stakeholder participation, effective leadership, and continuous evaluation. Empowering administrators with the necessary competencies and resources will be essential for converting the vision of NEP 2020 into sustainable institutional transformation.

Acknowledgement
The completion of this research work has been a valuable academic journey, and I take this opportunity to express my sincere gratitude to all those who have supported and encouraged me throughout the process.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

India-Nepal Relations in The Era of China's Growing Influence: A Geostrategic Analysis

Dasharath Ishwar Lade
Research Scholar, Shivaji University Kolhapur

Manuscript ID:
IBMIIRJ -2026-030929

Submitted: 15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp128-131

September 2026

Correspondence Address:
Dasharath Ishwar Lade
Research Scholar, Shivaji University Kolhapur
Email- ladedasharath@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract:

India-Nepal relations have historically been shaped by geographical proximity, cultural similarities, economic interdependence, and close people-to-people contacts. However, the strategic environment of South Asia has changed considerably with the growing economic and political engagement of China in Nepal. This study examines India–Nepal relations from a geostrategic perspective, with particular attention to China's expanding presence in Nepal and its implications for India's regional interests. The study analyses major developments in bilateral relations, including border issues, trade, connectivity, hydropower cooperation, security concerns, and development partnerships. It also examines China's growing involvement through infrastructure development, connectivity initiatives, and the Belt and Road Initiative, and considers how these developments have influenced Nepal's foreign policy choices. The paper argues that Nepal is increasingly seeking to maintain strategic autonomy by balancing its relations with both India and China rather than aligning exclusively with either power. At the same time, India continues to enjoy significant advantages arising from historical, cultural, economic, and geographical ties with Nepal. The study concludes that India's future engagement with Nepal will depend on strengthening mutual trust, improving connectivity, expanding economic cooperation, and adopting a more sensitive and partnership-oriented diplomatic approach. The research highlights the need to understand India-Nepal relations within the wider transformation of Himalayan and South Asian geopolitics.

Keywords: *India-Nepal Relations, China, Geopolitics, Neighborhood Diplomacy, Strategic Autonomy, South Asia, Belt and Road Initiative*

Introduction:

India-Nepal relations occupy a distinctive position in the geopolitics of South Asia because of their shared border, historical connections, cultural similarities and extensive people-to-people contacts. Nepal is also strategically important for India because of its location between India and China and its significance for Himalayan security. India regards Nepal as a priority partner under its Neighborhood First Policy, while bilateral relations have expanded through trade, connectivity, energy cooperation, development assistance and regular political exchanges. In recent years, however, the traditional dynamics of India-Nepal relations have been influenced by China's expanding economic and strategic engagement with Nepal. Chinese infrastructure investment, cross-border connectivity initiatives and the Belt and Road Initiative have increased Beijing's presence in Nepal. At the same time, Nepal has sought to diversify its external partnerships and preserve greater strategic autonomy by maintaining relations with both India and China. This changing environment makes India-Nepal relations an important subject of contemporary geostrategic analysis. The present study therefore examines the evolving relationship between India and Nepal in the context of China's growing influence, focusing on strategic interests, connectivity, economic cooperation, security concerns and Nepal's balancing strategy. It seeks to understand how these developments are reshaping India's neighborhood diplomacy and the wider geopolitical environment of the Himalayan region.

Objectives:

1) To examine the historical evolution of India-Nepal relations.
2) To analyse Nepal's geostrategic importance for India.
3) To examine China's growing political, economic and strategic influence in Nepal.
4) To analyse the impact of Chinese engagement on India-Nepal relations.
5) To evaluate India's diplomatic response to China's growing presence in Nepal.
6) To assess the future prospects of India-Nepal relations in the changing South Asian Geopolitical environment.

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How to cite this article:
Dasharath Ishwar Lade. (2026). India-Nepal Relations in The Era of China's Growing Influence: A Geostrategic Analysis. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 128-131.

Historical Background of India-Nepal Relations:

India-Nepal relations are rooted in centuries of geographical proximity, cultural interaction, religious traditions and social connections.The two countries share an open border and close people-to-people relations, particularly through common Hindu and Buddhist traditions, pilgrimage networks and family ties. After India's independence, bilateral relations received a formal foundation through the Treaty of Peace and Friendship of 1950, which established a framework for close cooperation and movement between the two countries (Government of India, Ministry of External Affairs, 1950). Nepal occupies a significant position in India's Neighborhood First Policy because of its geographical location along India's northern frontier and its importance for regional connectivity, trade, energy and border security (Government of India, Ministry of External Affairs, 2023). Its Himalayan location also gives Nepal considerable significance for India's national-security interests. India has therefore remained engaged with Nepal through development assistance, infrastructure, energy cooperation and cross-border connectivity. In recent decades, however, the strategic environment has become more complex because of China's expanding economic, political and strategic engagement with Nepal. Chinese infrastructure and connectivity initiatives, including its interest in trans-Himalayan linkages, have added a new dimension to Nepal's foreign policy. Consequently, Nepal has increasingly sought to maintain balanced relations with both India and China, making the India-Nepal relationship an important subject of contemporary Himalayan geopolitics.

Nepal's Geostrategic Importance For India:

Nepal occupies a strategically important position in South Asia because of its location between India and China. The country shares a long Himalayan boundary with China and extensive borders with several Indian states, making it an important geographical link between the two Asian powers. For India, Nepal is not simply a neighboring country but an important component of its Himalayan security environment and wider neighborhood diplomacy. India has consistently emphasized the importance of a peaceful, stable and prosperous Nepal for regional stability. From the perspective of border security, Nepal's importance is particularly significant. India and Nepal maintain an open border, which facilitates extensive movement of people, trade and social interaction. At the same time, such an open border requires effective coordination between the two governments to address issues relating to cross-border crime, smuggling, trafficking and other security concerns. India and Nepal have therefore developed institutional mechanisms for security cooperation, information sharing, border management and cooperation between their security agencies. The territory and infrastructure of Nepal also have considerable strategic significance. Nepal's Himalayan geography gives it importance in relation to roads, telecommunications, energy networks and cross-border connectivity. Infrastructure development in Nepal can influence the movement of goods, people and economic activity across the Himalayan region. Consequently, India's involvement in roads, railways, integrated check posts, petroleum pipelines and electricity transmission networks has both developmental and strategic dimensions. India has supported several connectivity projects linking Nepal with Indian markets and transport networks. (Muni, 2026) Trade and transit connectivity further strengthen Nepal's geostrategic importance for India. India remains Nepal's major trading partner and provides access to important transport routes for Nepal's third-country trade. Bilateral connectivity has expanded through railway links, roads, integrated check posts, inland waterways and energy infrastructure. The revised transit arrangements and cross-border transport projects have increased Nepal's access to Indian infrastructure and maritime trade routes. In the contemporary context, Nepal's strategic importance has increased further because of China's expanding economic and infrastructural engagement in the Himalayan region. India therefore faces the challenge of protecting its security interests while simultaneously promoting Nepal's economic development and strategic autonomy. A cooperative approach based on mutual respect, connectivity, energy partnerships and economic interdependence is consequently essential for strengthening India-Nepal relations in the changing geopolitical environment. (Basu Ray Chaudhury & Basu, 2017)

Growing Chinese Influence in Nepal:

China's engagement with Nepal has expanded significantly over the past decade, adding a new dimension to the geopolitical environment of the Himalayan region. Although Nepal and China established diplomatic relations in 1955, their contemporary relationship has increasingly moved beyond traditional diplomatic and economic cooperation towards infrastructure, connectivity, political exchanges and strategic engagement. Nepal's geographical position between India and China has made the country increasingly important in Beijing's regional strategy. A major development in this relationship has been Nepal's participation in the Belt and Road Initiative (BRI). Nepal signed a Memorandum of Understanding on BRI cooperation with China in 2017, while the two governments signed a more detailed Framework for Belt and Road Cooperation in December 2024. The framework identifies cooperation in infrastructure, trade, connectivity, energy, telecommunications and transport. It specifically envisages a Trans-Himalayan Multidimensional Connectivity Network, demonstrating the importance attached to linking Nepal more closely with Chinese infrastructure networks. Cross-border railway connectivity represents another important element of China's growing engagement. The proposed China-Nepal Cross-Border Railway is intended to connect Kathmandu with Jilong in Tibet. Although the project faces substantial geographical, environmental, technical and financial challenges, its strategic significance extends beyond transportation. A railway connection across the Himalayas could diversify Nepal's trade and transit options and potentially reduce its traditional dependence on routes through India. (Barik & Laishram, 2024) The 2024 BRI framework specifically includes the proposed railway as a project to be advanced following feasibility studies. China's influence has also developed through political and diplomatic engagement. Beijing maintains regular high-level contacts with Nepal and has encouraged exchanges between governments, legislatures and political parties. Chinese-Nepali diplomatic cooperation has increasingly included discussions on development, governance, connectivity and economic partnership. The two countries have also emphasized the importance of implementing agreements and strengthening institutional mechanisms for bilateral cooperation. The growing Chinese presence also has a wider strategic dimension in the Himalayan region. China has sought to strengthen infrastructure and connectivity along its Tibet-Nepal frontier, while Nepal views expanded links with China as an opportunity to diversify its external economic relationships. Recent developments around the China-Nepal border have also demonstrated the importance of Himalayan infrastructure and border connectivity to regional security and economic activity. (Adhikari, 2024)From India's perspective, these developments require careful assessment because Nepal occupies a sensitive geographical position along India's northern frontier. Nevertheless, China's growing influence does not necessarily indicate that Nepal is abandoning its traditional relationship with India. Rather, Nepal appears to be pursuing a strategy of diversifying partnerships and preserving strategic autonomy. Therefore, China's expanding role in Nepal should be understood as part of a broader transformation of Himalayan geopolitics, in which economic connectivity, infrastructure, diplomacy and strategic interests increasingly intersect.

Major Challenges in India-Nepal Relations:

Despite the historical, cultural and economic closeness between India and Nepal, their bilateral relationship has experienced several challenges in recent years. These challenges are influenced not only by bilateral issues but also by Nepal's domestic politics, economic interests and the changing geopolitical environment of South Asia. The growing involvement of China in Nepal has added another strategic dimension to these existing differences. One of the most sensitive issues is the Kalapani-Lipulekh-Limpiyadhura territorial dispute. India and Nepal have different interpretations regarding the location of their boundary in this region. The dispute became particularly prominent after Nepal published a revised political map in 2020 incorporating Kalapani, Lipulekh and Limpiyadhura within its territory. India rejected these claims. The issue continues to carry strong nationalist and political significance in Nepal and remains an important source of diplomatic tension. The Susta border issue is another longstanding territorial concern. Differences over the changing course of the Gandak River have contributed to competing claims regarding portions of the Susta area. Although the issue has not produced a major bilateral crisis, its continued presence demonstrates the difficulty of completing the India-Nepal boundary settlement. Such unresolved territorial questions can influence public perceptions of India in Nepal and occasionally become politically sensitive. Nepal's domestic political changes also affect bilateral relations. Frequent changes in governments, coalition politics, ideological differences and the growing importance of nationalism have influenced Nepal's approach towards India. Different political parties and governments have adopted varying positions on issues such as the 1950 Treaty, border disputes, economic dependence and relations with China. Consequently, India must manage its relationship with Nepal while remaining sensitive to Nepal's sovereignty and domestic political preferences. (Bhutia, 2025) Hydropower cooperation represents both an opportunity and a challenge. Nepal possesses enormous hydropower potential, while India has a large and growing electricity market. Bilateral cooperation has expanded significantly, including cross-border electricity trade and Indian investment in Nepali hydropower. However, disagreements over project implementation, investment, market access, environmental concerns and perceptions of unequal benefits have sometimes slowed cooperation. At the same time, recent developments demonstrate the growing importance of energy interdependence: Nepal has expanded electricity exports to India, while India has become an important market for Nepali hydropower. Another major challenge is the trade imbalance. India remains Nepal's largest trading partner, with bilateral trade reaching approximately US$7.87 billion in financial year 2023-24. However, Nepal imports considerably more from India than it exports, creating a persistent trade deficit. India also provides transit facilities for Nepal's international trade because of Nepal's landlocked geography. While this economic relationship provides important benefits to Nepal, the imbalance can contribute to perceptions of economic dependence. (Vashisht & Narwana, 2026)Thus, India-Nepal relations face a complex combination of territorial disputes, domestic political sensitivities, economic asymmetry and disagreements over resource cooperation. Addressing these challenges through dialogue, mutual respect, equitable economic partnerships and greater sensitivity towards Nepal's strategic concerns will be essential for maintaining a stable and mutually beneficial relationship in the changing Himalayan geopolitical environment.

India's Diplomatic Response:

India has responded to the changing geopolitical environment in Nepal through a combination of neighborhood diplomacy, development cooperation, connectivity, energy partnerships and cultural engagement. Rather than treating Nepal's growing relationship with China only as a strategic challenge, India has increasingly emphasized practical cooperation and long-term interdependence. This approach is particularly important because India and Nepal share deep historical, cultural and economic connections. India's Neighborhood First Policy places Nepal among the key partners in its immediate neighborhood, with emphasis on connectivity, infrastructure, energy, trade and people-to-people relations. Development partnership has become an important instrument of Indian diplomacy. India has supported Nepal through infrastructure projects, schools, hospitals, community development initiatives and capacity-building programmes. Such assistance seeks to contribute directly to Nepal's socio-economic development rather than being limited to traditional diplomatic engagement. Recent Indian initiatives have included the handover of the Tribhuvan University Central Library and support for educational and health-related projects. This development-oriented approach can help India strengthen mutual confidence while responding to Nepal's aspiration for economic development and greater connectivity. (Indian Council of World Affairs, 2025)Cross-border railway connectivity is another important element of India's diplomatic strategy. The Jayanagar-Kurtha railway became Nepal's first broad-gauge passenger railway connection with India, while further extensions and other railway projects have been pursued to strengthen bilateral connectivity. India has also supported road networks and Integrated Check Posts at important border points. These projects are strategically significant because they improve Nepal's access to Indian markets and transport networks while strengthening economic interdependence between the two countries. Energy cooperation has emerged as one of the most promising areas of bilateral relations. Nepal possesses substantial hydropower potential, while India has a large and expanding electricity market. India has facilitated Nepal's electricity exports and supported cross-border transmission infrastructure. In 2024, the two countries moved towards long-term power trade arrangements envisaging the export of up to 10,000 MW of Nepali electricity to India over ten years. Nepal's subsequent electricity trade with Bangladesh through the Indian grid has further demonstrated the potential of regional energy connectivity. (Sharma, 2025)Finally, cultural diplomacy remains a distinctive strength of India-Nepal relations. Shared Hindu and Buddhist heritage, pilgrimage sites, languages, traditions and family connections provide a foundation that cannot easily be replicated through economic or strategic partnerships. India has promoted cultural cooperation through educational scholarships, academic exchanges, cultural institutions and initiatives such as the Ramayana Circuit and sister-city relationships involving Kathmandu-Varanasi, Lumbini-Bodh Gaya and Janakpur-Ayodhya. Overall, India's diplomatic response is increasingly based on the idea that stronger bilateral connectivity, economic interdependence, energy cooperation and cultural relations can provide a sustainable foundation for the partnership. In the context of China's growing influence, India's challenge is therefore not simply to compete with China but to build a relationship with Nepal based on mutual respect, development, trust and strategic sensitivity. (Sharma, 2025)

Conclusion:

1) Nepal's geographical position makes it strategically significant to both India and China.
2) China's growing economic and infrastructure engagement has increased its strategic visibility
3) in Nepal.
4) India continues to possess important advantages because of historical, cultural, economic and
5) people-to-people linkages.
6) Nepal increasingly seeks to diversify its external relations rather than depend exclusively on
7) India.

Chinese involvement has encouraged India to strengthen its connectivity, development and energy diplomacy with Nepal. India–Nepal relations cannot be understood only through the China factor; domestic politics, nationalism, economic interests and Nepal's pursuit of strategic autonomy are equally important. The future of India–Nepal relations will depend considerably on India's ability to move from a predominantly security-oriented approach towards a more equal, connectivity-oriented and development-focused partnership.

Acknowledgement
The completion of this research paper has been an enriching and meaningful academic journey. I take this opportunity to express my sincere gratitude to all those who have contributed directly or indirectly to the successful completion of this research work.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Teaching English under NEP 2020: Rethinking Pedagogy, Access and Purpose in Indian Higher Education

Pramod Mohan Kale
Assistant Professor, Department of English
Night College of Arts and Commerce, Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030930

Submitted: 15 Aug 2026

Revised: 20 Aug 2026

Accepted: 08 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 132-134

September 2026

Correspondence Address:
Pramod Mohan Kale
Assistant Professor, Department of English
Night College of Arts and Commerce, Ichalkaranji
Email: kalepramod1994@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy 2020 (NEP 2020) presents Indian higher education in a multidisciplinary, flexible and outcome-focused light, with new consequences for the position of English. This article examines what the policy means, in practical terms, for teaching English at the undergraduate level, moving beyond the common view that NEP 2020 either threatens English or simply expands its use. It argues that the policy's impact on English studies is uneven: while multilingual education, credit-based mobility and skill integration offer language departments real opportunities to reposition English as both a humanistic subject and a communicative skill, the same reforms expose long-standing weaknesses in teacher preparation, digital infrastructure and assessment design, especially in non-metropolitan colleges. Drawing on the policy text, regulatory measures such as the Academic Bank of Credits and the National Credit Framework, and classroom observation, the paper identifies four areas of strain: curricular fragmentation under choice-based credit systems, the widening gap between the aspiration to teach in English and actual instruction in the mother tongue, inadequate faculty development for blended and skill-based teaching, and the risk of English literature being reduced to functional communication training. It then proposes practical steps that language departments can take without waiting for top-down reform, such as introducing value-added courses, collaborating across language departments, and designing assessments that preserve literary and critical thinking alongside communicative skills. The paper concludes that the future of English studies under NEP 2020 will depend less on the policy's stated intentions than on how departments and teachers interpret and act on its flexibility.

Introduction

When the National Education Policy 2020 (NEP 2020) was unveiled, most early reactions to its implications for English departments fell into one of two camps. One camp saw the policy's emphasis on mother-tongue and regional-language instruction as a gradual demotion of English from its position as the de facto language of higher learning. The other read the policy's push for multidisciplinarity, skill development and global competitiveness as an implicit endorsement of English, since English remains the working language of most professional, scientific and administrative domains in India. Both readings capture something real, but neither is quite accurate on its own. NEP 2020 does not settle the question of English's place in Indian education; it changes the terms on which that question is asked, shifting it from a debate about medium of instruction to a broader one about what a language department is actually for in a four-year, credit-based, multidisciplinary degree structure.This shift matters more for English departments than for most other disciplines, because English in Indian higher education has always occupied two roles at once: it is a literary and critical discipline taught through poetry, fiction, drama and theory, and it is also the practical skill that determines whether a graduate can write a report, sit for a competitive examination or clear a campus interview. NEP 2020, with its emphasis on employability, skilling and learning outcomes, tends to foreground the second role. The concern among many English teachers, understandably, is that the first role, the humanistic and critical one, will be quietly squeezed out. This paper takes that concern seriously while also asking where the policy creates room to defend and even strengthen the literary and critical mission of English studies.

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How to cite this article:
Pramod Mohan Kale. (2026). Teaching English Under NEP 2020: Rethinking Pedagogy, Access and Purpose in Indian Higher Education. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 132-134

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NEP 2020 and the Changing Place of English

Several sections of NEP 2020 relate directly to reforms in the teaching and learning of English in colleges.It promotes a four-year multidisciplinary undergraduate programme with multiple exit options, allowing a student to gain a certificate after one year, a diploma after two years, and a degree after three or four years, with credits banked in the Academic Bank of Credits. At the same time, the policy asks colleges to offer a range of interdisciplinary electives, so that a science student may take an English literature paper and a commerce student a linguistics paper. With regard to language, it reaffirms the need to provide mother-tongue or regional-language instruction at the earliest stages of education, and to promote multilingualism at all levels, with due emphasis on English for higher education, research, and global engagement.Overall, these provisions do not detract from the status of English in the curriculum; on the contrary, they enhance it manifold, since they seek to teach it in a variety of forms — as a three-year specialisation, a minor, a value-added course, a component of professional courses on communication skills, and as a bridge between regional-medium and English-medium instruction. The Academic Bank of Credits and the National Credit Framework, notified shortly afterwards, go a step further in this direction, since they allow a student to earn credits for a semester on spoken English or business communication equivalent to a semester on Chaucer or Shakespeare. By contrast, few departments of English at colleges — especially outside metropolitan centres — are likely to have planned for such a dramatic shift in pedagogical goals.

Challenges Facing English Departments

The first and perhaps most obvious challenge is curricular fragmentation. Choice-based credit systems, by design, allow students to construct a personalised basket of papers, which is pedagogically appealing but administratively taxing. A department that once taught a cohort moving together through a fixed syllabus now needs to design short, self-contained, often skill-oriented courses that can accommodate students from entirely different disciplinary backgrounds with little shared prior exposure to literary study. Designing such courses well, so that they remain intellectually serious rather than diluting into survey papers, demands time, training and consultation that many departments have not had.The second challenge is the tension between multilingual policy and English-medium aspiration. NEP 2020's preference for mother-tongue instruction is pedagogically well-founded, especially at the school level, but it collides with a reality known to most English teachers in tier-two and tier-three colleges: students and parents continue to see English-medium education as a surer route to employment, and many first-generation college students arrive with limited exposure to spoken and written English despite years of formal instruction. Departments are effectively asked to do two things simultaneously — honour linguistic diversity and mother-tongue confidence, while also closing a real English-proficiency gap that affects a student's ability to access other courses taught partly or wholly in English. Neither task is impossible, but doing both without additional bridge courses, remedial support and trained staff puts a heavy, often unfunded, burden on language departments.A third and closely related challenge is faculty preparedness. NEP 2020 envisions blended learning, the use of technology such as SWAYAM and other MOOC platforms, and continuous professional development for teachers, but the pace at which these expectations have been introduced has outpaced the training that has actually reached classroom teachers, especially in colleges affiliated to state universities with limited administrative capacity. Many English teachers were trained primarily in literary criticism and the pedagogy of literature, and are now expected, often with little notice, to design communication-skill modules, use digital assessment tools, and integrate spoken-English laboratories into a curriculum they did not originally design for. The strain this produces is not a failure of individual teachers; it is a structural gap between policy ambition and institutional support.The fourth challenge, more conceptual than administrative, is the risk of English literature being narrowed into English communication. As departments respond to demand for employability-linked, skill-based courses, there is a real risk that literary study, close reading, critical theory, and engagement with difficult or unfamiliar texts get treated as a legacy component rather than a core one. This is not an inevitable consequence of NEP 2020, but a plausible drift if departments do not deliberately protect space for the literary and critical dimensions of the discipline alongside its communicative ones.

Prospects and Opportunities

Against these challenges, NEP 2020 also provides opportunities for English departments willing to take its flexibility on their own terms. The availability of multiple entry-exit options can be harnessed into short, well-designed certificate courses in business communication, technical writing, translation or spoken English that would find a market among students across the university and, in turn, drive visibility and enrolment for the department's main offerings. Far from diluting literary education, such courses could usefully augment the core literature papers, leaving the latter free to retain their rigour.The multidisciplinary elective structure, meanwhile, opens the possibility that English literature papers will appeal to a wider cross-section of students than those enrolled in a dedicated English degree, attracting commerce, science or social-work undergraduates into electives on postcolonial fiction or Indian writing in English, provided such courses are opened to all students without a major-specific gateway.Most importantly, the NEP's emphasis on multilingualism, read generously, also provides a natural ally for English departments in the form of comparative and translation studies. Encouraging multilingual reading practices among students — such as Indian-language texts in English translation, and English texts alongside their regional-language equivalents — satisfies the NEP's mother-tongue centricity while preserving English's centrality to the academic enterprise. Several universities have experimented with translation as a credit-bearing skill, fitting neatly into the NEP's linguistic pluralism and the traditional strength of the English discipline in developing closely integrated textual study.Blended and online modes of teaching, for all their uneven implementation, also offer smaller colleges access to resources, lecture recordings, digital libraries and peer-teaching networks that were once confined to bigger, better-resourced cities. Used judiciously, these can help bridge the pedagogical divide between urban and non-urban English teaching, especially in spoken English, where students benefit from repeated, low-stakes practice that a single weekly classroom hour cannot provide.

Suggestions and the Way Forward

A few recommendations follow from the analysis above, aimed at helping departments benefit from the opportunities while mitigating the risks. First, skill-based and communication-focused courses should take their place as an alternative to

literature-centric courses, with separate staffing, accreditation and assessment. Faculty need to be trained, preferably through modules specific to English rather than generic digital-literacy sessions, so that they can teach blended classes and design interdisciplinary electives in collaboration with other departments. Second, colleges with a high concentration of first-generation and regional-medium entrants would benefit from building bridge and remedial English provisions into the curriculum, since this language-specific burden can hardly be left to individual lecturers' initiative. Finally, departments should avoid using employability as the sole justification for their courses, since critical reading and interpretative skill are themselves general employability skills; the NEP 2020 rhetoric of holistic, multidisciplinary education is not designed to exclude English studies but to absorb it.

Conclusion

NEP 2020 does not dictate the fate of English studies in India. It provides a framework of credit mobility, multidisciplinary access, multilingual focus and skill integration within which English departments can evolve towards the provision of functional communication alone, or reposition themselves as both a literary and a pragmatic discipline. The evidence so far suggests that outcomes will be institutionally differentiated, determined less by the policy text itself than by the availability of resources, training and institutional will to implement it. For English teachers, the more pertinent question is not whether NEP 2020 is good or bad for the discipline, but how the discipline chooses to occupy the space the policy has opened up.

Acknowledgement

The completion of this research paper has been a meaningful and enriching academic journey. I take this opportunity to express my sincere gratitude to all those who have contributed directly or indirectly to the successful completion of this work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Academic Flexibility and Student Empowerment under NEP 2020: A Study of Higher Education

Dr. Ashok P. Jadhav
Assistant Professor,Head, Department of Commerce
Shri Annasaheb Dange ACS College, Hatkanangale

Manuscript ID:
IBMIIRJ -2026-030931

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 135-139

September 2026

Correspondence Address:
Dr. Ashok P. Jadhav
Assistant Professor,Head, Department of Commerce Shri Annasaheb Dange ACS College, Hatkanangale

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The National Education Policy (NEP) 2020 represents a major reform initiative intended to transform India's education system and make higher education more flexible, multidisciplinary, inclusive, skill-oriented, research-focused, and learner-centred. Students are the primary stakeholders and beneficiaries of the higher education system; therefore, the effectiveness of NEP 2020 ultimately depends on the extent to which its provisions improve students' access, learning experiences, academic flexibility, skills, employability, and overall development. The policy introduces important reforms such as multidisciplinary education, flexible curricular structures, multiple entry and exit options, the Academic Bank of Credits, integration of vocational education, experiential learning, digital education, research opportunities, and measures for equitable and inclusive education. These reforms provide significant prospects for students by allowing greater freedom in academic choices, development of interdisciplinary knowledge, acquisition of practical skills, and improved opportunities for employment and lifelong learning. The present study examines the implications of NEP 2020 for student stakeholders in higher education. It is descriptive and analytical in nature and is based on secondary sources, including NEP 2020, government publications, higher education guidelines, and relevant academic literature. The analysis indicates that NEP 2020 has considerable potential to improve the student experience by promoting flexibility, inclusion, holistic learning, and employability. However, its benefits will depend on effective implementation, adequate infrastructure, academic counselling, financial support, digital access, and continuous stakeholder awareness. The study concludes that students should not be treated merely as recipients of educational reforms but as active participants in the implementation and evaluation of NEP 2020.

Keywords: *NEP 2020, Higher Education, Students, Student Stakeholders, Academic Flexibility, Multidisciplinary Education, Employability, Digital Education.*

Introduction

Higher education is an important instrument for individual development, social mobility, economic progress, knowledge creation, and national development. For students, higher education provides not only academic knowledge but also opportunities for developing skills, professional competence, critical thinking, creativity, social responsibility, and employability. In the twenty-first century, students are expected to respond to rapid technological, economic, and social changes. Consequently, the traditional higher education system, characterized by rigid disciplinary boundaries and limited academic flexibility, requires substantial transformation. The National Education Policy (NEP) 2020 provides a new direction for higher education in India. It seeks to develop an education system that is multidisciplinary, holistic, flexible, inclusive, and capable of preparing students for the changing demands of society and the economy. The policy recognizes several existing weaknesses in higher education, including fragmented institutions, rigid separation of disciplines, inadequate emphasis on learning outcomes and cognitive skills, limited access in disadvantaged areas, and insufficient attention to research and innovation.

Students occupy a central position in this transformation. NEP 2020 specifically recognizes students as prime stakeholders in the education system and emphasizes opportunities for their academic, cultural, social, and personal development. The policy also provides for student support through counselling, support for disadvantaged groups, scholarships, and measures intended to improve access and participation.

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How to cite this article:
Ashok P. Jadhav. (2026). Academic Flexibility and Student Empowerment under NEP 2020: A Study of Higher Education. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 135-139.

The reforms proposed under NEP 2020 have the potential to significantly change the student experience. Students may receive greater flexibility in choosing subjects and programmes, opportunities to study across disciplines, access to vocational and skill-based courses, and improved possibilities for experiential and practical learning. Initiatives associated with the policy include academic credit flexibility, multiple entry and exit arrangements, digital education, and the promotion of online and open learning.

Objectives of the Study

The present study has the following objectives:

1. To examine the major provisions of NEP 2020 relating to higher education from the perspective of student stakeholders.
2. To identify the major challenges faced by students in adapting to and benefiting from NEP 2020 reforms.
3. To analyse the prospects and opportunities created by NEP 2020 for students in higher education.
4. To examine the role of academic flexibility, multidisciplinary learning, skill development, digital education, and inclusion in student development.
5. To suggest measures for improving student preparedness, awareness, participation, and access in the effective implementation of NEP 2020.

Research Methodology

1 Nature of the Study

The present study is descriptive and analytical in nature. It examines the provisions of NEP 2020 and analyses their likely implications for students pursuing higher education. The descriptive approach has been used to explain the major reforms introduced under NEP 2020. The analytical approach has been used to identify the challenges and prospects arising from these reforms for student stakeholders.

2 Sources of Data

The study is based primarily on secondary data collected from:

- National Education Policy 2020;
- Ministry of Education, Government of India publications;
- University Grants Commission guidelines and higher education frameworks;
- Government reports and policy documents;
- Research articles and academic publications;
- Books and literature relating to higher education reforms;
- Relevant reports concerning student development, inclusion, skill development, and digital education.

3.5 Scope of the Study

The study is confined to student stakeholders in the higher education sector in India. It focuses on the major academic, technological, social, financial, and professional implications of NEP 2020 for undergraduate and postgraduate students.

NEP 2020 and Changing Student Experience in Higher Education

One of the most important contributions of NEP 2020 is its emphasis on making higher education more flexible and multidisciplinary. The policy seeks to reduce rigid boundaries between arts, sciences, humanities, professional education, and vocational education. Students can therefore potentially develop knowledge and competencies across different areas rather than remaining confined to a narrow academic specialization. The policy's broader vision of quality higher education includes the development of well-rounded and creative individuals with intellectual curiosity, scientific temper, ethical values, and capabilities across multiple disciplines. For students, this approach can improve freedom of academic choice. A commerce student, for example, may benefit from studying data analytics, entrepreneurship, computer applications, environmental studies, or communication skills. Similarly, students from science and technology backgrounds may acquire knowledge relating to economics, management, ethics, languages, or social sciences.

Another important aspect is the emphasis on flexibility through academic credits and multiple pathways. These initiatives aim to reduce the rigid nature of conventional degree programmes and provide students with greater continuity in education when academic progression is interrupted. Government initiatives under NEP 2020 include the Academic Bank of Credits and multiple entry-exit arrangements. The policy also promotes holistic development. Higher education is expected to prepare students not only for employment but also for meaningful lives, constructive public engagement, and responsible participation in society.

Analysis of Major Challenges for Student Stakeholders

1 Lack of Awareness and Understanding

One of the first challenges is inadequate awareness among students regarding new academic structures and opportunities. The introduction of flexible programmes, credit systems, multidisciplinary courses, and multiple academic pathways can be beneficial only when students understand them clearly. Students require information about course selection, credit requirements, academic progression, skill-based courses, and career implications. Without proper academic counselling, students may make inappropriate choices or fail to utilize available opportunities effectively.

2 Difficulty in Academic Decision-Making

Greater flexibility also creates greater responsibility. Under a rigid system, students generally follow a predetermined combination of subjects. Under a flexible system, students may have to choose courses according to their interests, abilities, and career objectives. Many students may not have adequate information about labour-market requirements, emerging fields, or the long-term implications of academic choices. This can create confusion, particularly among first-generation learners and students from disadvantaged backgrounds. Effective mentoring and academic counselling are therefore necessary to convert flexibility into a genuine student advantage.

3 Digital Divide

Digital learning offers important opportunities, but unequal access to technology remains a major challenge. Students from economically weaker backgrounds or rural areas may face difficulties relating to internet connectivity, availability of digital devices, technical skills, and access to online learning resources. If technology-based learning expands without adequate support, inequalities among students may increase. The policy's broader implementation approach recognizes the need for infrastructure and learning materials and for improving access, particularly for disadvantaged groups. Digital education should therefore be accompanied by infrastructure development, affordable access, digital literacy training, and appropriate support systems.

4 Unequal Institutional Infrastructure

The quality of student experience may differ substantially among institutions. Universities and well-resourced colleges may have better laboratories, libraries, digital facilities, research opportunities, and industry linkages. Smaller and rural institutions may face limitations. This creates the possibility that the benefits of multidisciplinary programmes, experiential learning, and research opportunities will not be equally available to all students. Equitable implementation requires institutional capacity-building and additional support for resource-constrained higher education institutions.

5 Financial Constraints

Financial difficulties can affect students' participation and continuation in higher education. Students may face expenses relating to tuition, accommodation, transportation, learning materials, and technology. NEP 2020 provides for efforts to strengthen financial assistance and scholarships, including support for students from socially and economically disadvantaged groups and expansion of systems for supporting and tracking scholarship beneficiaries. The challenge lies in ensuring that eligible students are aware of and

6 Adjustment to New Assessment Methods

A shift towards competency-based, continuous, and practical assessment may require students to change their approach to learning. Students accustomed to examination-oriented preparation may initially find project work, presentations, field assignments, portfolios, and continuous evaluation more demanding. Such reforms can improve understanding and practical competence if implemented effectively. Students need clear information regarding evaluation criteria and regular feedback.

7 Pressure of Greater Self-Learning

Student-centred and flexible education requires greater independence. Students must develop the ability to search for information, analyse problems, work collaboratively, manage time, and take responsibility for their learning. This may be difficult for students who have previously experienced teacher-centred and examination-oriented education. Institutions must therefore support the transition through mentoring, bridge courses, and learning support mechanisms.

Prospects and Opportunities for Student Stakeholders

1 Greater Academic Flexibility

One of the strongest prospects of NEP 2020 is increased academic flexibility. Students can potentially explore courses beyond their principal discipline and develop broader academic competencies. This can help students identify their interests and develop more diverse knowledge profiles.

2 Multidisciplinary Knowledge and Holistic Development

The removal of rigid disciplinary boundaries provides opportunities for holistic learning. Students can combine knowledge from different disciplines and apply it to real-world problems. This is particularly valuable because contemporary challenges often require knowledge from multiple fields. Issues such as sustainability, digital transformation, entrepreneurship, public policy, financial inclusion, and social development cannot always be understood through a single discipline.

3 Improved Employability and Skill Development

NEP 2020 seeks to connect education with practical skills and vocational learning. The policy specifically aims to overcome the separation and perceived hierarchy between vocational and mainstream education through the integration of vocational education into educational institutions. Students can therefore potentially acquire a combination of theoretical knowledge and practical skills. Internships, projects, field-based learning, and industry interaction can improve employment readiness.

4 Opportunities for Lifelong Learning

Flexible academic structures can support continued learning and skill development. Students may have opportunities to return to formal education, acquire additional knowledge, or develop new competencies as professional requirements change. This is particularly relevant in a knowledge economy where professional skills require continuous updating.

5 Digital Learning Opportunities

Technology can expand access to learning materials and educational opportunities. Online courses, digital libraries, virtual learning environments, and technology-enabled education can help students learn beyond the traditional classroom. When supported by adequate infrastructure and digital skills, these facilities can improve flexibility and access.

6 Research, Creativity and Innovation

The emphasis on research and innovation can provide students with greater opportunities to participate in projects, problem-solving activities, innovation initiatives, and knowledge creation. Student participation in research can improve analytical thinking, creativity, confidence, and academic competence.

7 Inclusion and Student Support

NEP 2020 gives importance to equitable access and support for students from disadvantaged backgrounds. The policy discusses financial assistance, scholarships, support systems, counselling, student participation, and support for students from rural backgrounds. These measures can improve participation and reduce barriers to higher education when effectively implemented.

Major Findings

The study reveals the following major findings:

1. NEP 2020 has the potential to make higher education more student-centred, flexible, multidisciplinary, and skill-oriented.
2. Students are expected to play a more active role in academic decision-making and the learning process.
3. Academic flexibility can improve student choice but requires strong mentoring and counselling systems.
4. Multidisciplinary learning can promote holistic development and improve students' ability to address complex problems.
5. Integration of vocational and practical learning can improve employability and reduce the gap between academic education and workplace requirements.
6. Digital education creates new learning opportunities but unequal technological access remains a major challenge.
7. Students from economically and socially disadvantaged backgrounds require effective financial and academic support to benefit equally from NEP reforms.
8. Institutional differences in infrastructure and faculty capacity may lead to unequal student experiences.
9. Student awareness and participation are essential for the successful implementation of NEP 2020.
10. Students should be included as active stakeholders in institutional planning, feedback, and evaluation of educational reforms.

Suggestions

Based on the findings and analysis, the following measures are suggested:

1. Higher education institutions should organize regular orientation programmes to create awareness about NEP 2020 reforms.
2. Effective academic counselling and mentoring systems should be established to help students make appropriate academic choices.
3. Institutions should provide adequate support for students using digital learning platforms and technologies.
4. Special efforts should be made to reduce the digital divide among urban, rural, economically weaker, and disadvantaged students.
5. Scholarship and financial assistance systems should be strengthened, and students should receive timely information about available support.
6. Institutions should develop strong links with industries and other organizations to improve practical learning, internships, and employability.
7. Student participation should be encouraged in curriculum feedback, institutional committees, research activities, cultural programmes, and community engagement.
8. Clear guidelines should be provided regarding course selection, credits, academic progression, and assessment.
9. Additional infrastructure and financial support should be provided to rural and resource-constrained institutions.
10. Student counselling systems should address academic adjustment and personal development and support students in making informed educational decisions.

Conclusion

The National Education Policy 2020 provides an important opportunity to transform the experience of students in Indian higher education. Its emphasis on multidisciplinary education, flexibility, practical learning, vocational integration, technology, research, inclusion, and holistic development has the potential to make higher education more relevant to contemporary social and economic needs. For student stakeholders, the policy offers important prospects. Greater academic flexibility can enable students to pursue diverse interests. Multidisciplinary learning can develop broader knowledge and problem-solving abilities. Skill-oriented and experiential education can improve employability. Digital learning can expand access to educational resources, while inclusive policies can create greater opportunities for students from disadvantaged backgrounds. At the same time, these benefits cannot be assumed automatically. Students may face challenges relating to inadequate awareness, academic decision-making, digital inequality, financial constraints, changing assessment practices, and differences in institutional infrastructure. The transition from a rigid and examination-oriented system to a flexible and learner-centred system requires appropriate guidance and support.

The central finding of this study is that students must be regarded as active stakeholders rather than passive beneficiaries of NEP 2020. Their awareness, participation, feedback, and experiences should form an important part of the implementation process.

The success of NEP 2020 will ultimately depend on whether its reforms improve the actual learning experiences and life opportunities of students. Effective implementation therefore requires collaboration among governments, universities, colleges, faculty members, administrators, parents, industry, and students. With adequate infrastructure, academic counselling, financial assistance, technological access, and institutional support, NEP 2020 can contribute significantly to developing knowledgeable, skilled, creative, responsible, and employable graduates capable of contributing to India's future development.

Acknowledgement

The completion of this research work entitled "Academic Flexibility and Student Empowerment under NEP 2020: A Study of Higher Education" has been an enriching academic experience. I take this opportunity to express my sincere gratitude to all those who have supported, encouraged, and guided me throughout the preparation of this study.

I express my heartfelt gratitude to my colleagues, teachers, and academic mentors for their valuable suggestions, intellectual encouragement, and continuous support. Their guidance helped me to develop a deeper understanding of academic flexibility, multidisciplinary education, student empowerment, skill development, digital education, and the implementation of NEP 2020.

I am sincerely thankful to the Department of Commerce, Shri Annasaheb Dange ACS College, Hatkanangale, for providing a supportive academic environment and the necessary encouragement to undertake and complete this research work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

A Study on Impact of New Educational Policy-2020 on Society and Educational History

Dr. Khanderao Shinde,
Rajarshi Shahu Arts and Commerce College, Rukadi, Dist: Kolhapur,

Manuscript ID:
IBMIIRJ -2026-030932

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 140-143

September 2026

Correspondence Address:
Dr. Khanderao Shinde, Rajarshi Shahu Arts and Commerce College, Rukadi, Dist: Kolhapur, Email: khandushinde1967@gmail.com

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Quick Response Code:

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Abstract

The National Education Policy 2020 which replaces the National Educational Policy of 1986, represents a significant contribution to the nation by aiming to reform India's education system. Implementing a unified policy in a country characterized by its diversity is no small feat. However, education is recognized as a pivotal tool for national development. Specifically, the NEP 2020 focuses on overhauling the higher education sector by addressing various longstanding issues, such as fragmentation within the education system, a lack of emphasis on skill development and learning outcomes, premature specialization, limited accessibility in disadvantaged regions, and insufficient focus on research. Furthermore, the policy highlights problems related to governance and regulatory inefficiencies. By aiming to rectify these challenges, the NEP 2020 seeks to elevate India's educational standards to an international level, fostering continuous improvement and inclusivity across all student demographics.

Key words: *NEP-2020, Government Policy, Financial Education, Knowledge, Innovation, New Education Pattern, Skill etc.*

Introduction:

This study evaluates the NEP 2020's research, innovation, and entrepreneurship provisions critically and assesses how they could affect the higher education sector. With the goal of revolutionizing higher education in India, the National Education Policy 2020 of the Indian Higher Education System marks a significant change in educational philosophy. To foster an environment of inquiry, creativity, and enterprise among academics, the NEP 2020 lays out a comprehensive framework with an emphasis on research, innovation, and entrepreneurship. The article examines the logic for the NEP 2020's concentration on these areas and assesses the benefits, drawbacks, possibilities, and difficulties connected with their implementation through a detailed examination of the research, policy analysis, and case studies. This paper offers useful perspectives for policymakers, educators, researchers, and other stakeholders who are trying to navigate the changing Indian higher education landscape and take advantage of the transformative potential of this sector for national development. It does this by offering insights into the NEP 2020's objectives, strategies, and expected outcomes. It also looks forward to setting trends for future generations, addressing the specific needs of the research and innovation sectors, and considering the implications of education on the concurrent list.

Problems of the Study:

India has designed and plans to execute a new education strategy known as the Indian National Education strategy throughout the next decade of the twenty-first century. NEP-2020 is a sophisticated and innovative framework with both positive and negative phases, designed with the goal of providing high-quality higher education to all, with the expectation of holistic and research-based improvement. As the world shifted to the Sustainable Development Goals India continued to make progress, applying lessons from the MDG era. The SDGs presented a more comprehensive framework, including larger dimensions of development and sustainability while encouraging nations to collaborate and create for a brighter future. National Educational Policy The fourth goal of the United Nations Sustainable Development Goals is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.

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How to cite this article:
Khanderao Shinde. (2026). A Study on Impact of New Educational Policy-2020 on Society and Educational History. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 140-143.

Objectives of the Study:

The primary objective of this research is to study the impact of the new educational policy on society and the current modern approach; the researchers have outlined specific objectives as follows.

1. To Study the New Education Policy.
2. To Study the factors influencing the New Education Policy.
3. To Study the impact of the New Education Policy on society.
4. To Study the New Education Policy and the history of education.

Significance of the Study:

To elevate India to the status of a developed nation, it is necessary to support developmental imperatives in accordance with this goal. Furthermore, it is stated that this proposal intends to revolutionize the educational system. In addition, it re-establishes a new system for teacher recruitment and redesigns the process to recognize educators as the most esteemed and vital members of society. The policy then elaborates on the fundamental concepts, including the identification, recognition, and development of each student's unique strengths, the attainment of a third-grade foundational level in mathematics and literature, flexible learning, and so forth. There is a lack of differentiation between the departments.

Scope of the Study:

The education system is designed to provide a multidisciplinary approach that focuses on practical comprehension, creativity, critical thinking, analysis, conceptual advancement, the cultivation of ethics and human values through constitutional teachings, the acquisition of practical skills necessary for effective life management, and the utilization of technology, among other aspects. The Policy is divided into four distinct sections: part 1 focuses on school education, part 2 on higher education, part 3 on professional education, and part 4 on strengthening and financing various education boards, among other vital areas.

Limitation of the Study:

NEP-2020, structure aims to provide a more comprehensive and balanced education by dividing it into distinct stages, each with its own focus and objectives. The performance of this structure depends on various factors such as the quality of teaching, curriculum design, resources available, and cultural context. In some countries where this structure is implemented, it may lead to better educational outcomes, smoother transitions between educational levels, and improved alignment with the needs of students at different stages of development. However, its effectiveness can vary greatly depending on how it's implemented and supported.

Period of the Study:

The researcher has reviewed data from 2026 to study the awareness regarding the New Education Policy and the changes taking place in higher education.

Research Methodology:

Researchers have utilized various forms of secondary research to study the New Education Policy, societal changes, and the history of education. This includes research papers, articles, newspaper reports, audio-visual materials, textbooks, and annual reports.

Research Method:

Researchers have employed a descriptive analysis method to study the concepts within the New Education Policy and the prevailing social context. In this research, they have conducted a detailed study of the New Education Policy and the level of awareness regarding education within society.

Results and Discussion:

The National Education Policy 2020 of India places a strong emphasis on promoting Quality Research within the education sector. NEP 2020 advocates for the promotion of multidisciplinary research to address complex societal challenges. It encourages collaboration across disciplines, departments, and institutions to foster innovation, creativity, and holistic problem-solving. The policy emphasizes increasing funding for research and innovation in education. It proposes initiatives to attract investment from public and private sources to support high-quality research projects, infrastructure, and capacity-building efforts. NEP 2020 advocates for granting greater autonomy to higher education institutions, enabling them to develop their research agendas, priorities, and strategies.

NEP-2020:

This autonomy fosters a conducive environment for nurturing a culture of research excellence and academic freedom. The policy proposes the establishment of the National Research Foundation to facilitate and fund high-quality research across all disciplines, including education. NRF aims to support cutting-edge research, promote innovation, and enhance the quality and relevance of research outputs. NEP 2020 encourages collaboration between academia, industry, and government to promote applied research, technology transfer, and knowledge exchange. It emphasizes the importance of partnerships in driving innovation, entrepreneurship, and socioeconomic development.

Education Structure:

The New Education Policy 2020, implemented on 2020, marks the first education policy of the 21 st century. Higher education is essential for human development in developing countries such as India. The National Education Policy of 2020 represents an important change in education with the aim of transforming higher education in India. India's higher education system has expanded significantly since its independence. It will promote the country's growth by sharing specialized knowledge and skills. The National Education Policy 2020 aims to provide a comprehensive viewpoint and framework for higher education in the country. The aim of this study is to investigate the opportunities, issues, and challenges of higher education in India as per the new education policy 2020. In this study, some opportunities, issues, and challenges of NEP 2020 on higher education were discussed in brief. This article examines the logic behind the NEP 2020's focus on these areas and evaluates the opportunities,

issues, and challenges associated with their implementation using research and policy analysis. This paper will provide policymakers, educators, researchers, and other stakeholders with valuable perspectives as they navigate the changing Indian higher education landscape and capitalize on the sector's revolutionary potential for national development.

NEP-2020 and Research:

The policy emphasizes increasing funding for research and innovation in education. It proposes initiatives to attract investment from public and private sources to support high-quality research projects, infrastructure, and capacity-building efforts. NEP 2020 advocates for granting greater autonomy to higher education institutions, enabling them to develop their research agendas, priorities, and strategies. The National Education Policy 2020 of India places a strong emphasis on promoting Quality Research within the education sector. NEP 2020 advocates for the promotion of multidisciplinary research to address complex societal challenges. It encourages collaboration across disciplines, departments, and institutions to foster innovation, creativity, and holistic problem-solving. This autonomy fosters a conducive environment for nurturing a culture of research excellence and academic freedom. The policy proposes the establishment of the National Research Foundation to facilitate and fund high-quality research across all disciplines, including education.

National Education and Development:

NRF aims to support cutting-edge research, promote innovation, and enhance the quality and relevance of research outputs. NEP 2020 encourages collaboration between academia, industry, and government to promote applied research, technology transfer, and knowledge exchange. It emphasizes the importance of partnerships in driving innovation, entrepreneurship, and socioeconomic development. The policy highlights the importance of promoting and preserving indigenous knowledge systems through research. It encourages researchers to explore and document traditional practices, wisdom, and innovations, contributing to cultural preservation and sustainable development.

Educational History and Government Policy:

NEP 2020 underscores the importance of upholding research integrity, ethics, and transparency. It emphasizes the need for robust mechanisms to ensure the quality, credibility, and ethical conduct of research, including peer review, ethics committees, and research ethics training. The policy calls for the development of robust mechanisms for assessing and evaluating the quality and impact of research outputs. It advocates for the use of metrics, indicators, and peer review processes to gauge the significance, relevance, and excellence of research contributions. NEP 2020 recognizes the critical role of quality research in driving innovation, knowledge creation, and national development. By promoting a conducive ecosystem for research excellence, the policy aims to position India as a global hub for cutting-edge research and scholarship across diverse fields, including education.

NEP 2020 and Entrepreneurship:

The concept of entrepreneurship encompasses the entrepreneur, their vision, and the execution of their ideas. Entrepreneurship is the act of an entrepreneur engaging in diverse economic activities and assuming all risks and uncertainties to build a new firm. The term entrepreneurship originates from the French word Entreprenerd, which refers to those who willingly take on the risks associated with establishing new business ventures. The entrepreneur is the pivotal component in the process of entrepreneurship. The notion of entrepreneurship originated in the 17th century and has since become a prevalent concern in the present dynamic socio-economic climate.

Social Change and Climate:

Market opportunity identification involves the systematic identification of potential possibilities in the market, allocation of necessary resources to explore these chances, and investment of resources to capitalize on them for long-term benefits. Entrepreneurship is the process of generating wealth by combining resources in innovative ways to establish and run a business that entails significant risks and uncertainties. It is the outcome of a methodical and structured approach to applying originality and novelty to meet the demands and possibilities in the market.

Conclusion:

The NEP 2020 heralds a new era for Indian higher education, one that is driven by research, innovation, and entrepreneurship. By laying the groundwork for a robust RIE ecosystem, the policy not only empowers students to excel but also positions India as a global hub for knowledge creation and innovation. As the nation marches towards realizing its vision of becoming a knowledge economy, the NEP 2020 serves as a guiding light, illuminating the path towards a brighter future.

Acknowledgement

The completion of this research work entitled "A Study on Impact of New Educational Policy-2020 on Society and Educational History" has been a meaningful academic journey. I take this opportunity to express my sincere gratitude to all those who have supported and encouraged me in completing this study.

I express my heartfelt gratitude to my academic colleagues, teachers, and well-wishers for their valuable suggestions, encouragement, and intellectual support throughout the course of this research. Their guidance greatly contributed to the development and completion of this work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Re-imagining Academic Libraries under NEP 2020: Challenges and Prospects for Night College Stakeholders

Dr. Khandekar Ganesh Bajirao
Librarian (Asso. Prof.) Night College of Arts & Commerce, Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030933

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 144-148

September 2026

Correspondence Address:
Dr. Khandekar Ganesh Bajirao
Librarian (Asso. Prof.) Night College of Arts & Commerce, Ichalkaranji
Email: klp.ganesh@gmail.com

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Abstract

The National Education Policy (NEP) 2020 introduces a radical framework aimed at transforming Indian higher education into a dynamic, multidisciplinary, and technology-driven ecosystem. Within this evolving paradigm, academic libraries are mandated to shift from conventional book repositories into technology-enabled, inclusive knowledge hubs that support innovative structures such as the Academic Bank of Credits (ABC), Open Educational Resources (OER), and Indian Knowledge Systems (IKS). However, applying these policy mandates within Night colleges presents unique operational, economic, and structural complexities. Night colleges cater primarily to non-traditional learners, working professionals, and socio-economically disadvantaged groups (SEDGs) who face severe time poverty, digital divide issues, and limited physical campus access. This study critically examines the key provisions, implementation challenges, and strategic opportunities surrounding academic libraries in Night colleges under NEP 2020. Employing an empirical, descriptive, and analytical research framework based on policy documents, institutional reports, and published stakeholder literature, the study synthesizes the distinct perspectives of students, faculty, and administrators. The analysis reveals critical systemic bottlenecks, including acute budgetary constraints, outdated ICT infrastructure, restricted evening operational hours, lack of remote access protocols, and staffing shortages. To overcome these impediments, the paper proposes a strategic, policy-driven action plan. Key recommendations emphasize transitioning toward asynchronous digital access, deploying mobile-first discovery platforms, leveraging national consortia (such as INFLIBNET N-LIST and NDLI), curating open-access materials, and establishing regional inter-library loan networks. Ultimately, the study underscores that modernizing Night college libraries is essential for bridging educational disparities and realizing the inclusive, equitable vision of NEP 2020.

Keywords: *National Education Policy 2020, Academic Libraries, Night Colleges, Non-Traditional Learners, Academic Bank of Credits, Digital Divide, Open Educational Resources, Information Literacy.*

Introduction

The National Education Policy (NEP) 2020 aims to transform India into a Global Knowledge Superpower by fostering a culture of lifelong learning and critical thinking across society. Departing from traditional educational frameworks, NEP 2020 integrates foundational academic disciplines with vocational skill development, while leveraging advanced technology and honouring traditional Indian knowledge systems. Consequently, academic libraries are undergoing a fundamental transformation—evolving from conventional book repositories into dynamic, technology-enabled knowledge hubs. Serving as a vital bridge between physical resources and the digital ecosystem, modern libraries facilitate core initiatives such as the Academic Bank of Credits (ABC) and foster inclusive learning environments for all stakeholders.

The execution of NEP 2020 faces five critical structural challenges: inadequate institutional infrastructure, a shortage of qualified faculty, the digital divide, restricted funding, and bureaucratic inertia combined with resistance to institutional change. Despite these operational hurdles, the policy presents a transformative opportunity to establish an inclusive, learner-centric, and internationally competitive educational ecosystem. Realizing this vision, however, fundamentally depends on sustained public financial commitments and rigorous governance standards throughout implementation.

Anchored in the core principles of Access, Equity, Quality, Affordability, and Accountability, the policy seeks to elevate the Gross Enrolment Ratio (GER), consolidate higher education institutions, catalyse research, and modernize pedagogical frameworks. Institutional success relies heavily on faculty adaptability, student readiness, and decisive administrative leadership. Consequently, this study critically examines the challenges and prospects of implementing NEP 2020 within academic libraries, focusing specifically on Night college stakeholders.

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How to cite this article:
Khandekar Ganesh Bajirao. (2026). Re-imagining Academic Libraries under NEP 2020: Challenges and Prospects for Night College Stakeholders. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 144-148.

Review of the Literature

Existing literature highlights significant interest among researchers and policymakers regarding NEP 2020. While policy architects present NEP 2020 as a transformative reform, scholars simultaneously identify critical implementation impediments, including infrastructural deficits, faculty training deficiencies, governance inefficiencies, funding constraints, and digital literacy disparities.

Investigating post-pandemic higher education reforms, Rahman (2022) emphasizes the critical role of technology-driven pedagogy and skill-based education in elevating academic quality. However, the study notes that limited digital resource access, faculty shortages, and inadequate physical infrastructure—particularly in semi-urban and rural regions—substantially hinder policy execution. Similarly, Bhatt (2023) analyzes pedagogical frameworks, asserting that experiential learning and competency-based instruction enhance learning outcomes and employability. Nevertheless, adoption requires continuous professional development for faculty, curriculum redesign, and heightened institutional autonomy.

Singh and Kumar (2024) indicate that NEP 2020 aligns Indian higher education with international standards through its emphasis on critical thinking, lifelong learning, and digital literacy. They conclude, however, that long-term impact remains contingent upon capacity building and infrastructure modernization. Furthermore, systematic literature reviews demonstrate progress in multidisciplinary integration and vocational training, while identifying financial deficits, digital infrastructure gaps, and administrative resistance as primary bottlenecks. Grounded in this framework, the present study examines the challenges and prospects of implementing NEP 2020 within Night college academic libraries.

Objectives of the Study

1. To examine NEP 2020 provisions for transforming academic libraries in higher education.
2. To analyse opportunities under NEP 2020 to enhance library quality, resource accessibility, digital literacy, and inclusivity in Night colleges.
3. To suggest practical strategies and policy measures for Night College stakeholders to ensure effective NEP 2020 alignment and equitable academic support.

Research Methodology

This study adopts an empirical, descriptive, and analytical research design based on secondary literature. The methodology synthesizes evidence from official policy documents (NEP 2020), Ministry of Education reports, UGC publications, peer-reviewed journal articles, conference proceedings, and published stakeholder assessments to evaluate operational bottlenecks and strategic opportunities in Night college libraries.

NEP 2020 and Higher Education: Major Reforms

The NEP 2020 establishes a comprehensive framework for reinventing higher education in India. Focusing on quality, flexibility, research, and employability, the policy introduces major structural reforms:

- **Holistic & Flexible Academic Structure:** Replaces rigid disciplinary boundaries with multidisciplinary curricula, a four-year undergraduate framework (FYUGP), and Multiple Entry/Exit Options (MEEO) supported by the Academic Bank of Credits (ABC).
- **Research & Innovation Focus:** Creates the National Research Foundation (NRF) to cultivate a robust research environment and fund multidisciplinary projects across higher education institutions.
- **Pedagogical Shift:** Transitions from teacher-centric instruction to experiential, competency-based learning integrated with vocational training.
- **Governance Overhaul:** Establishes the Higher Education Commission of India (HECI) as a unified entity to streamline regulation, accreditation, and funding.
- **Digital Integration:** Leverages online learning, Open Access initiatives, and national digital platforms to make higher education equitable and internationally competitive.

Re-imagining Academic Libraries under NEP 2020

The NEP 2020 acts as a structural catalyst, driving academic libraries to transition from static physical repositories into dynamic, technology-enabled knowledge hubs. Historically perceived as custodial centres for book preservation, libraries are now mandated to serve as facilitators of interdisciplinary research, digital equity, and pedagogical innovation.

1 Paradigm Shift in Academic Librarianship

The core operational philosophy of academic libraries is evolving from conventional book storage into active, user-centric knowledge ecosystems. Traditional quality metrics—such as physical volume count—are being replaced by parameters of digital accessibility, resource utilization, and user engagement. Library spaces are being re-engineered to incorporate collaborative learning commons, digital media labs, and quiet research zones.

2 Supporting Academic Innovations and Credit Mobility

Academic libraries play a pivotal role in facilitating the Academic Bank of Credits (ABC) and credit transfer frameworks. Libraries serve as institutional repositories for course syllabi, digitized reading lists, and e-learning materials required to support student mobility. Furthermore, to support the Four-Year Undergraduate Program (FYUGP), libraries curate comprehensive hybrid collections bridging Arts, Commerce, Science, and vocational streams.

3 Digital Integration and Open Access

Libraries are increasingly connecting users to national digital networks, including INFLIBNET consortia (N-LIST and e-ShodhSindhu), the National Digital Library of India (NDLI), and the *One Nation, One Subscription* (ONOS) initiative. By embracing Open Educational Resources (OER), libraries systematically organize open-access textbooks and peer-reviewed journals, directly mitigating academic material costs for socio-economically disadvantaged learners.

4 Information Literacy and Research Ethics Capacity Building

The pedagogical responsibilities of library professionals have expanded to encompass research literacy. Academic libraries conduct structured workshops on database search strategies, critical information evaluation, and reference management software (e.g.,

Zotero, Mendeley). Moreover, libraries serve as guardians of academic integrity, educating stakeholders on citation ethics, copyright compliance, and anti-plagiarism protocols.

5 Preservation and Promotion of Indian Knowledge Systems (IKS)

In alignment with NEP 2020's directive to preserve local heritage, academic libraries are developing specialized archival collections. This involves identifying, cataloging, and digitizing rare manuscripts, local historical archives, regional literature, and traditional knowledge texts, integrating them into digital discovery portals for contemporary scholarly inquiry.

Specific Context: Night Colleges and Non-Traditional Stakeholders

Night colleges represent a crucial socio-educational institution within Indian higher education, democratizing access for non-traditional student populations who cannot attend daytime classes due to economic, occupational, or social commitments.

1 Demographic Profile of Night College Users

The user base consists primarily of working students, adult returnees, part-time learners, and individuals from socio-economically disadvantaged groups (SEDGs). These students spend their daytime hours in employment across retail, administration, manufacturing, or informal sectors. Consequently, they experience severe "time poverty," requiring highly efficient, targeted library services during non-working hours.

2 Temporal and Physical Constraints

Night college libraries operate within narrow evening windows (typically 5:00 PM to 9:00 PM). This restricted schedule leaves students with minimal opportunity to utilize physical reading rooms or conduct extended literature searches. Furthermore, late-Night closing times and inadequate public evening transportation create logistical and safety challenges, particularly for commuting female students.

3 Socio-Economic Disparities and the Digital Divide

Evening students face pronounced technological hurdles, frequently lacking personal laptops, high-speed home internet, or dedicated study spaces. While NEP 2020 advocates for digital learning platforms, Night college students rely heavily on mobile phones with restricted data plans, making access to resource-intensive e-learning portals difficult without direct institutional support.

4 Strategic Re-alignment of Library Services

To fulfil NEP 2020 mandates, Night college libraries must shift from synchronous, physical-presence-dependent services toward asynchronous digital ecosystems. This requires mobile-friendly discovery portals, remote access authentication, dedicated on-campus IT infrastructure, and localized study materials tailored to working professionals.

Implementation Challenges for Night College Academic Libraries

Despite the transformative vision of NEP 2020, Night college academic libraries encounter deep-seated systemic constraints.

1 Infrastructural and Technological Deficits

A major barrier is the widespread deficit in Information and Communication Technology (ICT) infrastructure. Much Night college libraries rely on outdate, standalone management software that lacks cloud or web interfaces. Inadequate internet bandwidth and a lack of server infrastructure prevent these libraries from delivering contemporary digital services.

2 Financial Allocation and Subscription Constraints

Night colleges operate under tight financial budgets, receiving lower capital allocations than major daytime institutions. Minimal operating funds severely restrict a library's ability to cover recurring licensing fees for scholarly databases, institutional e-book collections, and software upgrades.

3 Human Resource and Staffing Limitations

Night college libraries operate with minimal staffing rosters, making it difficult to offer specialized reference assistance or ICT support late at Night. Furthermore, evening library personnel frequently lack access to continuous professional development (CPD) programs focused on emerging digital library technologies.

4 Off-Campus Digital Access Barriers

Providing seamless, remote off-campus access to electronic databases remains a major technical hurdle. Implementing proxy authentication (e.g., EZproxy) or federated identity systems requires capital investment and technical expertise that Night colleges rarely possess, leaving working students unable to access research databases outside physical operating hours.

Prospects and Strategic Opportunities for Night College Stakeholders

NEP 2020 simultaneously provides unprecedented opportunities to modernize Night college libraries through technology, flexible policy, and collaborative networks.

1 Hybrid and 24/7 Digital Access Ecosystems

By adopting cloud-hosted Integrated Library Management Systems (ILMS) and mobile applications, libraries can offer 24/7 asynchronous access to digitized course materials, e-books, and archived lectures. This enables working students to engage with academic resources during lunch breaks, weekends, or commutes.

2 Collaborative Resource Sharing and Consortia Networks

Establishing regional inter-library loan (ILL) networks and local college consortia allows member institutions to pool financial resources and co-subscribe to expensive electronic databases. Furthermore, active integration into government-subsidized networks like INFLIBNET N-LIST and NDLI provides access to vast scholarly literature at minimal cost.

3 Tailored Skill Building and Vocational Support

Night college libraries can serve as centers for professional advancement by curating specialized collections for competitive examinations, business communication, and technical skills. Establishing language labs and career guidance hubs directly enhances the employability of evening learners.

4 Community Engagement and Lifelong Learning Hubs

Expanding their social function, Night college libraries can operate as community knowledge centers during off-peak hours. Hosting book discussion groups (*Vaachan Katta*), guest lectures, and adult literacy drives strengthens community integration and fulfils the NEP 2020 mandate for lifelong learning.

Key Stakeholder Perspectives (Faculty, Students, Administrators)

Evaluating the tripartite perspectives of core institutional actors reveals critical operational insights:

1 Students' Perspective: Flexibility, Affordability, and Accessibility

Students prioritize remote e-resource availability, mobile-friendly interfaces, and affordable reading options such as book-bank schemes and OER. Furthermore, they emphasize the necessity of well-equipped physical reading commons on campus—with high-speed internet and desktop PCs—to complete assignments they cannot perform at home due to personal device limitations.

2 Faculty Perspective: Interdisciplinary Curation and Research Support

Faculty view the library as an essential partner in delivering multidisciplinary curricula. They express an urgent need for updated cross-disciplinary teaching aids, vocational literature, and peer-reviewed journals. Additionally, faculty seek library-led support regarding plagiarism detection, citation management software, and open-access publishing guidance.

3 Administrators' and Library Staff Perspective: Budgeting, Compliance, and Staffing

Administrators and library leaders focus on institutional governance, NAAC accreditation benchmarks, and financial sustainability. Their primary concerns involve securing capital for ICT upgrades and managing evening staffing rosters. They advocate for dedicated government grants and targeted training programs to upskill library staff.

Recommendations and Strategic Action Plan

To bridge operational gaps and fulfil NEP 2020 mandates, a multi-pronged action plan is required:

1 Infrastructure Modernization and Asynchronous Digital Expansion

- **Cloud-Based Remote Access Protocols:** Deploy cost-effective remote authentication tools (e.g., OpenAthens, EZproxy) to grant working students 24/7 off-campus access to electronic journals and e-books.
- **Mobile-Optimized Discovery Interfaces:** Integrate library OPACs and digital repositories into mobile-friendly apps, allowing students to access study materials and renew loans via smartphones.
- **Digital Learning Commons:** Retrofit physical library spaces with high-speed internet terminals, computers, and printing facilities to support students lacking home IT infrastructure.

2 Financial Optimization, Consortia Integration, and Cost-Sharing Models

- **Maximized Consortia Utilization:** Proactively enroll in government-subsidized networks—specifically INFLIBNET N-LIST and NDLI—to secure low-cost scholarly content.
- **Regional Night College Consortia:** Establish regional resource-sharing networks to pool funds and co-subscribe to specialized electronic databases.
- **Targeted Capital Allocation:** State higher education councils should designate specific grants tailored to library automation and ICT upgrading in Night colleges.

3 Curricular Alignment, OER Curation, and Indian Knowledge Systems (IKS)

- **Systematic OER Curation:** Index peer-reviewed OER platforms, open-access textbooks, and public domain repositories to eliminate textbook costs for disadvantaged learners.
- **Localized Digital Repositories:** Build specialized collections comprising regional language literature, local history, and translated vocational manuals.
- **Support for ABC Implementation:** Maintain standardized institutional repositories (IRs) archiving digitized syllabi, lecture notes, and faculty research to support credit transfer compliance.

4 Human Resource Capacity Building and Stakeholder Literacy Instruction

- **Continuous Professional Development (CPD):** Invest in upskilling programs for evening library staff, focusing on emerging ICT tools, open-access curation, and automated library systems.
- **Embedded Digital Literacy Modules:** Conduct asynchronous workshops on information retrieval, database navigation, reference management (e.g., Zotero), and academic integrity.
- **Flexible Staffing Roster Management:** Restructure staff duty shifts or recruit dedicated evening personnel to ensure reference and research support remains available during late operational hours.

Conclusion

The NEP 2020 represents a structural paradigm shift in Indian higher education, prioritizing multidisciplinary learning, technological convergence, academic flexibility, and social inclusivity. Within this framework, academic libraries must transcend their historical custodial role to become dynamic, technology-enabled knowledge hubs. For Night colleges—which fulfill a crucial social mandate by extending higher education to working professionals and disadvantaged groups—modernizing academic libraries is essential for achieving educational equity.

While execution within evening institutions faces hurdles—including ICT deficits, budget constraints, restricted operating hours, and digital divides—NEP 2020 offers unprecedented prospects for institutional growth. Transitioning toward asynchronous digital delivery, leveraging national consortia like INFLIBNET N-LIST and NDLI, curating Open Educational Resources, and supporting the Academic Bank of Credits provide viable pathways for sustainable modernization. Coordinated, policy-driven action involving targeted financial investment, regional consortia, staff capacity building, and decisive leadership will ensure that non-traditional Night college learners are fully empowered to participate in India's evolving knowledge economy.

Acknowledgement

The completion of this research work entitled **"Re-imagining Academic Libraries under NEP 2020: Challenges and Prospects for Night College Stakeholders"** has been a valuable and enriching academic endeavour. I take this opportunity to express my sincere gratitude to all those who have contributed directly or indirectly to the successful completion of this study.

I express my heartfelt gratitude to my academic colleagues, teachers, and well-wishers for their valuable suggestions, constructive guidance, encouragement, and intellectual support throughout the research process. Their insights helped in developing a deeper understanding of the changing role of academic libraries under NEP 2020.
I am sincerely thankful to **Night College of Arts & Commerce, Ichalkaranji**, for providing a supportive academic environment and the necessary facilities and encouragement to undertake this research.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Comparative Analysis of the Evolution of B.A. Geography Curriculum: From CBCS to NEP-2020 at Shivaji University, Kolhapur

Dr.R.L.Kore
Professor, Night College of Arts & Commerce, Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030934

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 149-151

September 2026

Correspondence Address:
Dr.R.L.Kore
Professor, Night College of Arts & Commerce, Ichalkaranji

Quick Response Code:

Web. https://ibrj.us

Abstract

This research provides a comparative examination of the structural and pedagogical shifts in the Bachelor of Arts (B.A.) Geography curriculum at Shivaji University, Kolhapur (SUK), during its transition from the Choice Based Credit System (CBCS) to the National Education Policy (NEP-2020) framework. By assessing course design, syllabi blueprints, and student learning outcomes, this study highlights how a historically rigid academic discipline has transformed into an adaptable, multidisciplinary, and career-oriented program. The updated curriculum features an advanced emphasis on functional cartography, Geographic Information Systems (GIS), experiential fieldwork, ecological sustainability, and flexible exit points. The findings indicate that while NEP-2020 substantially boosts student employability and contextual regional knowledge, institutional readiness and modern laboratory resources remain significant hurdles for rural affiliated colleges.

Keywords: *National Education Policy (NEP-2020), Choice Based Credit System (CBCS), Curriculum Design, Geographic Information Systems (GIS).*

Introduction

Academic curriculum must naturally evolve to match shifting societal requirements, technological breakthroughs, and international scholastic benchmarks. Higher education structures across India have experienced major adjustments over the past ten years, transitioning from teacher-led frameworks to adaptable, student-oriented designs. To encourage independent thinking, multidisciplinary studies, and professional readiness, higher education institutions (HEIs) must regularly update their academic frameworks.

The implementation of the Choice Based Credit System (CBCS) by the University Grants Commission (UGC) was an early milestone in this modernization process. CBCS replaced traditional annual grading configurations with semester credit counts, allowing students to select from an array of core, elective, and soft-skill courses. Nevertheless, to dissolve remaining institutional silos and embed hands-on learning into the curriculum, the Indian government introduced the National Education Policy 2020 (NEP-2020). NEP-2020 aims to establish an inclusive and dynamic learning environment by ensuring equitable access to high-quality education. It restructures undergraduate programs through:

- Comprehensive multidisciplinary academic pathways.
- Multiple Entry and Multiple Exit (MEME) options (yielding Certificates, Diplomas, Degrees, or Honours).
- The inclusion of career-focused vocational courses.
- An explicit focus on outcome-based education (OBE) models.

This overarching educational overhaul aims to align Indian higher education with international standards while staying grounded in regional realities. Shivaji University, Kolhapur (SUK) a prominent state university in Maharashtra, adopted the CBCS framework in the late 2010s to offer standardized credit tracking and broader academic choices. However, the later rollout of NEP-2020 introduced a far more transformative paradigm shift. As a discipline that bridges the physical sciences and the humanities, Geography serves as an ideal case study for evaluating these structural adjustments. This paper provides a detailed comparative study of how the B.A. Geography program at SUK moved away from the structured boundaries of traditional CBCS templates into the flexible, vocational, and outcome-cantered architecture of NEP-2020.

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How to cite this article:
R.L.Kore. (2026). Comparative Analysis of the Evolution of B.A. Geography Curriculum: From CBCS to NEP-2020 at Shivaji University, Kolhapur. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 149-151.

Research Methodology

This study utilizes a qualitative and analytical comparative research method. The primary data consists of secondary academic documents obtained from official channels, including:

- Official B.A. Geography CBCS Syllabi (2018–2021 guidelines) sourced from the Shivaji University syllabus archive.
- The phased NEP-2020 structural blueprints for B.A. Geography (introduced sequentially from 2023–2024 to 2025–2026).
- Official academic circulars, Board of Studies (BoS) directives, and workshop briefs distributed to affiliated colleges.

Significance of the Study

While extensive research addresses the broad, macro-level impacts of NEP-2020, there is a lack of localized, empirical studies tracing how applied disciplines like Geography have changed at the regional university level. This paper bridges that gap by examining the specific structural and conceptual transitions of the B.A. Geography curriculum under both the CBCS and NEP-2020 models at Shivaji University, Kolhapur.

This study examines changes in course credit weight distribution, the integration of hands-on geospatial technologies, the incorporation of regional geographical issues, and the alignment of course milestones with actual student learning outcomes. The resulting data offers useful guidance for curriculum developers, geography instructors, and university administrators managing the on-going integration of NEP-2020 across regional Indian institutions.

Paradigm Shift in Geography Curriculum

Because Geography connects natural sciences with social environments, it requires a highly responsive and adaptive curriculum. The discipline has progressed from descriptive regional studies into an advanced spatial science driven by technology. Modern geographic research relies on Geographic Information Systems (GIS), Remote Sensing (RS), and computer-aided statistical modelling to handle global challenges such as climate change, rapid urbanization, and disaster response. As a result, undergraduate geography syllabi must adjust quickly to close the gap between traditional academic theory and technical workplace needs.

Structural Comparison: CBCS vs. NEP-2020

Shivaji University, Kolhapur (SUK) established in 1962. It supports the academic needs of Southern Maharashtra, spanning the Kolhapur, Sangli, and Satara districts. The institution has consistently adapted to national educational policies. Under the initial CBCS transition, Shivaji University updated its B.A. Geography degree to incorporate core subjects, discipline-specific electives, and skill enhancement tracks. Following the national adoption of NEP-2020, the university initiated another comprehensive restructuring process to incorporate the required multi-disciplinary credit model across undergraduate programs.

The structural transition between these two frameworks reflects a shift from a uniform credit model to a tiered vertical path:

Structural Parameter	CBCS Framework (Pre-NEP)	NEP-2020 Framework
Program Duration	Rigid 3-year undergraduate degree.	3-year standard degree or a 4-year Honours degree with an integrated research focus.
Exit Options	No intermediate exit paths; withdrawing early resulted in an incomplete or failed degree status.	Multiple Entry & Multiple Exit (MEME) options: Certificate (Yr 1), Diploma (Yr 2), Degree (Yr 3).
Credit Architecture	Standardized Discipline-Specific Electives (DSE) and Core Courses spread across 6 semesters.	Vertically categorized into Major, Minor, Open Elective (OE), and Vocational courses.
Practical Lab Integration	Mostly restricted to B.A. III (final year) via dedicated practical coursework.	Hands-on elements introduced in B.A. I, Semester I (e.g., Physical Geography weather data application). Full practical courses begin in Semester III (Major IV: Basics of Map Making).

Curricular Thematic Evolution

1. Physical vs. Human Geography Distribution

Under the older CBCS model at SUK, undergraduate students moved through foundational geography topics in sequential blocks: Physical Geography (Geomorphology/Climatology) in the first year, Oceanography and Soil Geography in the second year, and specialized topics (Economic, Urban, and Agricultural Geography) in the final year.

Under NEP-2020, the Board of Studies in Geography adjusted these tracks to align directly with Outcome-Based Education (OBE) frameworks. Foundational courses like Physical Geography-I are integrated with applied subjects like Resource Geography and Sustainable Development, ensuring that global Sustainable Development Goals (SDGs) are introduced early in the student's academic path.

2. Integration of Advanced Technology

A notable limitation of the previous CBCS format was the delayed introduction of modern cartographic tools, leaving students to complete manual drafting exercises until their final year. NEP-2020 accelerates the use of computational geography. Digital map

making, Remote Sensing (RS), and spatial data collection using open-source platforms (such as QGIS) are introduced in the second year of study to build technical literacy earlier.

Skill Enhancement and Vocationalization

A defining element of Shivaji University's NEP-2020 Geography curriculum is the introduction of dedicated tracks for applied sub-disciplines:

- **Vocational Skill Courses (VSC) & Skill Enhancement Courses (SEC):** Targeted practical modules like *Soil Analysis* (B.A. II, Sem-III) and *Water Survey & Mapping* (B.A. II, Sem-IV) connect geography with agricultural science and environmental chemistry. Students engage in direct field testing that aligns with the needs of the agricultural sector in Western Maharashtra. Additionally, courses like *Geo-statistical Data Visualization* (B.A. II, Sem-III) and *Land Records* (B.A. II, Sem-IV) provide practical skills designed to improve employability.
- **Open Electives (OE):** Students from outside the Geography department can take interdisciplinary options like *Science, Technology, and Development (STD)*, lowering the academic boundaries that characterized the older CBCS system.

Examination and Evaluation Transformation

The student assessment framework has changed significantly from the CBCS model to the NEP-2020 framework:

- **CBCS Assessment Design:** Terminal Theory Exams (80%) → Practical Lab Portfolio (20%) → Final CGPA Calculation.
- **NEP-2020 Assessment Design:** Formative Continuous Internal Assessment (CIA) + Summative Theory Papers (60:40 Split) + Practical Internships, Projects, and On-the-Job Training (OJT).
  While the traditional 60:40 split remains standard for written theory papers, the NEP-2020 model adds continuous internal assessments (CIA), field logging, and verified lab work. Rather than focusing on descriptive answers about spatial phenomena, students are evaluated on their ability to execute real-world field projects and operate environmental measurement tools.

Challenges in Implementation

Despite its conceptual advantages, the rollout of the NEP-2020 B.A. Geography curriculum across SUK's broad network of rural and semi-urban colleges in Kolhapur, Sangli, and Satara faces several challenges:

1. **Infrastructure Deficits:** Moving technical and computer-based coursework to earlier semesters requires updated computer labs and reliable internet access, which are frequently lacking in rural institutions.
2. **Faculty Retraining:** Shifting from classical, descriptive geography instruction to quantitative, tool-based modules (such as digital cartography, water analysis, and soil testing) requires on-going university-led professional development workshops.
3. **Credit Tracking Complexities:** Administering the Multiple Entry & Multiple Exit (MEME) pathways introduces a heavier administrative workload for college examination departments managing data through the national Academic Bank of Credits (ABC) portal.

Conclusion

The transition from CBCS to NEP-2020 at Shivaji University, Kolhapur represents a pedagogical shift from passive, concept-heavy learning to an active, skill-driven curriculum. This structural change redefines geography as an applied spatial science capable of addressing modern ecological, environmental, and industrial concerns. While the updated model provides students with improved academic flexibility through flexible exit points and better career preparation, its long-term success depends on resolving regional infrastructure imbalances and supporting on-going professional development for faculty across all affiliated colleges.

Acknowledgement

The completion of this research work entitled **"Comparative Analysis of the Evolution of B.A. Geography Curriculum: From CBCS to NEP-2020 at Shivaji University, Kolhapur"** has been a valuable and enriching academic experience. I take this opportunity to express my sincere gratitude to all those who have contributed directly or indirectly to the successful completion of this study.

I express my heartfelt gratitude to my academic colleagues, teachers, and well-wishers for their valuable suggestions, constructive guidance, encouragement, and intellectual support throughout the research process. Their insights helped me to critically examine the changing structure and pedagogical dimensions of Geography education under CBCS and NEP-2020.

I am sincerely thankful to **Night College of Arts & Commerce, Ichalkaranji**, for providing a supportive academic environment and encouragement to undertake and complete this research work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Beyond Access: Libraries as Bridges for Digital Inclusion among Rural Students under NEP 2020

Shriyal Mohankumar Pujari [1] Sangram A Killedar [2]
[1]Librarian, Night College of Art and Commerce, Ichalkaranji
[2]Librarian, Shahid Virpatni Laxmi Mahavidyalay, Titave

Manuscript ID:
IBMIIRJ -2026-030935

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 152-157

September 2026

Correspondence Address:
Shriyal Mohankumar Pujari
Librarian, Night College of Art and Commerce, Ichalkaranji
Email – shriyalpujari@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

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Abstract

The rapid expansion of digital education has created new learning opportunities but has also highlighted inequalities in digital access among rural students in India. Limited internet connectivity, inadequate digital devices, affordability issues, lack of digital skills, information literacy and access to reliable educational content continue to affect rural learners. This paper examines the role of libraries as catalysts for digital inclusion within the framework of the National Education Policy (NEP) 2020. The study focuses on rural and community libraries and their potential to provide digital access, internet facilities, digital resources, information-literacy training and learning support. A conceptual and analytical approach is adopted based on selected scholarly literature, policy documents and educational reports. The study highlights that digital inclusion requires more than access to devices and connectivity; it also requires skills, guidance and supportive learning environments. The paper concludes that strengthening rural libraries can promote educational equity and help rural students achieve meaningful digital participation, learning and empowerment under NEP 2020.

Keywords: *NEP 2020; Digital Divide; Digital Inclusion; Rural Students; Rural Libraries; Digital Literacy; Information Literacy; Educational Equity; Digital Learning*

Introduction

Digital technology has significantly transformed contemporary education by expanding access to learning materials, online instruction, scholarly information, assessments and skill-development opportunities. However, these benefits are not equally distributed. Students lacking reliable connectivity, appropriate devices, digital competencies or adequate support may remain excluded from technology-enabled education. The digital divide therefore extends beyond device ownership to include affordability, connectivity quality, digital literacy, information-evaluation skills and opportunities for meaningful educational use. This challenge is particularly relevant in rural educational contexts, where disparities in household income, infrastructure, geographical accessibility, language and connectivity can constrain students' participation in digital learning. The **National Education Policy (NEP) 2020** recognises technology as an important means of improving educational access and quality while acknowledging the need to address digital inequalities. It promotes digital infrastructure, educational content, online learning and blended approaches to education (Ministry of Education, 2020).

This paper therefore argues that **rural libraries should be reconceptualised as inclusive digital learning hubs rather than merely repositories of printed information.** Such a transformation could complement the objectives of NEP 2020 and contribute to reducing digital inequalities while strengthening educational opportunities and digital learning capacities among rural students.

Background of the Study

1 NEP 2020 and Educational Equity

NEP 2020 seeks to transform India's education system through an emphasis on access, equity, quality, affordability and accountability. It gives considerable attention to disadvantaged groups and to learners who experience geographical, social or economic barriers to education. Technology is positioned as one component of this transformation, but the policy also recognises that technology can reproduce inequalities if access remains uneven.

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How to cite this article:
Shriyal Mohankumar Pujari, Sangram A Killedar. (2026). Beyond Access: Libraries as Bridges for Digital Inclusion among Rural Students under NEP 2020. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 152-157-.

Digital initiatives associated with NEP 2020 include DIKSHA, PM e-VIDYA and other technology-supported educational programmes. These initiatives increase the availability of educational content, but their usefulness ultimately depends upon whether learners have the necessary devices, connectivity, skills and support to use them. This distinction between availability and effective use is central to understanding the role of libraries.

2 Understanding the Digital Divide

The digital divide can be viewed as a layered phenomenon. The first layer concerns physical access to devices and connectivity. The second involves the ability to use technology. The third relates to the quality and purpose of use. A learner may have access to a smartphone but still experience educational exclusion if the device is shared among several family members, the internet connection is unstable, the cost of data is burdensome or the learner lacks the skills to locate and assess information.

The rural digital environment in India has changed considerably. ASER 2023 reported substantial growth in smartphone availability in rural households compared with earlier years. However, the report also demonstrates that ownership and basic familiarity with digital devices do not eliminate differences in digital capabilities and educational use (ASER Centre, 2024).

3tatement of the Problem

The increasing digitalisation of education has created a significant contradiction. Educational content is increasingly available online, yet many rural students continue to face barriers to meaningful participation. The major barriers include unreliable internet connectivity, unequal access to computers and smartphones, shared household devices, high internet costs, inadequate digital and information literacy, difficulty identifying trustworthy information, language barriers, accessibility problems, inadequate ICT facilities, limited trained personnel, and insufficient integration between libraries and digital-learning programmes. Consequently, the important question is not simply whether rural students can connect to the internet. The more important question is whether they have a supportive environment in which digital resources can be transformed into meaningful educational opportunities.

Objectives of the Study

The study has the following objectives:

1. To examine the relationship between NEP 2020 and digital inclusion in rural education.
2. To examine the changing role of libraries in digitally mediated education.
3. To examine the challenges that may restrict libraries from becoming effective digital-learning centres.
4. To propose a practical library-centred framework for promoting digital inclusion among rural students.

Research Methodology

This paper follows a conceptual and analytical research approach. It does not claim to present primary survey data or field-based findings. The analysis is developed through examination and interpretation of selected policy documents, educational reports and scholarly literature relating to NEP 2020, rural education, digital inclusion and libraries.

Review of Literature

The literature reviewed for this study indicates that digital inclusion involves considerably more than technological connectivity. The ASER Centre's research on technology and rural education provides important evidence about inequalities in digital access. Its analysis of the pandemic period demonstrated that unequal access to devices and technology affected the ability of rural children to participate in technology-mediated learning (ASER Centre, 2021).

The National Education Policy 2020 explicitly recognises the digital divide as a barrier to achieving the benefits of online and digital education. It recommends attention to digital infrastructure, digital content, online educational platforms, digital repositories and measures to address unequal access (Ministry of Education, 2020).

The Ministry of Education's subsequent implementation material also identifies digital initiatives such as DIKSHA and PM e-VIDYA as mechanisms for extending educational resources to learners. The policy therefore creates a favourable environment for institutions that can connect learners with digital resources. Libraries, because of their educational and information-service functions, can potentially occupy this intermediary position.

Digital inclusion in rural public libraries and argued that rural library technology challenges cannot be reduced to infrastructure alone. Staffing and financial structures also influence the ability of rural libraries to provide effective technology services. This observation is important in the Indian context. Installing computers in a rural library without trained staff, maintenance support, reliable connectivity and user-oriented programmes is unlikely to produce sustained digital inclusion. (Real, Bertot and Jaeger 2014)

Recent Indian research has also examined the relationship between libraries, digital literacy and rural communities. Lal and Tiwari's study of rural tribal communities in Kanker district highlighted problems involving remote connectivity, digitisation of public libraries and the availability of information centres to assist users in accessing digital information (Lal & Tiwari, 2024). Similarly, research on school libraries in the context of NEP 2020 has emphasised the changing role of librarians, ICT integration and digital-literacy development (Gupta & Singh, 2024). Recent research on district central libraries in Tamil Nadu has also identified libraries as potentially important providers of equitable access to technology and educational information while pointing to the need for staff training, technology upgrades and stronger outreach activities (Sudhier & Tamil Bharathi, 2025).

1 Research Gap

The existing literature provides useful evidence concerning digital access, digital literacy and library services. However, there remains scope for a more integrated conceptual examination of how rural libraries can connect the objectives of NEP 2020 with the practical digital-learning needs of rural students. A library perspective allows these elements to be considered together with information literacy, human assistance, trustworthy information, learning spaces and community support.

Libraries as Catalysts for Digital Inclusion

1 From Book-Centred Library to Learning-Centred Library

The traditional image of a library is generally associated with books, periodicals, and dedicated reading spaces. Although these functions continue to remain important, the contemporary learning environment requires a broader understanding of library services, particularly in rural areas. A rural library can serve as an important learning and information centre by providing access to computers and the internet, e-books, digital databases, educational videos, and open educational resources. It can also assist users in accessing digital learning platforms and provide information-literacy programmes and digital-skills workshops to improve their ability to locate, evaluate, and use information effectively. In addition to digital services, rural libraries can provide quiet study environments, printing and scanning facilities, and guidance in accessing scholarships, educational services, competitive examination resources, and employment-related information. The availability of local-language digital resources can further enhance accessibility and encourage greater participation among rural learners.

2 Libraries as Shared Digital Access Points

A student who does not have access to a personal computer or a reliable internet connection at home can use the library as a shared access point for digital learning and information resources. This function becomes particularly valuable when the library provides scheduled access to computers, broadband or reliable wireless internet, charging facilities, educational software, digital repositories, online classrooms, and academic search tools. By providing these facilities collectively, the library can help reduce the cost of digital participation at the individual level. Instead of requiring every learner to own and maintain complete technological infrastructure, the community institution can provide essential digital resources and services through a shared environment. In this way, the library contributes to greater digital inclusion and ensures that students from economically disadvantaged or technologically underserved backgrounds have opportunities to participate effectively in contemporary education and online learning.

3 Libraries and Digital Literacy

Access to technology alone is insufficient if learners are unable to use it confidently, effectively, and responsibly. Therefore, libraries can play an important role in developing digital literacy among learners by conducting practical digital-literacy programmes. These programmes can provide training in basic computer operations, the use of smartphones and tablets for educational purposes, searching for academic information, and evaluating the reliability and credibility of websites and online information. Learners can also be trained in using digital libraries and repositories, downloading and organising learning materials, accessing online educational platforms, and creating digital documents and presentations. In addition, digital-literacy programmes can address important areas such as online privacy and security, identification of misinformation and misleading content, and the effective use of digital government and educational services.

Libraries and NEP 2020 Digital Initiatives

NEP 2020 promotes technology-supported learning through several national initiatives. The Ministry of Education describes DIKSHA as a national digital platform for school education and PM e-VIDYA as a multi-mode approach incorporating digital, online and broadcast educational resources.

However, national platforms cannot independently guarantee effective educational participation. A rural student may know that a digital resource exists but may not know how to find it, use it, download it, evaluate it or incorporate it into study. Libraries can bridge this last-mile gap.

A rural library could establish a Digital Learning Assistance Desk through which students receive help with:

- Accessing DIKSHA resources;
- Locating digital textbooks;
- Using open educational resources;
- Finding government scholarship information;
- Accessing online courses;
- Searching scholarly information;
- Downloading educational content;
- Learning basic digital skills.

Such a service would make the library a practical implementation partner for digital education rather than a passive recipient of policy initiatives.

A Proposed Library-Centred Digital Inclusion Model

The present study proposes the Rural Library Digital Inclusion Model (RLDIM) as a conceptual framework for addressing digital exclusion among rural learners. Sustainable inclusion requires adequate infrastructure, affordable access, digital competencies, information literacy, relevant educational content, human guidance, practical application, and institutional collaboration.

1 Digital infrastructure, provides the foundation for the model and includes adequate library space, electricity, computers and other digital devices, internet connectivity, and charging facilities. In rural areas, strengthening library-based infrastructure can provide students with a shared and accessible technological environment. However, infrastructure alone cannot ensure meaningful digital participation without appropriate skills and support.

2 Affordable and equitable access, focuses on reducing financial and temporal barriers. Libraries should provide free or low-cost access to digital facilities wherever possible, while operating hours should reflect students' educational requirements.

3 Digital skills development, emphasises structured training in computer operation, smartphones and tablets, internet use, digital communication, online learning platforms, and basic digital applications. Such programmes can help students move from basic access towards confident and purposeful technology use.

4 Information literacy, focuses on developing students' ability to identify information needs, conduct effective searches, evaluate information sources, and use information ethically and responsibly. Libraries can support these competencies through training and guided use of digital libraries, academic databases, repositories, and credible online resources.

5 Educational content and resource curation, ensures that students have access to reliable and relevant learning materials aligned with curricula, examinations, academic disciplines, and their learning interests. These may include e-books, electronic journals, open educational resources, online courses, digital repositories, and educational websites.

6 Human guidance and facilitation, recognises the continuing importance of librarians and trained digital facilitators. They can assist students in searching for information, evaluating online resources, resolving basic technological difficulties, and identifying appropriate learning materials.

7 Learning application, focuses on the practical use of digital resources and skills for assignments, research, examination preparation, online learning, skill development, and independent study.

8 Community partnership and institutional collaboration, emphasises cooperation among libraries, schools, colleges, universities, local authorities, NGOs, and community organisations. Such partnerships can support the mobilisation of infrastructure, financial resources, expertise, training opportunities, and educational content, thereby enhancing the sustainability of rural digital inclusion initiatives.

The RLDIM can be represented as Infrastructure → Equitable Access → Digital Skills → Information Literacy → Guided Use → Learning Application → Learning Outcomes → Empowerment. Although presented sequentially, these components are interdependent and mutually reinforcing. Improved infrastructure facilitates access, while skills, information literacy, relevant content, and human guidance enable meaningful use and improved learning outcomes.

Rural libraries can instead operate as digital inclusion hubs that integrate technology, information, education, and community support, thereby strengthening educational participation, independent learning, digital capabilities, and the broader empowerment of rural learners.

Major Challenges

1Inadequate Infrastructure

Many rural libraries may lack sufficient computers, updated equipment, reliable electricity or high-quality internet connectivity. Technology also requires continuous maintenance rather than one-time investment.

2 Financial Constraints

Digital services involve recurring costs, including connectivity, equipment replacement, software, maintenance and staff development. Sustainable funding is therefore essential.

3 Lack of Trained Library Professionals

The digital library environment requires librarians who understand information technology, digital resources, information literacy, online safety and emerging educational technologies.

4 Language Barriers

Digital educational content is not equally available in all Indian languages. Rural students may benefit more when digital resources are connected to local-language and multilingual learning materials.

UNESCO's recent discussion of education in India also notes continuing challenges related to digital access, language resources and digital literacy, particularly in rural and tribal contexts.

5 Gender-Based Differences in Digital Access

Household device ownership does not necessarily mean equal access for all family members. ASER evidence indicates differences between boys and girls in patterns of smartphone ownership and use among rural youth.

Libraries can provide a relatively neutral community environment in which students can access technology according to learning needs rather than household ownership patterns.

6 Information Overload and Misinformation

The internet provides enormous quantities of information, but not all information is accurate or educationally appropriate. Digital inclusion must therefore include critical information literacy.

7 Sustainability

Short-term projects may establish ICT facilities but fail to maintain them. Long-term sustainability requires institutional responsibility, trained personnel, predictable funding and regular assessment.

Strategies for Strengthening Rural Libraries

- Establish Rural Digital Learning Corners
- Introduce Regular Digital-Literacy Programmes
- Develop Librarian Capacity

Continuous professional development should cover:

- Digital databases;
- Information-literacy instruction;
- Educational technology;
- Digital preservation;

- Cybersecurity awareness;
- Online information evaluation;
- Accessibility;
- Artificial intelligence literacy.
- Create Local Digital Resource Collections
- Promote Multilingual Resources
- Establish Library-School Partnerships
- Develop Mobile and Outreach Services
- Introduce Digital Learning Assistance Desks
- Introduce Digital Learning Assistance Desks
- Build Partnerships

Possible partners include:

- schools and colleges;
- universities;
- local government;
- NGOs;
- educational technology organisations;
- telecommunications providers;
- community groups;
- public libraries;
- academic libraries.

Measure Outcomes

Discussion

The central insight emerging from this study is that digital inclusion should not be reduced to internet connectivity. The educational value of technology emerges when learners possess the resources, skills and support necessary to use it meaningfully. This has important implications for the implementation of NEP 2020.

Libraries can address the access dimension by providing shared technological facilities. They can address the skills dimension through digital and information-literacy education. They can address the content dimension by identifying and organising reliable educational resources. They can address the social dimension by providing an inclusive community learning environment. This combination distinguishes libraries from purely technological interventions. A device can provide access to information, but a library can combine the device with space, resources, guidance and learning support. The significance of this role becomes even clearer as educational resources increasingly move online. The growth of digital content may create a new form of inequality if students with stronger digital skills and better home infrastructure are able to exploit these resources more effectively than students without such advantages.

Recommendation

Based on the analysis, the following recommendations are proposed:

1. Rural libraries should be recognised as potential digital-learning centres within educational planning.
2. Digital safety, privacy and responsible technology use should be included in student training.
3. Library funding models should include recurring costs for connectivity, maintenance and staff development.
4. Library performance should be assessed through educational outcomes and user engagement rather than only infrastructure indicators.
5. State and local authorities should explore mobile digital-library and outreach programmes for remote communities.

Conclusion

The digital transformation of education presents both an opportunity and a challenge. Technology can expand access to educational resources beyond geographical boundaries, but the benefits of digital education are not automatically distributed equally. Rural students may continue to face barriers even when smartphones and internet connectivity become more widespread. NEP 2020 recognises the importance of technology while also acknowledging the need to address the digital divide. This creates a meaningful space for libraries to contribute to educational inclusion. The library of the digital era should not be viewed merely as a place where computers and electronic resources are kept. It should be understood as a supportive learning environment in which technology, information, skills and human guidance are brought together. For rural students, this transformation can be especially valuable. A library can provide access to devices for students who do not own them, connectivity for those who lack reliable home internet, information-literacy education for learners unfamiliar with digital resources and guidance for students navigating increasingly complex online learning environments. The concept of "beyond access" is therefore fundamental. Providing a computer or internet connection is only the beginning of digital inclusion. Meaningful inclusion occurs when a student can access information, understand it, evaluate it, use it ethically and convert it into knowledge and educational opportunity.

Acknowledgement

The completion of this research work entitled **"Beyond Access: Libraries as Bridges for Digital Inclusion among Rural Students under NEP 2020"** has been a meaningful and enriching academic journey. I take this opportunity to express my sincere

gratitude to all those who have supported, encouraged, and contributed directly or indirectly to the successful completion of this study.

I express my heartfelt gratitude to my academic colleagues, teachers, and well-wishers for their valuable suggestions, constructive guidance, encouragement, and intellectual support throughout the research process. Their insights helped me develop a deeper understanding of digital inclusion, rural education, information literacy, and the changing role of libraries under NEP 2020.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

NEP -2020 Role of Libraries in Achieving Sustainable Development Goals (Sdgs): A Theoretical Study

Rasik Bharat Chougule
Librarian,Sanjay Bhokare group of institutions Miraj Sangli Maharashtra, India

Manuscript ID:
IBMIIRJ -2026-030936

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 158-165

September 2026

Correspondence Address:
Rasik Bharat Chougule
Librarian,Sanjay Bhokare group of institutions Miraj Sangli Maharashtra, India
Email: rasikChougule07@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

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Abstract

Sustainable development has become a significant global priority because of the interconnected challenges associated with poverty, inequality, education, employment, environmental degradation, technological change, and social inclusion. The United Nations 2030 Agenda for Sustainable Development, adopted in 2015, established 17 Sustainable Development Goals (SDGs) and 169 targets as a universal framework for promoting sustainable development. Access to reliable information, knowledge, education, technology, and opportunities for lifelong learning is closely connected with the achievement of these goals.Libraries, as educational, informational, cultural, and community-oriented institutions, can contribute to sustainable development by providing equitable access to knowledge and information. Their contribution extends beyond the traditional preservation and circulation of documents. Modern libraries provide digital resources, information literacy programs, research support, learning spaces, technology access, community services, and opportunities for lifelong learning. These functions can support several dimensions of the SDGs, particularly quality education, gender equality, decent work, reduced inequalities, sustainable communities, climate awareness, peace and strong institutions, and partnerships for development.The present study is descriptive and theoretical in nature and is based entirely on secondary sources. It examines the relationship between libraries and sustainable development, with particular attention to information access, information literacy, digital inclusion, education, social equality, environmental sustainability, research, cultural preservation, and community development. The study also examines the changing role of librarians and the challenges libraries face in contributing to sustainable development.The study indicates that libraries can function as important knowledge infrastructures for sustainable development. Their contribution can be strengthened through adequate funding, digital infrastructure, professional development, collaboration with educational and community organizations, and systematic documentation of library activities related to the SDGs. Recognizing libraries as active development partners can enhance their contribution to building inclusive, informed, and sustainable communities.

Keywords: *Sustainable Development, Sustainable Development Goals, Libraries, Information Access, Information Literacy, Digital Inclusion, Librarian, 2030 Agenda*

Introduction

Sustainable development is concerned with improving the quality of human life while addressing economic, social, and environmental needs in a balanced manner. In 2015, the United Nations adopted the 2030 Agenda for Sustainable Development as a universal framework for action. The Agenda includes 17 Sustainable Development Goals and 169 targets covering major areas of human and planetary well-being. (Sustainable Development Goals)

The achievement of sustainable development requires not only financial and physical resources but also access to reliable information and knowledge. Individuals need information to make informed decisions, acquire new skills, participate in education and employment, understand their rights, respond to environmental challenges, and participate effectively in community life.

Libraries have traditionally served as institutions for collecting, organizing, preserving, and providing access to information. However, developments in information and communication technology have transformed their functions. Modern libraries increasingly provide electronic books, electronic journals, online databases, institutional repositories, digital collections, internet access, open educational resources, and information literacy programs.

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How to cite this article:
Rasik Bharat Chougule . (2026). NEP -2020 Role of Libraries in Achieving Sustainable Development Goals (Sdgs): A Theoretical Study. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 158-165.

The International Federation of Library Associations and Institutions (IFLA) recognizes equitable access to information as an important component of development and highlights the contribution of libraries to education, economic opportunity, social inclusion, community development, and informed decision-making. (IFLA)

Libraries therefore have the potential to contribute to sustainable development at institutional, local, national, and international levels. Their contribution may not always appear as a direct activity under a particular SDG, but library services can support the knowledge, skills, inclusion, and participation required for progress across multiple goals.

Need And Significance Of The Study

The growth of digital technology has made information more accessible than ever before. At the same time, unequal access to devices, internet connectivity, digital skills, and reliable information continues to create barriers for many individuals and communities.

Access to information alone does not guarantee meaningful participation in education or development. Users also need the skills to search, evaluate, interpret, use, and communicate information responsibly. IFLA's Development and Access to Information initiative emphasizes that meaningful access depends on several interconnected factors, including connectivity, skills, social and cultural conditions, and legal or institutional frameworks. (IFLA)

Libraries can help address these challenges by providing information resources, digital facilities, learning environments, guidance, and user education. Academic libraries can support students and teachers, public libraries can support community learning and digital inclusion, school libraries can strengthen educational development, and special libraries can support professional and research activities.

Understanding the relationship between library services and sustainable development is therefore important for demonstrating the broader educational and social value of libraries. It can also help library professionals and institutional authorities integrate library activities with wider development priorities.

Objectives Of The Study

The study has the following objectives:

1. To understand the concept and significance of the Sustainable Development Goals.
2. To examine the role of libraries in supporting sustainable development.
3. To identify the contribution of libraries towards selected Sustainable Development Goals.
4. To examine the importance of information access and information literacy in sustainable development.
5. To understand the role of libraries in promoting digital inclusion.
6. To examine the changing role of librarians in the context of sustainable development.
7. To identify major challenges faced by libraries in contributing to the SDGs.
8. To suggest measures for strengthening library services in support of sustainable development.

Scope And Research Methodology

1 Scope of the Study

The study focuses on the relationship between libraries, information services, and sustainable development. It considers the contribution of academic, public, school, and other libraries in areas such as:

- Access to information
- Quality education
- Information literacy
- Digital inclusion
- Lifelong learning
- Social inclusion
- Research support
- Environmental awareness
- Cultural preservation
- Community development
- Partnerships and collaboration

The study gives particular attention to selected SDGs where the contribution of libraries can be clearly understood.

2 Research Methodology

The present study adopts a **descriptive and theoretical approach**. It is based entirely on secondary sources. Information has been drawn from United Nations documents, IFLA publications, professional literature, research publications, policy documents, and other relevant scholarly sources.

No questionnaire, interview, survey, observation, or other primary data collection method has been used. The study therefore represents a conceptual examination of the relationship between libraries and sustainable development.

Review Of Literature

The literature on libraries and sustainable development demonstrates an increasing recognition of libraries as institutions that contribute to access to information, education, digital inclusion, research, and community development.

IFLA has developed substantial advocacy and research material connecting libraries and access to information with the United Nations 2030 Agenda. Its Development and Access to Information (DA2I) initiative examines how meaningful access to information contributes to development and highlights the contribution of libraries to equitable information access. (IFLA)

IFLA's work also emphasizes that libraries can contribute to development by providing information and services related to education, employment, health, agriculture, civic participation, information literacy, and community development. (IFLA)

The 2024 DA2I report further emphasizes that internet connectivity alone is insufficient for development without equity, rights, skills, and institutions such as libraries that help people make meaningful use of information. (IFLA) The literature therefore supports a broader understanding of libraries as knowledge infrastructures rather than merely repositories of documents. Their contribution is particularly significant where information, education, skills, and social participation are required for development.

Sustainable Development Goals: An Overview

The Sustainable Development Goals form the central framework of the United Nations 2030 Agenda for Sustainable Development. The Agenda establishes 17 interconnected goals and 169 targets intended to address major global challenges. (Sustainable Development Goals)

The 17 SDGs are:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

The goals are interconnected rather than isolated. Progress in education can influence employment and equality, digital inclusion can support education and economic participation, and access to environmental information can strengthen awareness and responsible action.

Libraries can therefore contribute to sustainable development through a range of interconnected activities rather than through a single SDG.

Role Of Libraries In Achieving Sustainable Development Goals

1 Quality Education – SDG 4

SDG 4 seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities.

Libraries directly support education by providing textbooks, reference materials, scholarly journals, electronic resources, databases, digital repositories, and other learning materials. They provide students with opportunities for independent study and access to information beyond classroom teaching.

Academic libraries can support curriculum-based learning by developing relevant collections and assisting students and teachers in locating appropriate academic literature.

Libraries can also conduct orientation and information literacy programs that help students develop information-searching, evaluation, citation, and research skills. Thus, library services can complement formal education and contribute to lifelong learning.

2 Gender Equality – SDG 5

Gender equality requires equitable access to education, information, technology, opportunities, and participation.

Libraries can contribute by ensuring that women and girls have equitable access to information resources, digital facilities, educational materials, and learning opportunities.

Information and digital literacy programs can help users develop confidence in accessing and evaluating information. Libraries can also provide information resources relating to education, employment, legal rights, health awareness, entrepreneurship, and social opportunities.

By providing an inclusive environment and equitable access to knowledge, libraries can support wider efforts towards gender equality.

3 Decent Work and Economic Growth – SDG 8

Employment and economic participation increasingly depend on access to information, education, and digital skills.

Libraries can support employment-related learning by providing career information, newspapers, digital resources, internet facilities, educational materials, and opportunities for skill development.

Users can obtain information about employment opportunities, competitive examinations, entrepreneurship, vocational education, professional development, and emerging areas of work.

Public and academic libraries can therefore serve as learning environments that support the development of knowledge and skills relevant to employment and economic participation.

4 Industry, Innovation and Infrastructure – SDG 9

Innovation depends heavily on access to knowledge, research, technology, and information infrastructure.

Academic and research libraries provide access to scholarly literature, research databases, electronic journals, patents and other information resources where available. Such services can support researchers, teachers, students, and innovators.

Libraries also contribute to digital infrastructure by providing access to computers, internet connectivity, electronic resources, and digital information services.

IFLA's DA2I work emphasizes that meaningful information access involves not only connectivity but also skills and supportive conditions that allow individuals and communities to use information effectively. (IFLA)

5 Reduced Inequalities – SDG 10

Inequality can include unequal access to education, technology, information, and opportunities.

Libraries can help reduce information inequalities by providing resources and services to users who may not have adequate access to them elsewhere.

Free or affordable access to information, internet facilities, digital resources, learning spaces, and user education can make knowledge more accessible to disadvantaged groups.

The role of libraries is especially important in communities where economic or technological barriers limit access to reliable information.

6 Sustainable Cities and Communities – SDG 11

Libraries can function as community spaces that support education, cultural participation, communication, and knowledge sharing.

They can preserve local history, community records, cultural materials, oral traditions, and other forms of local knowledge. Such preservation contributes to cultural identity and community continuity.

Libraries can also organize exhibitions, lectures, reading programs, environmental awareness activities, and community discussions related to local development.

IFLA recognizes libraries as established local institutions that can connect information access with community development and local needs. (IFLA)

7 Climate Action – SDG 13

Climate change and environmental sustainability require access to reliable scientific and public information.

Libraries can support environmental awareness by developing collections related to climate change, biodiversity, environmental conservation, renewable energy, natural resources, and sustainable lifestyles.

Environmental exhibitions, book displays, reading programs, lectures, awareness campaigns, and digital information services can be used to promote environmental literacy.

Libraries can also demonstrate environmental responsibility through efficient use of energy, reduction of unnecessary paper consumption, responsible resource use, and appropriate waste management.

8 Peace, Justice and Strong Institutions – SDG 16

Reliable information is important for informed citizenship, participation, transparency, and responsible decision-making.

Libraries can contribute by providing access to trustworthy information and developing users 'ability to distinguish reliable information from misleading or inaccurate content.

Information literacy programs can help users understand source credibility, responsible information use, citation, intellectual property, and ethical communication.

IFLA's development work highlights the importance of access to information for participation, accountability, informed decision-making, and stronger communities. (IFLA)

9 Partnerships for the Goals – SDG 17

Partnerships are essential for achieving sustainable development.

Libraries can collaborate with educational institutions, government organizations, local authorities, NGOs, professional associations, community groups, and other libraries.

Possible collaborative activities include:

- Information literacy programs
- Digital literacy initiatives
- Environmental awareness programs
- Community education
- Research support
- Resource sharing
- Cultural programmes
- SDG awareness campaigns

IFLA encourages libraries to engage with national and local development processes and to demonstrate their contribution to the SDGs through evidence and advocacy. (IFLA)

Information Access And Information Literacy

Information is an essential resource for education, research, employment, social participation, and informed decision-making.

However, simply providing access to information is not enough. Users need appropriate skills to identify information needs, locate relevant resources, assess credibility, interpret information, and use it responsibly.

Libraries can promote information literacy through structured programs covering:

1. Information searching
2. Catalogue use
3. Database searching
4. Evaluation of online sources
5. Citation and referencing
6. Ethical use of information
7. Plagiarism awareness
8. Digital information evaluation

Meaningful access to information therefore involves both access and the capacity to use information effectively. IFLA's DA2I framework specifically emphasizes this broader understanding of information access. (IFLA)

Information-literate individuals are better positioned to make informed academic, professional, social, and civic decisions.

Digital Inclusion And Libraries

Digital technologies have transformed the creation, storage, distribution, and use of information. Nevertheless, unequal access to devices, connectivity, digital skills, and reliable information continues to create a digital divide.

Libraries can contribute to digital inclusion by providing:

- Computer facilities
- Internet access
- Electronic information resources
- Digital learning opportunities
- Digital literacy training
- Online information assistance
- Access to educational databases
- Guidance in using digital services

The 2024 DA2I report stresses that increased internet connectivity alone does not automatically result in development; equitable access, rights, skills, and supportive institutions remain important. (IFLA) Libraries can therefore serve as accessible points through which individuals develop the skills required to participate in an increasingly digital society.

Environmental Sustainability And Libraries

Libraries can contribute to environmental sustainability in two complementary ways: through environmentally responsible internal practices and through environmental information services. Internally, libraries can promote:

- Efficient use of electricity
- Reduction of unnecessary paper consumption
- Responsible use of water
- Waste segregation
- Reuse and recycling
- Environmentally responsible purchasing
- Appropriate use of digital services

Externally, libraries can provide access to information about climate change, biodiversity, conservation, sustainable agriculture, renewable energy, pollution control, and sustainable lifestyles. Environmental exhibitions, book displays, lectures, reading activities, and awareness programs can help develop environmental literacy among students and community members. Libraries can therefore contribute both as environmentally responsible institutions and as centers for environmental knowledge.

Cultural Heritage And Community Development

Sustainable development is not limited to economic and environmental issues. Cultural heritage and community identity are also important components of sustainable communities.

Libraries preserve books, manuscripts, local publications, photographs, institutional records, newspapers, oral histories, and other cultural materials. Digitization can further improve the preservation and accessibility of selected heritage resources.

Community-oriented libraries can also organize:

- Local history programs
- Reading activities
- Cultural exhibitions
- Author interactions
- Heritage awareness programs
- Community discussions
- Educational activities

Such activities can strengthen cultural awareness, knowledge sharing, and community participation.

Research Support And Knowledge Development

Research and innovation require access to reliable and current information.

Academic libraries support research by providing access to scholarly journals, databases, books, institutional repositories, theses, dissertations, research reports, and open-access resources.

Librarians can assist researchers in:

- Developing search strategies
- Identifying relevant literature
- Using academic databases
- Evaluating information sources
- Managing references
- Understanding citation practices
- Avoiding plagiarism
- Identifying appropriate scholarly resources

IFLA's DA2I initiative demonstrates the broader relationship between information access, knowledge, and development. (IFLA)

By strengthening research support, libraries can contribute to knowledge creation and evidence-based decision-making.

Changing Role Of The Librarian

The role of the librarian has expanded significantly in the digital and knowledge-based environment.

A modern librarian may function as:

1. Information Professional
2. Digital literacy trainer
3. Research support professional
4. Information literacy educator
5. Reference specialist
6. Digital resource facilitator
7. Community educator
8. Knowledge manager

Academic collaborator

Advocate for equitable information access

Librarians can guide users in identifying reliable information, using digital resources, evaluating online content, managing references, and understanding ethical information practices.

In relation to sustainable development, librarians can also help identify SDG-related information resources, organize awareness programs, collaborate with educational institutions, and document library contributions to development.

IFLA emphasizes the importance of librarians 'expertise and the role of libraries as part of multi-stakeholder development efforts. (IFLA)

Major Challenges

Despite their potential contribution, libraries face several challenges in supporting sustainable development.

1 Limited Financial Resources

Insufficient budgets can affect the acquisition of books, journals, databases, technology, and other resources.

2 Increasing Cost of Electronic Resources

Subscription-based databases and electronic information resources can place considerable financial pressure on institutions.

3 Rapid Technological Change

Continuous technological development requires regular infrastructure upgrades and professional training.

4 Digital Divide

Not all users have equal access to devices, internet connectivity, or digital skills.

5 Limited Awareness

Institutional authorities and communities may not always recognize the wider developmental contribution of libraries.

6 Professional Development

Librarians need continuous training in digital technologies, information literacy, research support, data services, and sustainable development.

7 Measuring Impact

It can be difficult to demonstrate and quantify the direct contribution of individual library activities to specific SDG targets.

8 Need for Collaboration

Libraries may have limited opportunities to participate in broader institutional or community development planning unless partnerships are actively established.

Suggestions

The following measures can strengthen the contribution of libraries towards sustainable development:

1. Libraries should develop collections related to sustainable development and the SDGs.
2. Information literacy programs should be organized regularly.
3. Digital literacy programs should be introduced according to users 'needs.

4. Libraries should improve access to reliable electronic resources.
5. Environment-related information resources should be promoted.
6. Libraries should adopt environmentally responsible operational practices.
7. Teachers and librarians should collaborate in educational and awareness programs.
8. Libraries should establish partnerships with educational institutions, government bodies, NGOs, and community organizations.
9. Librarians should receive continuous professional development related to technology and sustainable development.
10. Library activities connected with SDGs should be systematically documented.
11. Institutions should provide adequate financial and technological support to libraries.
12. Libraries should participate in institutional planning related to sustainable development.
13. SDG awareness displays, exhibitions, lectures, and reading activities should be organized.
14. Libraries should develop mechanisms for assessing the educational and social impact of their services.
15. Successful library initiatives related to sustainable development should be shared through professional networks and institutional reports.

Findings And Discussion

The theoretical examination of available literature indicates that libraries have considerable potential to contribute to sustainable development through information, education, technology, research, and community engagement.

The first major finding is that **access to information is a cross-cutting contribution**. Libraries can support individuals in acquiring knowledge and making informed decisions. IFLA identifies information access as an important component of development and highlights the role of libraries in making such access meaningful and equitable. (IFLA)

The second finding is that **education represents one of the strongest areas of library contribution**. Library collections, digital resources, information literacy, research support, and learning spaces can complement formal education and promote lifelong learning.

The third finding is that **digital inclusion has become an essential library responsibility**. Providing technology alone is insufficient; users also require the skills and confidence necessary to use digital information effectively. (IFLA) The fourth finding concerns the **changing professional role of librarians**. Librarians increasingly function as educators, information specialists, digital guides, research facilitators, and community partners.

The fifth finding is that **library contributions extend across multiple SDGs**. A single library program may contribute simultaneously to education, reduced inequalities, employment, digital inclusion, community development, and informed citizenship.

The final finding is that stronger institutional recognition, financial support, technological infrastructure, professional development, and partnerships are necessary to maximize the contribution of libraries to sustainable development.

Conclusion

The Sustainable Development Goals provide a comprehensive framework for addressing the social, economic, environmental, and institutional challenges faced by communities and nations. The achievement of these goals requires not only physical and financial resources but also access to reliable information, knowledge, education, skills, and opportunities for participation.

Libraries are well positioned to contribute to these requirements. Their traditional role in collecting and providing information has expanded into education, information literacy, digital inclusion, research support, community development, cultural preservation, and environmental awareness.

The study demonstrates that libraries can contribute directly or indirectly to several SDGs, particularly SDG 4 on quality education, SDG 5 on gender equality, SDG 8 on decent work, SDG 9 on innovation and infrastructure, SDG 10 on reduced inequalities, SDG 11 on sustainable communities, SDG 13 on climate action, SDG 16 on peace and strong institutions, and SDG 17 on partnerships.

However, the contribution of libraries should not be assumed to occur automatically. Adequate financial support, appropriate digital infrastructure, skilled professionals, user-centered services, institutional recognition, partnerships, and systematic assessment are necessary.

Libraries should therefore be recognized as **knowledge infrastructures and active development partners**, rather than being viewed only as repositories of books. Strengthening their educational, digital, informational, cultural, and community-oriented functions can enable them to make a meaningful contribution to sustainable development.

In the emerging knowledge society, libraries have the potential to become important center for **information, inclusion, education, innovation, community participation, and sustainable development**.

Acknowledgement

The completion of this research work entitled "NEP-2020 Role of Libraries in Achieving Sustainable Development Goals (SDGs): A Theoretical Study" has been a meaningful and enriching academic endeavour. I take this opportunity to express my sincere gratitude to all those who have supported, encouraged, and contributed directly or indirectly to the successful completion of this study.

I express my heartfelt gratitude to my academic colleagues, teachers, mentors, and well-wishers for their valuable suggestions, constructive guidance, encouragement, and intellectual support throughout the research process. Their insights helped me to explore the relationship between libraries, information access, digital inclusion, education, and sustainable development.

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Reinterpreting the Past in a Multidisciplinary Era: Challenges and Prospects of NEP 2020 for Stakeholders of History

Dr. Deepak Vamanrao Suryawanshi
Associate Professor in History
S.S.K.Patil College, Kurundwad

Manuscript ID:
IBMIIRJ -2026-030937

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 166-169

September 2026

Correspondence Address:
Dr. Deepak Vamanrao Suryawanshi
Associate Professor in History
S.S.K.Patil College, Kurundwad

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Abstract

The new National Education Policy (NEP) 2020 introduces significant changes to the higher education sector, shifting the focus from single-discipline degree programmes to multidisciplinary and flexible ones. At the same time, the reform poses certain challenges to the study of history as an academic subject. Indeed, while the tendency towards multidisciplinary studies better suits history's need for diverse methodological approaches, it requires adjusting to new standards that have been largely unexplored by the discipline. This paper aims to analyse this issue by discussing the benefits and barriers to reforming history education as proposed by publications on NEP 2020 and the reform document itself. It argues that NEP 2020 is a great opportunity for history scholars, students, departments, and employers, considering the scope of new areas of study that it incorporates. However, such benefits are conditional to the resources that universities and colleges can dedicate to supporting research in these areas. Therefore, each educational institution should carefully evaluate its capabilities in terms of providing the required administrative, financial, and pedagogical support for the effective implementation of NEP 2020.

Keywords *: NEP, tradition, chronology, interdisciplinary, heritage, digital humanities*

Introduction:

History classes in Indian colleges and universities have been traditionally dominated by rote learning and memorizing dynastic time-gaps. Most history teachers and professors will quickly agree with this statement and further recognize the limitations of this approach, which does not allow students to develop critical thinking, contextual analysis, and comparative reasoning. Such a narrow perspective on the study of history has been formed due to the subject's long institutional history dating back to the British colonial period when the first universities were established. Since then, history has been studied in isolation from other subjects within the framework of the colonial education system. While the National Education Policy (NEP) 2020, which is currently being implemented, marks a significant shift towards multidisciplinary study, it also brings in a number of concerns related to history education. Specifically, the reform proposes digitization, public history, and interdisciplinary approaches to studying history at academic institutions. While the reform's intentions are beneficial for the future of history, its practical implementation may encounter various difficulties due to the specificities of the discipline.

Firstly, history as an academic subject needs new approaches because, for centuries, its study has been institutionalized in a way that isolates it from other subjects. History classes in India traditionally follow the chronological order of events, which puts a strong emphasis on memorizing certain dates and terms. As such, the subject is usually regarded as a tool to identify and record past occurrences rather than study them in detail. Secondly, history education has not evolved significantly since the colonial era. With few exceptions, the study of history has been based on the same principles, methods, and materials across all academic institutions. This stagnation was partly due to the lack of interdisciplinary approaches and the overall lack of resources. While NEP 2020 marks a turning point in history education, it also brings in a set of concerns that must be carefully taken into account. On the one hand, the reform allows history students to gain new practical and theoretical insights into their subject matter.

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How to cite this article:
Deepak Vamanrao Suryawanshi . (2026). Reinterpreting the Past in a Multidisciplinary Era: Challenges and Prospects of NEP 2020 for Stakeholders of History. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 166-169.

On the other hand, NEP 2020 requires a radical revision of history education, which may prove challenging for academic institutions due to the increased demand for qualified faculty and resources.

The following sections of this paper will discuss the issues related to history education under the new policy in further detail. Firstly, they will present an overview of research papers on NEP 2020 and address the opportunities that they offer for history scholars, students, departments, and employers. Subsequently, the paper will outline the barriers to reforming history education as described by the literature review and provide recommendations based on the findings.

Review of Literature:

The literature on NEP 2020 and the humanities has grown steadily since 2020, although there is little by way of historical study. Bhattacharya (2021) is relatively optimistic, arguing that this policy's multidisciplinary thrust could finally free humanities departments from their subordinate position within the university, assuming that they enjoy the freedom to reconfigure their programmes, which is not always the case. Sharma and Sen (2021) focus more narrowly on the question of entry-exit provisions, arguing that the faculties of arts and humanities have difficulty in defining the value of a one-year certificate or two-year diploma to potential employers.

Mukherjee (2022) examines the introduction of digital humanities at the level of the classroom and finds that history teachers, who were steeped in archival methodologies, find such multidisciplinary teaching challenging. Rao (2023) looks at experiences in different sorts of universities with regard to the humanities more broadly and finds that outcomes vary greatly, with central universities generally performing better than their state or affiliated counterparts. Thapar (2020), writing shortly after the release of the NEP, offers a caution that is relevant to this paper: any multidisciplinary approach to teaching history should not come at the expense of its fundamental epistemological commitments.

Two reflections from this literature are worth developing further in this paper. The first is that while the opportunities for humanities and social science departments represented by NEP 2020 are real, they are unevenly distributed. The second is that the factors that contribute to success in implementing NEP reforms appear to be largely contextual: the availability of resources; managerial and administrative capacity; and pedagogical proficiency. This paper attempts to explore these questions in relation to the stakeholders in history.

Prospects (Opportunities) for History Stakeholders:

1. Multidisciplinary convergence:

History no longer needs to be separated from data analytics, economics, environmental studies or museum curation, GIS-based spatial history being an obvious point of intersection. A history major with economics, for instance, can apply quantitative methods borrowed from economics to questions of famine, taxation and land-use that used to be the domain of economic history specialists. Likewise, pairing history with environmental studies makes environmental history a viable specialisation at undergrad level rather than a postgraduate one; not without value to the core discipline, but less consuming of the student's time. None of this diminishes the traditional grounding in textual and archival scholarship – the two go hand in hand, and ideally produce students who can locate a historical argument in the wider analytical context and explain it to non-specialists.

2. Flexible learning architecture:

The Academic Bank of Credits and the Multiple Entry-Exit System, taken together, allow history students to pursue internships at archives, sites of excavation or heritage tourism without having to lose credits due to time spent away from the classroom. A semester spent at a state department of archaeology would then carry weight as actual academic experience. For history students, this is more important than it may seem for other disciplines, since much of what makes a historical education valuable is the exposure to primary sources and collections, which no classroom can substitute for. Likewise, the credit-banking system would help a student who has to take a break from studies due to personal or financial reasons retain the fruits of their (and the institution's) labour.

3. Reinvigoration of public history:

Skill-based education, as envisioned by NEP 2020, means that graduates in history have real opportunities to specialise in areas of cultural resource management, heritage conservation, archival scholarship and digital content production – fields that Indian history curricula have so far treated as secondary to research or teaching careers. Courses in museum studies, oral history, heritage tourism and digital storytelling can be formally integrated into a history programme, rather than left as the informal brainchild of a single interested faculty member. Done right, the change could significantly expand the scope of employability for history graduates, linking them more closely to India's nascent heritage tourism industry as well as to the (till now little publicised) demand for archivists and conservators in state and central institutions.

4. Research-centric frameworks:

Undergraduate research, promoted and supported by the National Research Foundation, represents a break from the past, in which original research was left almost exclusively to postgraduate and doctoral students, while undergraduates were taught to think expository rather than argumentatively. Under the new system, students can pursue niche, local projects that contribute new information to fields like oral history, local monument surveys, and archival digitisation, with funding provided by the NRF. The grant system also opens up the possibility for history departments to obtain funding normally considered the domain of the sciences, if they can develop the administrative capacity to do so – which will require a parallel investment in proposal-writing and fund-management capacity on the part of faculty members.

5. Engagement in international and comparative history:

NEP 2020's push towards internationalisation, foreign collaborations, credit transferability and increased study-abroad opportunities has ramifications for the discipline of history, even if these are not explicitly stated. Comparative history – which places Indian experiences in the wider context of South Asia, the Indian Ocean world, or of the larger history of colonisation and decolonisation – has so far been the domain of a handful of postgraduate programmes. If universities follow through on the

proposed collaboration and credit-recognition frameworks, undergraduates can begin to engage with the methods and materials of comparative history much earlier than before, and faculty members can participate in teaching exchanges previously the domain of a handful of elite research universities. As with the other proposals listed above, the extent to which this can happen will depend on the administrative and financial capacity discussed elsewhere in this paper.

4. Challenges in Implementation:

Stakeholder Group	Primary Challenge	Description & Operational Impact
Students	Navigating Major-Minor Dynamics	Balancing core historiographical training with diverse minor requirements can dilute deep historical specialization, leading to superficial engagement with complex primary texts.
Educators & Faculty	Technological & Pedagogical Shifts	Traditional historians trained in text-based archival research face a steep learning curve in adopting digital tools, digital humanities software, and outcome-based continuous assessment.
Institutions & Departments	Resource Constraints in Humanities	Humanities and history departments, historically underfunded compared to STEM fields, struggle to secure capital for digital archive subscriptions, GIS labs, and heritage preservation workshops.
Employers & Cultural Sector	Standardizing Non-Traditional Degrees	Cultural institutions, museums, and public service commissions face administrative friction in evaluating non-linear 4-year degree exits and diverse credit transcripts.

A few things cut across the specific challenges listed in the table above and are worth spelling out. For students, the trade-off between depth and breadth is not just a scheduling headache—it is a real pedagogical concern. Learning to read a primary source critically, weigh one account against another, and build an argument from evidence takes years, not a single semester. If a curriculum allows too much of a student's credit load to come from unrelated minor subjects, the risk is graduates with a passing acquaintance with several fields and real competence in none of them. Departments will have to be deliberate about protecting a core of rigorous coursework even as they widen elective choices.

For faculty, the difficulty is partly generational. A large share of history teachers currently in Indian colleges trained, and have taught for years, under the older system, with little exposure to digital tools, quantitative methods or continuous assessment. Fixing this is not something a two-day workshop can do—it needs a sustained, multi-year effort, and colleges will have to weigh that cost against everything else competing for a limited training budget.

Resource constraints at the institutional level are just as stubborn. Digital humanities work needs software licences, computing infrastructure and technical staff, and a great many affiliated colleges—especially outside major cities—simply do not have access to any of this. Unless funding is specifically earmarked for humanities infrastructure, rather than folded into general capital grants that tend to go to science departments anyway, much of the multidisciplinary vision in NEP 2020 will stay on paper for these institutions.

Employers and cultural institutions have their own catching up to do. Museums, archives and public service commissions built their hiring criteria around conventional degree structures over many decades, and it will take time—probably longer than the curricular reforms themselves—for these institutions to work out how to evaluate a four-year multidisciplinary degree or a one-year exit certificate on its own terms.

Strategic Recommendations:

1. Curriculum Modernization:

Syllabi need to change to include digital humanities, heritage studies and material culture alongside the political and social history that has always formed the backbone of the discipline. This is better done gradually than all at once; core papers in historiography, source criticism and regional history should remain compulsory, whilst adding newer options in GIS, oral history or museum studies around them. It would also help to review electives every three or four years, as digital tools and interdisciplinary trends move fast enough that a syllabus written once and left alone will date quickly.

2. Institutional Partnerships:

Universities should sign formal MoUs with state archives, archaeology departments and museums to ensure that internships and field training are actually available, not just theoretically possible. These agreements are best done in specifics; how many placements each year, how much credit different kinds of fieldwork earn, who is responsible for supervision, rather than being left vague. Colleges might also look beyond government institutions to private heritage tourism operators and digital archiving start-ups, to expose students to uses of historical training that public bodies alone cannot offer.

3. Faculty Capacity Building:

Faculty development should be ongoing, not a one-time event. Ideally this is structured as a track; starting with digital literacy and building, over a few semesters, towards actual competences in specific software for GIS or text analysis. Some incentive is likely necessary as well; recognition in promotion criteria or protected research time might convince senior faculty to put in the considerable effort retraining requires on top of an already full teaching load.

4. Targeted Infrastructure Investment:

With the resource gaps discussed previously, state and central authorities would do well to set up funding specifically for humanities infrastructure, rather than leaving history departments to compete for general capital grants that often go to science and engineering. A dedicated scheme covering GIS licences, digitisation equipment and technical support staff would allow

resource-poor colleges to participate in the multidisciplinary vision the policy describes, instead of being shut out of it purely via funding means.

5. Revising Assessment and Credentialing Norms:

Finally, universities, employers and professional bodies need to work out, together, what the new non-linear degree structures actually mean in practice. This includes clearer transcripts; what a one-year certificate or two-year diploma in history actually certifies in, and some guidance for museums, archives and public service commissions of how to read multidisciplinary credit combinations. Without this, the flexibility NEP 2020 offers students could just as easily become a confusion when they try to use their qualifications in the job market.

Conclusion:

NEP 2020 gives history education a chance to move past rote memorisation and place itself at the intersection of critical thinking, culture and technology—a chance the discipline has arguably needed for some time. Its multidisciplinary structure, flexible credit system and emphasis on undergraduate research together offer a real opening to make history feel more intellectually alive and more useful, after decades in which the subject was treated as something of an afterthought in Indian higher education.

But this opening will not close the gap on its own, and this paper has tried to show why. Students risk shallow learning if curricula don't protect space for sustained historical training. Faculty face years of retraining. Departments, especially poorer ones, face real constraints in building the infrastructure the policy assumes they already have. And employers will need to rethink credentialing practices that have gone unchanged for decades.

None of these problems are reasons to dismiss the policy. Resource limits, institutional inertia and the slow pace of faculty adaptation are real, but they are also the kind of problems that respond to sustained effort—proactive leadership, targeted spending on humanities infrastructure, and genuine coordination between universities, cultural institutions and employers. What NEP 2020 offers, in the end, is a chance rather than a guarantee. Whether history education actually becomes more dynamic and more employable will depend on what individual institutions do with that chance over the next several years. Future work on this question would benefit from tracking actual implementation across different kinds of institutions—central universities, state universities, affiliated colleges—to see, empirically, which approaches end up working and which do not.

Acknowledgement

The completion of the research paper entitled **"Reinterpreting the Past in a Multidisciplinary Era: Challenges and Prospects of NEP 2020 for Stakeholders of History"** has been an enriching academic experience. The study examines the opportunities and challenges presented by NEP 2020 for history education, particularly its emphasis on multidisciplinary learning, flexible academic structures, digital humanities, heritage studies, and research-oriented education.

I express my sincere gratitude to all those who have contributed, directly or indirectly, to the completion of this work. I am especially thankful to my colleagues, fellow academicians, and researchers whose valuable discussions, suggestions, and intellectual support helped me develop and refine the ideas presented in this paper.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Impact of Artificial Intelligence on Employment in the Commerce Sector

Shraddha Shivkumar Sarade
Research Scholar Shivaji University, Kolhapur

Manuscript ID:
IBMIIRJ -2026-030938

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 170-173

September 2026

Correspondence Address:
Shraddha Shivkumar Sarade
Research Scholar Shivaji University, Kolhapur

Quick Response Code:

Web. https://ibrj.us

Abstract:

Artificial Intelligence (AI) is rapidly transforming the nature of employment across various sectors, including commerce. The increasing adoption of AI-driven technologies in accounting, banking, finance, marketing, customer service, and retail has significantly changed traditional work practices. This study examines the impact of Artificial Intelligence on employment opportunities and job roles in the commerce sector. It focuses on the extent to which AI is replacing routine and repetitive tasks while creating new employment opportunities requiring advanced digital and analytical skills. The study also explores the challenges faced by employees due to automation, skill gaps, job insecurity, and changing workplace requirements. Further, it highlights the importance of reskilling and upskilling employees to remain relevant in an AI-driven work environment. The study is based on secondary data collected from research studies, reports, journals, and relevant online sources. The findings indicate that AI is likely to transform rather than completely eliminate employment in the commerce sector. The study concludes that effective skill development, human–AI collaboration, and appropriate organizational policies can help maximize the benefits of AI while reducing its adverse impact on employment.

Keywords: *Artificial Intelligence, Employment, Commerce Sector, Automation, Job Opportunities, Job Displacement, Skill Development, Reskilling, Upskilling, Digital Transformation, Human–AI Collaboration, Future of Work.*

Introduction:

Artificial Intelligence (AI) has emerged as one of the most significant technological developments of the twenty-first century and is rapidly transforming the way businesses operate. AI refers to the ability of machines and computer systems to perform tasks that normally require human intelligence, such as learning, problem-solving, decision-making, data analysis, and language processing. The rapid development of AI-based technologies has created substantial changes in business processes, employment patterns, and workforce requirements across various sectors.

The commerce sector is one of the major areas experiencing the impact of Artificial Intelligence. Businesses are increasingly adopting AI in accounting, banking, financial services, marketing, retailing, customer relationship management, inventory management, auditing, and business analytics. AI-powered tools can perform repetitive and time-consuming activities with greater speed and accuracy, thereby improving operational efficiency and reducing costs. At the same time, the automation of routine tasks has raised concerns regarding job displacement and employment security among workers engaged in traditional roles.However, the impact of AI on employment is not limited to job replacement. The emergence of AI is also creating new job opportunities in areas such as data analysis, AI management, digital marketing, financial technology, cybersecurity, business intelligence, and technology-based customer services. Consequently, the nature of employment in the commerce sector is shifting from routine-based work towards technology-oriented, analytical, creative, and decision-making roles.

The adoption of AI also creates challenges related to skill gaps, reskilling, upskilling, job Insecurity, changing job responsibilities, And employee adaptability. Employees who possess digital literacy, analytical capabilities, technological knowledge, and problem-Solving skills are Likely to have better opportunities in the evolving employment environment.

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How to cite this article:
Shraddha Shivkumar Sarade. (2026). Impact of Artificial Intelligence on Employment in the Commerce Sector. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 170-173.

Therefore, educational institutions, Organizations, and policymakers need to focus on developing the skills
Required for an AI-driven economy.
In this context, studying the impact of Artificial Intelligence on employment in the commerce sector is important for Understanding both the opportunities and challenges associated with technological transformation. The present study attempts to Examine how AI is influencing existing employment, creating new job opportunities, changing job roles, and affecting the skills Required by employees in the commerce sector.

Objectives of the Study:

The specific objectives of the study are:

1. To examine the impact of Artificial Intelligence on employment opportunities in the commerce sector.
2. To assess the impact of AI-based automation on existing jobs and job roles in the commerce sector.
3. To identify the new employment opportunities and emerging job roles created by Artificial Intelligence.
4. To examine the changing skill requirements and the need for reskilling and upskilling among commerce-sector employees.
5. To suggest suitable measures for managing the challenges of AI and promoting sustainable employment in the commerce sector.

Research Methodology:

The present study is based on both primary and secondary data.

Data Collection

The present study is based mainly on secondary data. Data were collected from research journals, published research papers, government reports, industry reports, international organizations, books, newspapers, and reliable online sources. Relevant information was collected regarding Artificial Intelligence adoption, employment trends, job displacement, emerging job opportunities, automation, and changing skill requirements in the commerce sector.

Sample Size

As the study is based on secondary data, a conventional respondent-based sample size is not applicable. However, selected published studies, reports, and secondary sources relevant to Artificial Intelligence and employment in the commerce sector were considered for the analysis. The sources were selected based on their relevance, reliability, and recentness.

Tools of Analysis

The collected secondary data were analysed using the following tools:

- Percentage Analysis
- Descriptive Analysis
- Comparative Analysis
- Trend Analysis
- Content Analysis
- Tabular and Graphical Presentation

These tools were used to interpret the impact of AI on employment opportunities, job displacement, emerging job roles, and changing skill requirements.

Hypothesis

H_0 (Null Hypothesis): Artificial Intelligence has no significant impact on employment in the commerce sector.

H_1 (Alternative Hypothesis): Artificial Intelligence has a significant impact on employment in the commerce sector.

Analysis and Interpretation

The analysis focuses on understanding how Artificial Intelligence (AI) is influencing employment in the commerce sector. The findings are interpreted mainly in terms of job displacement, creation of new employment opportunities, changing job roles, and the changing skill requirements of employees.

Impact of AI on Existing Employment

The adoption of AI has automated several routine and repetitive activities in accounting, banking, finance, retailing, and customer service. Tasks such as data entry, transaction processing, basic bookkeeping, invoice processing, and routine customer queries can increasingly be performed using AI-based systems. This may reduce the demand for certain traditional job roles; however, it does not necessarily imply complete elimination of employment.

Creation of New Employment Opportunities

AI is also creating new employment opportunities in areas such as data analytics, financial technology, digital marketing, AI-supported accounting, cybersecurity, business intelligence, and AI system management. Thus, AI is changing the structure of employment by replacing some routine tasks while generating demand for technology-oriented and analytical roles.

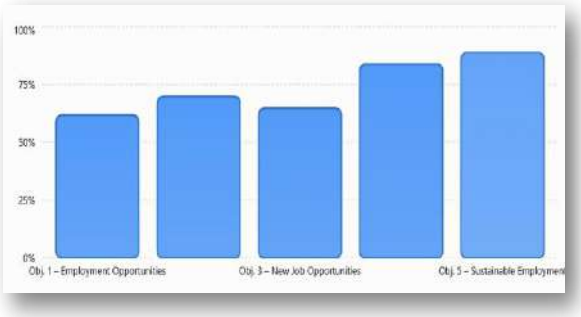
Changing Skill Requirements

The increasing use of AI has resulted in a shift from traditional skills towards digital literacy, data analysis, technological Knowledge, critical thinking, problem-solving, and AI-related skills. Employees need to continuously update their knowledge and Capabilities to remain competitive in the changing employment environment.

Positive and Negative Impact of AI on Employment

Positive Impact	Negative Impact
Creation of new job opportunities	Risk of job displacement
Increased productivity	Reduction in routine jobs
Improved accuracy and efficiency	Skill gaps among employees
Development of new career roles	Job insecurity

Chi-Square Test



The Chi-Square Test of Independence is used to examine whether there is a significant association between Artificial Intelligence Adoption and its impact on employment in the commerce sector.

Hypothesis Test:

Hypothesis	Result	Interpretation
H_0: AI has no significant impact on employment in the commerce sector.	Rejected	Existing evidence indicates that AI is significantly changing employment patterns, job roles, and skill requirements.
H_1: AI has a significant impact on employment in the commerce sector.	Accepted	AI is influencing existing jobs, creating new employment opportunities, and changing required skills.

Interpretation

The analysis indicates that Artificial Intelligence has a significant impact on employment in the commerce sector. AI-based Automation is reducing the requirement for certain routine and repetitive tasks while simultaneously creating demand for Technology-oriented, analytical, and specialised job roles. Therefore, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted.

Overall Interpretation

The analysis indicates that Artificial Intelligence is transforming rather than simply eliminating employment in the commerce Sector. Its impact varies according to the nature of the job, level of automation, and skills possessed by employees. Routine and Repetitive jobs are more vulnerable to automation, whereas jobs involving creativity, analytical thinking, interpersonal skills, and Decision-making are likely to continue evolving. Therefore, reskilling, upskilling, and human–AI collaboration are essential for Ensuring sustainable employment opportunities in the commerce sector.

Graph: Objective-wise Impact of Artificial Intelligence on Employment in the Commerce Sector

Findings of the Study:

1. Artificial Intelligence has a significant impact on employment opportunities in the commerce sector and is changing the nature of traditional jobs.
2. AI-based automation has reduced the need for certain routine and repetitive tasks, resulting in changes in existing job roles.
3. At the same time, AI has created new employment opportunities in areas such as data analysis, digital marketing, AI-enabled accounting and financial services.
4. The adoption of AI has increased the demand for digital, technical and analytical skills among commerce-sector employees.
5. Reskilling and upskilling have become essential for employees to adapt to AI-driven changes and maintain their employability.
6. The study finds that human–AI collaboration, continuous training and skill development can help organizations manage employment challenges and promote sustainable employment.

Conclusion:

The study concludes that Artificial Intelligence is significantly transforming employment in the commerce sector. While AI-based Automation may reduce certain routine and repetitive jobs, it also creates new employment opportunities and changes existing job Roles. The increasing adoption of AI has created a strong need for digital, analytical and technology-related skills among Employees. Reskilling and upskilling are therefore essential to help employees adapt to the changing work environment. The Study further concludes that AI should be viewed not only as a source of job displacement but also as an opportunity for creating New and sustainable employment. Effective human–AI collaboration, continuous training and skill development can help the Commerce sector achieve productivity growth while ensuring better employment opportunities in the future.

Acknowledgement

The completion of the research paper entitled "Impact of Artificial Intelligence on Employment in the Commerce Sector" has been An enriching and intellectually rewarding academic experience. This study examines how Artificial Intelligence is transforming Employment opportunities, job roles, skill requirements, and workplace practices in the commerce sector.

I would like to express my sincere gratitude to all those who have supported and encouraged me throughout the completion of this Research work. I am especially thankful to my teachers, mentors, colleagues, and fellow researchers for their valuable suggestions, Academic discussions, and continuous encouragement.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

The Need to Review the National Education Policy 2020

Onkar Dattatray Kulkarni
Assistant Professor (C.H.B.), Department of English
Night College of Arts and Commerce, Ichalkaranji

Manuscript ID: IBMIIRJ -2026-030939

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 174-175

September 2026

Correspondence Address:
Onkar Dattatray Kulkarni
Assistant Professor (C.H.B.),
Department of English
Night College of Arts and Commerce,
Ichalkaranji

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Quick Response Code:

Web. https://ibrj.us

Abstract:

The National Education Policy (NEP 2020) is considered the most comprehensive and ambitious transformation in the Indian education system. It has been viewed with great hope due to concepts such as multidisciplinary education, skill-based curriculum, research, employment orientation and student-centric pedagogy. Transitioning traditional education into vocational education and prioritizing interdisciplinary education by breaking free from the constraints of traditional disciplines are the core objectives of the National Education Policy. In accordance with this, subjects and components such as VEC, VSC, SEC, CC, Internship, Field Project, OE and On Job Training have been newly incorporated into this policy. However, fundamental issue has emerged more acutely along this journey: the shortage of skilled teachers and inadequate faculty strength for the policy's implementation. Preparatory work is essential to translate a theoretically formulated concept into reality. This preparation involves financial support, infrastructure and human resources. The state government, universities and educational institutions must now look at this situation with utmost seriousness. While implementing the NEP 2020, it is critical to conduct an in-depth study of teacher's workload, the number of subjects, student-teachers ratios and actual working hours.

Key Terms: *NEP 2020, objectives, multidisciplinary subjects, interdisciplinary education, implementation etc.*

Introduction

The National Education Policy 2020 (NEP 2020) is a landmark education policy designed to transform India's education system. It replaces the National Education Policy of 1986 and provides a new vision for educational development. NEP 2020 proposes wide-ranging reforms in both school and higher education with the aim of creating an education system that is equitable, flexible, multidisciplinary, and responsive to the demands of the 21st century. A radical changes unfold across various social, industrial and commercial sectors at both global and national level, timely shifts in the education system have also become imperative. The new education policy is part of this evolution. Maharashtra state also initiated the implementation of this policy from 2024-25. This policy was introduced to address the shortcomings of the traditional higher education system, particularly its limited ability to create employment opportunities. It was implemented across the state with considerable enthusiasm. However, despite its ambitious promises, the gap between policy and practical implementation has raised serious doubts about its ability to deliver meaningful outcomes.

Under the National Education Policy (NEP 2020), students are expected to study diverse components such as Major and Minor subjects, Multidisciplinary courses, Vocational and Skill-based education, Value education, Indian Knowledge Systems (IKS), Community Engagement and Internships. Yet, the government's workload policy recognizes only Major and Minor subjects for faculty workload calculation. This creates a serious gap in implementation: who will teach the remaining components of the curriculum? This is not just an administrative concern but a critical issue that directly affects the quality of higher education and the future of millions of students. Earlier, the traditional education system focused on a single major subject and universities awarded undergraduate and postgraduate degrees within that discipline.

NEP 2020 proposed integrating major subjects with other fields through a multidisciplinary approach to enhance student's employability and bridge the gap between traditional and vocational education. However, in actual implementation, this objective has not been achieved effectively. Designing a curriculum that equips students with technical skills is not a simple task.

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How to cite this article:
Onkar Dattatray Kulkarni. (2026). The Need to Review the National Education Policy 2020. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 174-175.

It requires a thorough understanding of the social and economic realities of society. Once such a curriculum is introduced, ensuring the availability of qualified teachers to deliver it becomes both a constitutional obligation and a moral responsibility of the government. At the college level, the implementation of The National Education Policy encountered difficulties from the very beginning. Although the government conducted workshops and experts offered guidance for its rollout, the attempt to implement a new policy through outdated administrative methods revealed the limitations of bureaucratic and university governance systems.

While implementing the new educational structure, necessary revisions have not been made to the criteria for teacher's workload, sanctioned positions and student strength norms. As a result, significant confusion and a sense of injustice prevail in the higher education sector today. Under this policy, every student is required to study courses across various verticals such as Major, Minor, AEC, SEC, OE, VEC, VSC, OJT, IKS, CC and FP. Consequently the teaching workload for each subject has become broader and more multidimensional than before. In reality, however, only the student strength in the Major subject was considered while determining post-fixation. Specifically because a mandatory condition of at least 24 students per subject was applied across the board, the number of posts in many subjects decreased, teachers were declared surplus or protected and appointments of clock hour basis teachers were also affected. The fundamental objective of the National Education Policy is to make education more flexible, multidisciplinary, and student-centric. If students are given the opportunity to study multiple subjects, it is the government's responsibility to ensure that required teachers are available for every subject. Determining post allocations based solely on major subjects while neglecting the workload of the remaining verticals is a very serious matter. The government must fix an independent workload for each vertical in accordance with NEP 2020. It's a forward looking policy; however, if its implementation is based on past inconsistent criteria, the worst affected will be teachers, students and the higher education system itself. Its necessary to accept the new reality.

In many colleges, teaching posts have remained vacant for years. While the Major-Minor system has expanded course options, increased students choice and widened the curriculum, faculty strength has not increased accordingly. As a result of this, existing teachers are burdened with excessive workloads, which negatively impacts the quality of teaching and learning. Consequently, many classes remain unattended, syllabus left incomplete and the goals of NEP 2020 often remain limited to official documents. Universities design the curriculum and the government promotes the policy, yet the responsibility for appointing the required teachers remains unclear. Meaningful educational reform requires a competent teacher in every classroom.

NEP 2020 has the potential to shape the future of Indian higher education. However, its vision cannot be realized without adequate human resources. Today's issue is one of policy consistency, administrative transparency and the credibility of the education system. The time has come for the government to review this issue seriously. NEP 2020 has introduced transformative reforms in higher education, but its successful implementation in Maharashtra state faces serious challenges. A persistent shortage of qualified teachers, inadequate financial support and weak institutional planning have created a significant gap between policy and practice. There is also a noticeable lack of coordination among the Higher and Technical Education Department, the Directorate, Universities and the government.

Conclusion:

Although this NEP 2020 has expanded the reach of education, it has significantly increased the stress on teachers regarding planning, preparation and evaluation. Conversely, in certain streams and colleges, a direct or indirect consequence of the new education policy is a reduced workload for permanent teachers, creating a possibility of them becoming surplus. It is also essential to consider whether these teachers require fresh training. Therefore, while implementing this new policy, there is need to review and deliberate on its strategies. Policies can be excellent but their execution ultimately depends on the teachers. Hence, it is essential to approach its positive aspects with a constructive mindset.

Acknowledgement

The completion of the research paper entitled **"The Need to Review the National Education Policy 2020"** has been an insightful and meaningful academic journey. The study critically examines the implementation of NEP 2020, particularly the challenges related to multidisciplinary education, faculty workload, teacher availability, infrastructure, financial support, and institutional planning.

I would like to express my sincere gratitude to all those who have supported and encouraged me throughout the preparation of this research work. I am especially thankful to my teachers, colleagues, fellow academicians, and researchers for their valuable suggestions, constructive discussions, and intellectual support.

I extend my heartfelt gratitude to **Night College of Arts and Commerce, Ichalkaranji**, for providing a supportive academic environment and the necessary encouragement to undertake this study. I also acknowledge the valuable contribution of the scholarly literature and publications consulted during the preparation of this research.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Modernizing Financial Architecture: Challenges and Prospects of NEP 2020 for Costing and Management Accounting Stakeholders at the Higher Education.

Dr. Mansingh Sambhajirao Dabade
Associate Professor in Commerce
S. B. S. K. Patil College, Kurundwad

Manuscript ID:
IBMIIRJ -2026-030940

Submitted: 16 Aug 2026

Revised: 21 Aug 2026

Accepted: 09 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 176-178

September 2026

Correspondence Address:
Dr. Mansingh Sambhajirao Dabade
Associate Professor in Commerce
S. B. S. K. Patil College, Kurundwad

Quick Response Code:

Web. https://ibrj.us

Abstract:

The National Education Policy (NEP) 2020 represents a structural turning point for India's higher education architecture, emphasizing multi-disciplinarity, skill integration, flexibility, and technological fluency. For specialized financial disciplines like Costing and Management Accounting, which form the backbone of corporate budgeting, resource allocation, and strategic cost governance, the policy triggers a crucial evolution. This paper examines the multi-faceted prospects and implementation bottlenecks introduced by NEP 2020 for primary higher-education stakeholders in the costing ecosystem, including undergraduate and postgraduate students, accounting educators, academic institutions, and corporate employers, supported by relevant academic literature.

Key words: *Technology, higher education, corporate sector, professional integration.*

Introduction:

Historically, cost and management accounting education in India has operated within strict disciplinary silos, relying on standardized manual calculations, compliance-heavy templates, and static textbook frameworks. NEP 2020 challenges this legacy paradigm by introducing flexible credit architectures, experiential project requirements, and interdisciplinary intersections. Because modern organizations demand agile cost professionals capable of interfacing with Enterprise Resource Planning (ERP) systems, advanced business analytics, and sustainable "green" accounting, evaluating the policy's specific impact on higher-education costing stakeholders is essential.

Prospects (Opportunities) for Costing Stakeholders:

1.1 **Data-Driven & Technologically Integrated Curricula:** The policy encourages a transition from historical record-keeping to data analytics, automated costing architectures, and business intelligence, aligning academic delivery with real-world corporate software requirements.

1.2 **Flexible Learning & Multi-Exit Pathways:** Through the **Academic Bank of Credits (ABC)** and **Multiple Entry-Exit Systems (MEES)**, students pursuing specialized financial tracks can pause their studies to undertake corporate internships in cost consultancy firms and re-enter seamlessly.

1.3 **Interdisciplinary Convergence:** Costing students can now pair core financial modules with minor specializations in data science, artificial intelligence, supply chain logistics, or environmental compliance—giving rise to robust competencies in strategic cost management and environmental accounting.

1.4 **Strengthened Industry-Academia Synergy:** The policy's explicit push for mandatory practical skill credits and structured internships bridges the traditional divide between classroom theory and industry-driven cost control mechanisms.

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How to cite this article:
Mansingh Sambhajirao Dabade. (2026). Modernizing Financial Architecture: Challenges and Prospects of NEP 2020 for Costing and Management Accounting Stakeholders at the Higher Education.. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 176-178.

Challenges in Implementation:

Stakeholder Group	Primary Challenge	Description & Operational Impact
Students	Balancing Core Technical Depth with Flexibility	Navigating multidisciplinary minor options risks diluting the intensive technical focus required for advanced cost accounting and statutory compliance standards.
Educators & Faculty	Pedagogical & Technological Up-skilling	Legacy faculty accustomed to traditional cost-sheet preparation and manual variance analysis face an uphill task in adopting digital tools, simulation software, and case-based pedagogy.
Institutions & Universities	Lab & Software Infrastructure Deficits	Many university commerce departments lack the capital funding to procure advanced costing software, database subscriptions, and analytics labs necessary for modern training.
Corporate Employers	Credential Validation & Skill Mapping	Evaluating non-linear degree trajectories, varied 3-year versus 4-year undergraduate exits, and fragmented skill transcripts complicates corporate recruitment filters.

Strategic Recommendations:

1. **Modernization of Costing Syllabi:** Higher Education Institutions (HEIs) must proactively update curricula to embed emergent paradigms such as Activity-Based Costing (ABC) software applications, lifecycle costing, carbon accounting, and strategic cost management.
2. **Faculty Development Initiatives:** Continuous Professional Development (CPD) programs must be established in partnership with professional accounting bodies to retrain costing educators on digital analytics and smart manufacturing cost controls.
3. **Formalized Professional Integration:** Universities should build synergistic frameworks with professional institutes (such as ICAI and ICMAI) to ensure academic credits align seamlessly with professional certification milestones.

Prospects (Opportunities) for Management Accounting Stakeholders:

The implementation of the **National Education Policy (NEP) 2020** in Indian Higher Education brings a profound shift for stakeholders in **Management Accounting**. By moving away from rigid silos, it reshapes how students learn, how educators teach, and how institutions operate. Core prospectus and opportunities are discussed as follows:

1. **Multidisciplinary Skillsets:** Students can combine management accounting with minors in **Data Analytics, Computer Science, or Sustainability Studies**, making them highly competitive for modern Corporate Performance Management (CPM) roles.
2. **Vocational & Practical Integration:** Industry internships and mandatory capstone projects bridge the gap between traditional textbook costing and dynamic corporate forecasting.
3. **Global Alignment:** Standardized credit transfer frameworks simplify credit sharing with international professional accounting bodies (like CIMA, CMA, or ACCA).

Critical Implementation Challenges:

1. **Curriculum Redesign:** Moving traditional syllabi away from static manufacturing-era bookkeeping toward **predictive analytics and strategic business partnering** requires rapid academic restructuring.
2. **Faculty Upskilling:** Educators require extensive training to effectively teach emerging domains like data visualization tools, cloud ERPs, and strategic risk management.
3. **Operational Complexity:** Managing flexible multiple entry and exit paths makes it complex for colleges to guarantee specialized, job-ready skills at every exit milestone (Certificate, Diploma, or Degree).

Stakeholder Impact Summary:

Stakeholder Group	Primary Challenge	Key Prospect
Students	Navigating dynamic continuous evaluation and tech integration.	Diverse career pathways across tech-finance domains.
Educators	Continuous pressure to upskill in fast-evolving fintech software.	Increased opportunities for interdisciplinary research.
Institutions	Infrastructure costs for advanced simulation labs and ERP software.	Stronger industrial collaborations and placement ecosystems.

Conclusion:

NEP 2020 serves as a vital catalyst for modernizing cost and management accounting education at the higher education level, shifting focus from static calculation to dynamic financial strategy. While infrastructural gaps, pedagogical inertia, and the risk of

diluting technical depth pose substantial implementation hurdles, the long-term prospects point toward a highly adaptable, technologically fluent, and globally competitive accounting workforce. Realizing this vision requires deliberate institutional commitment and robust collaboration between academia and the corporate sector.

Acknowledgement

The completion of the research paper entitled **"Modernizing Financial Architecture: Challenges and Prospects of NEP 2020 for Costing and Management Accounting Stakeholders at the Higher Education"** has been a meaningful and enriching academic experience. This study examines the transformative role of NEP 2020 in modernizing Costing and Management Accounting education through multidisciplinary learning, technological integration, flexible academic pathways, practical training, and stronger industry-academia collaboration.

I would like to express my sincere gratitude to all those who have contributed directly or indirectly to the successful completion of this research work. I am particularly thankful to my colleagues, fellow academicians, researchers, and well-wishers for their valuable suggestions, constructive discussions, and continuous encouragement.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Digital Divide in the Digital Era: A Study of Social Inequility and Social Changes

Jiya Jamir Kureshi
Smt . R . N . Patil Kanya Mahavidyalay Neminath Nagar, Sangli Maharashtra

Manuscript ID:
IBMIIRJ -2026-030941

Submitted: 17 Aug 2026

Revised: 22 Aug 2026

Accepted: 10 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 179-182

September 2026

Correspondence Address:
Jiya Jamir Kureshi
Smt . R . N . Patil Kanya Mahavidyalay Neminath Nagar, Sangli Maharashtra
Email- Jiyakureshi028@Gamil.Com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

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Abstract

In todays world , digital technology has became a very important part of human life. Internet and digital tools are heavily used in education , jobs, banking , government work , and health services. Everyone wants to use them , but evry persone in society cannot get these tools becouse of this, society divide into two parts, which creats a digital divide. This reaserch project looks at the meaning, couses, and impact of the digital divide on our social life. It specially focouses on the problem faced by rural people, poor families. the AI divide , and the gender digital divide. In today's new era of artificial intelligence (AI) , the use of AI is growing very fast. A big gap is growing between people who have AI tools, computer skills, and resources , and the people who do not have them. due to the heavy use of the english language , lack of technical tools , poor finacial condition and lack of skills ,The rural and native-speaking people are falling behind. apart from this , the old male and female inequility stops women to get digital tools this inequility stops women from moving ahead in the digital world , which creates a gender digital divide

Keywords: *Digital Divide , Digital Literacy, Social Inequility , AI Divide , Digital Inclusion, Rural Society, Social Changes.*

Introduction:

In 21 century , human life has changed a lot becouse of science and technology . Today, the internet, smartphones, computers, and different digital tols are used on a huge scale . Every field relies heavily on digital technology . from education , jobs, and banking to government services and healhcare , digital tools and internet access act as big barries for village people in some places , even if people want to learn, they cannot step forword because of a lack of money. This gap between the bsic facilits of villages and cities is a major reasone for the digital divide . This project studies the meaning , causes and social impact of the digital divide in detail . It specificaly talks about the challenges faced by rural and economically backward classes , the AI divide , and the gender digital divide . This study tries to understand how the digital divide afects educataion, employment , financial transaction, and access to govenment services . The study shows that digital technology is growing very fast , and it is necessary to give these digital tools to all sessction of society . To reduce the digital divide , we must increas digital literacy and povide internet facilities in rural areas. Toaday the world is moving into a new era. A new class of left behind people is emerging because they lack technical skiils , AI tools and the high cost of technology tools , lack of skills , and the excessive use of the english lang uage are keeping the poor and rural classes away from progress.Furthermore , traditional male female inequility still exists . due to old mindsets focused only on household chores and raising childrens women are stopped from participating in the digital era , Even if they have talent and capability traditional thoughts like "what is the use of a smartphone in kitchen?" or "why do you need internet access ?" discourage women from stepping forword . The impact of the digital divide is not limited to just using technology . It aslo affect education, jobs, mooney matter , information access , and government services. Therefore studying the digital divide is very important for social equility and social change . Against this background , this research tries to studu the causes of digital divide , its various forms , and its impact on society . It alsso discusses the necessary steps and solution to reduce this digital divide

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How to cite this article:
Jiya Jamir Kureshi . (2026). Digital Divide in the Digital Era: A Study of Social Inequility and Social Changes . Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 179-182.

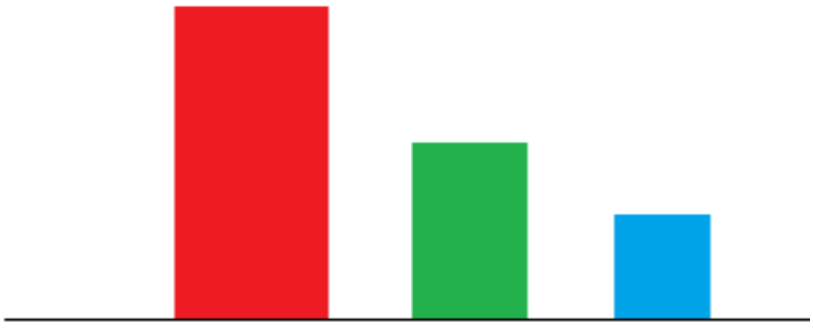
Research Methadology

This reserch mainly used descriptive & analytical eserch methods it relief on secondary data and uses qualitative approaches . Information for this study was collected from research paperas , journals, government reports and internatinal organization . It tries to show the connection between the traditional digital divide , AI divide, gender digital divide, and social inclusion. A samall survey analysis was done to see how many common people can afford thease digital tools . According to the survey data and indian statistical reports, it is faound that out of 10 common people , about 7 people can afford the cost of the internet and basic samrtphone . However , among them , only 1 or 2 people have the capacity to use advanced tools lke laptop or computers. Looking at the gender digital divide , only 3to 4 women out of 10 have their own phones. Among them 1or 2 people know how to use AI tools and the count of womens who have AI tools skill is close to 0 to 1

GRAPH

THE WOMENS WHO DON'T HAVE DIGITAL TOOLS AND SKILLS
THE WOMENS WHO HAVE DIGITAL TOOLS
THE DIGITAL TOOLS WHO HAVE SKILLS





THE PEOPLE WHO HAVE DIGITAL TOOLS
THE PEOPLE WHO HAVE BASIC KNOWLEDGE
THE PEOPLE WHO HAVE DIGITAL TOOLS WITH AI SKILLS

Significance Of The Research (importance of project)

This research is very important in todays digital era, becouse it shows a big problem in society . Through this study , We can

understand why the digital divide is happening and how we can solve it . It help us see how far digital facilities have spread in our country and who has been left out . This study shows the ground reality of common people . It help us understand which sections of society are disconnect from progress. Reducing the digital divide is important for social balance and equility. This research highlights these issues . In this progressive era, this study will inspire everyone to move ahead together , not just youth .

Scope Of The Research

The focus of this research is limited to understanding the digital divide created by modern technology. For this , we took help from the internet , research papers , journals, and government reports. The research includes survey of common people that show the difference between two classes of society as a social issue. The goal is to provide information and analysis on this topic without interfering ith any government or international groups.

Features Of The Concept

The main base of this research is studying the concept of the "Digital Divide" . it is a socio -economic inequility that creats two seperate classes in society , leading to the AI divide . This is about having the skills to use artificial intelligence . A big gap has formed between those who have these skills and those who don't . Therefore the rough difference between men and women iin terms of technical resources availibility and usage is called the gender digital divide .

Features

The technical gap is not limited just to internet and computer services . It is connected to economic capacity , high technical skills , language, and other factors. As seen in the survey 7 out of 10 peole can afford basic internet , but only 1 to 2 of people can afford laptop and advance AI tools . Another main feature of this inequility is the lack of skills . Due to weak financial capacity and lack of skills , a lack of technical literacy is clearly visible , Especially among women . This divide is seen on two fronts : Rural vs Urban , Men vs Women along with rapidly growing technology , This divide is taking a new and more complex form .

Digital Divide And Social Inclusion

Social inclusion means bringing vaious section of society into the mainstream . This reseach indirectly highlights the challenges , stuggels , financial needs, and problems of different classes created by the digital divide . While doing this research , it become clear thet society faces issues like poverty, umemployment , inequility and behind due to the hidden digital divide and lack of skills . This study attempts to show these problems . In the modern era , tools like AI and advance technollogy are bringing a rapid reveolution , which can boost social inclusion.

Opportunities For Womens In Ai & Advance Technology

AI and advance technology are the future . This will make living in the future world easier and will remove new teeechnical gap in society. By learning thisse skills , women can gain knowledge of the digital era and get impotant opportunities in vaious future field . Almost ever sectore is creating big opportunities for those trained in AI . Education through digital media , online training , and internet learing removes the need for physical tools. Now, access to books and information has become easy . along with the internet , learning how to use digital tools has become essentioal for everyone .

Future Direction Of Research

The topic of this research is the digital divide . It highlight a hidden but important problem of modern society . However , considering the limitation of this study there are many direction available for deeper research on this topic in the future to completely remove this problems . In future research , primary data collection will help to understand people's real opinion . We can study the problems of modern technology in deeper ways . Field survey and interciews can bring out the real , live experience of people in society . We can also study how the digital era deeply affects gender equility , social inclusion and cultural changes .

Conclusion

In modern society , the internet and AI are growing very fast. However , their benefits are not reaching all sections of society equally. along with technical development , New digital gaps like the 'AI DIVIDE' and 'GENDER DIGITAL DIVIDE' are taking birth . The survey charts clearly show that 7 out of 10 people in society have in ternet access . However, only 20% of peole have the capacity to afford productive tools like laptop or computers. Financial problems are a major reason for this growing digital divide . Having just a smartphone does not mean a person is digitally literate. Even though 3 out of 10 women have their own phones , The technical skill to use advance AI tools is available to almost 0 to 1 of woomen. Due to this lack of skills , women and the rural population are falling behind in this digital revolution . From a sociological point of view 'digital access' and ' technical skills' have become a new factor that creates upper and lower classes in society . Becouse of this , existing gender inequilities and regional differences are growing deeper until basic infrastructure , AI in rigional language , and special digital literacy compaign for women ae started in rural areas it is impossible to remove this digital divide .

Acknowledgement

The completion of the research paper entitled **"Digital Divide in the Digital Era: A Study of Social Inequality and Social Changes"** has been an insightful and meaningful academic experience. The study focuses on the digital divide, digital literacy, AI divide, gender digital divide, and their impact on social inclusion and social change.

I would like to express my sincere gratitude to all those who have supported and encouraged me throughout the preparation of this research work. I am especially thankful to my teachers, mentors, colleagues, and fellow researchers for their valuable suggestions, guidance, and constructive discussions.

I express my heartfelt gratitude to **Smt. R. N. Patil Kanya Mahavidyalay, Neminath Nagar, Sangli, Maharashtra**, for providing an encouraging academic environment and necessary support for undertaking this study. I also acknowledge the valuable contribution of research papers, journals, government reports, and other reliable sources that helped in developing the conceptual and analytical foundation of this research

Financial support and sponsorship
Nil.

Conflicts of interest
The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Challenges before National Education Policy (NEP-2020) and Higher Education: A Critical Analysis

Dr. Shobha Arun Paudmal
Professor & Head Department of Commerce
Night College of Arts & Commerce, Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030942

Submitted: 17 Aug 2026

Revised: 22 Aug 2026

Accepted: 10 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 183-187

September 2026

Correspondence Address:
Dr. Shobha Arun Paudmal
Professor & Head Department of Commerce
Night College of Arts & Commerce, Ichalkaranji
Email : paudmal.shobha@gmail.com

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

Abstract

The Ministry of Human Resource Development of Government of India has introduced National Education Policy in 2020 for improving the standard of higher education in nation. Different countries has introduced different educational policies as per their cultural diversities. NEP-2020 is the first educational policy of India in the 21 st century. NEP-2020 has main emphasis on the development of creative potential of students during education. This paper is based on the secondary data with main focusing on the issues and challenges of NEP-2020. NEP-2020 is replaced to the prior national educational policy, 1986. NEP-2020 is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. NEP-2020 aims to transform India's education system. This is also called for realizing compulsory education for every child until the age of fourteen, as mentioned in the Indian Constitution. It also aimed at providing enhanced training and improving teachers' qualifications.

Key words: *NEP-2020, Higher Education, Government, Students, Development, Quality, Policy, Challenges etc.*

Introduction:

The National Education Policy 2020 is a comprehensive framework approved by the Union Cabinet of India on July, 2020, designed to completely overhaul and modernize the country's education system from school level to higher education. Teachers play a significant role in bringing a positive transformation in the whole education system. The skill and competencies of teachers greatly influence the quality of education imparted to the students to shape their future into desired outcomes. The National Education Policy 2020 envisages the need and significance of capacity-building of the teachers with the vision to Viksit Bharat which advocates an advanced India by the year 2047. The NEP 2020 proposes some of the essential conditions of teacher education programmes that tend to empower teachers through proper professional development so that better learning outcomes may be achieved by the students.

Problems of the Study:

NEP 2020 emphasizes granting greater autonomy to higher education institutions to promote academic freedom, innovation and excellence. However, achieving the right balance between autonomy and regulation is crucial to prevent misuse of freedom and ensure accountability. Designing a regulatory framework that fosters innovation while maintaining academic standards and integrity is a complex task. Unfettered autonomy can lead to some institutions prioritizing commercial interests over academic quality. This could result in issues like unregulated fee hikes or compromising on faculty qualifications. The National Education Policy 2020 completely revamps India's school and higher education systems to focus on flexible, practical, and skill-based learning.

Objectives of the Study:

The primary objective of this research is to study the New Education Policy and the challenges facing it; the researcher has outlined specific objectives as follows:

1. To Conduct a detailed study of the New Education Policy 2020.
2. To Study the factors influencing the New Education Policy.
3. To Examine the impact of the New Education Policy on higher education.
4. To Study the relationship between quality in higher education and the New Education Policy.

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How to cite this article:
Shobha Arun Paudmal . (2026). Challenges before National Education Policy (NEP-2020) and Higher Education: A Critical Analysis . Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 183-187

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Significance of the Study:

While NEP-2020 recognizes the importance of skill development and vocational education, integrating these aspects into higher education curriculum and promoting industry-academia collaboration remains a challenge. Bridging the gap between academia and industry requirements to enhance students' employability requires significant coordination and investment. NEP 2020 recommends teaching in the mother tongue or regional language up to at least Grade 5 preferably which studies show improves comprehension and retention. NEP 2020 moves away from rote memorization, emphasizing critical thinking, creativity, and conceptual understanding. It supports a multidisciplinary approach at all levels, encouraging integration of arts, sciences, and vocational subjects for a broader learning experience. Students training and skill development are introduced from early grades, aiming to make students future-ready and better prepared for the job market. Initiatives like the Gender Inclusion Fund and Special Education Zones demonstrate a strong commitment to ensuring equitable access to quality education for all, especially girls, children with disabilities, and socio-economically disadvantaged groups.

Scope of the Study:

The scope of education covers the vast range, depth, and fields of study that shape human learning, personal growth, and societal development. The scope of India's National Education Policy 2020 is extensive, covering the entire learning continuum from early childhood care and education through higher education and doctoral studies, alongside professional and vocational training. The National Education Policy 2020 is built on 5 foundational pillars: Access, Equity, Quality, Affordability, and Accountability.

Limitation of the Study:

The policy reiterates the long-standing recommendation to increase public investment in education to 6% of GDP. However, achieving this target has been a persistent challenge for decades, and the NEP 2020 does not provide a concrete roadmap or immediate financial commitment to ensure this increase. Without adequate funding, many of the proposed reforms will remain on paper. The main aim of the National Education Policy 2020 is to overhaul and transform India's school and higher education system into a modern, flexible, and inclusive framework that builds critical thinking and 21st-century skills.

Period of the Study:

There is a report containing information upto 2026, intended for a detailed study of new educational quality, education, and development.

Research Methodology:

Researchers have utilized various types of secondary sources to study the impact of the New Education Policy on higher education and traditional education. These include research papers, articles, journals, newspapers, audio-visual materials, reference books, textbooks, annual reports, and books.

Research Method:

The researcher has completed the study using a descriptive analysis method to examine the issues within the New Education Policy and the enhancement and development of educational quality in developing India.

Results and Discussion:

New Education Policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms in the Indian Education System beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education. The NEP proposes revision and revamping of education structure, including its rules and regulations and governance, to create a new system aligning with the aspirational goals of 21st century education. National Education Policy 2020, announced by the Government of India on July 29, 2020, revolves around the flexible, practical, multidisciplinary, multilinguistic education for all, at all levels, by implementing many reforms, interventions and a nationwide institutional set up. This study aims to review different aspects of the policy in comprehensive manner and analyse its impact.

NEP-2020:

New Education Policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms in the Indian Education System beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education. The NEP proposes revision and revamping of education structure, including its rules and regulations and governance, to create a new system aligning with the aspirational goals of 21st century education. The policy, while focusing on various facets of education, also tries to bridge the gap between education and technology.

Chart No. 1
New Education Policy in India



Higher Education:

The National Education Policy represents a landmark reform in India's educational landscape, replacing the 1986 policy after more than three decades. Rooted in the vision of creating an equitable, inclusive, and learner centric education system, NEP 2020 emphasizes holistic development, flexibility, skill integration, and multidisciplinary learning from early childhood to higher education. Education gives us knowledge of the world around us. It develops in us a perspective of looking at life. It is the most important element in the evolution of the nation. Without education, one will not explore new ideas. It means one will not be able to develop the world because without ideas there is no creativity and without creativity, there is no development of the nation. An educated person is aware of his personal as well as social responsibilities. Proper education teaches a person to think beyond his personal interests and provides him the ability to give something back to the society.

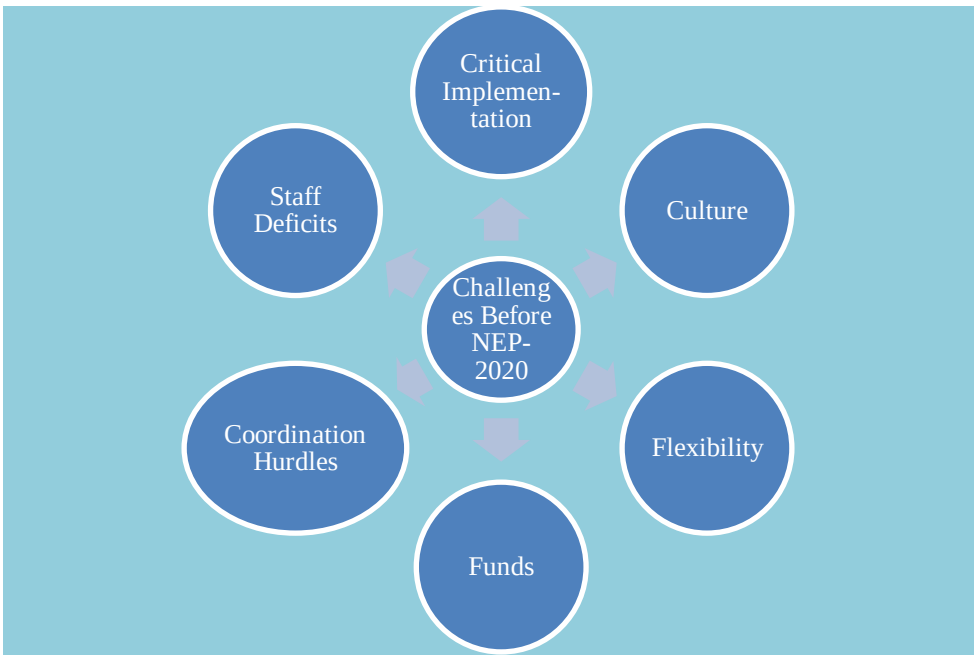
Quality of Education:

The National Education Policy seeks to transform India into a superpower in the knowledge economy. It aims to turn higher education institutions into centres of innovation and quality. NEP 2020 would change the country's education sector by focusing on making education more accessible and equitable. The National Education Policy 2020 has great potential to completely transform and reform the education system of India. The policy has many segments and features, each of which will not only open the door to knowledge and development but will also set a new hope of development.

Infrastructure Improvements:

Increasing government funding and exploring alternative sources of investment to upgrade infrastructure in universities and colleges. Prioritizing the development of well-equipped labs, libraries, and digital learning facilities. Ensuring easy access to learning resources, including books, journals, and online databases. NEP 2020 aims to increase access to higher education for all segments of society, including marginalized communities and those in rural areas. However, ensuring equitable access to quality higher education remains a challenge due to disparities in infrastructure, resources, and opportunities across different regions and socio-economic groups.

Chart No. 2
Challenges before NEP-2020



Human Resources Development:

The Ministry of Human Resource Development of Government of India has introduced National Education Policy in 2020 for improving the standard of higher education in nation. Different countries have introduced different educational policies as per their cultural diversities. NEP- 2020 is the first educational policy of India in the 21st century. NEP -2020 has main emphasis on the development of creative potential of students during education. This paper is based on the secondary data with main focusing on the issues and challenges of NEP-2020. NEP-2020 is replaced to the prior national educational policy, 1986. NEP-2020 is a comprehensive framework. NEP-2020 is a comprehensive for elementary education to higher education as well as vocational training in both rural and urban India. NEP-2020 aims to transform India's education system. This is also called for realizing compulsory education for every child until the age of fourteen, as mentioned in the Indian Constitution.

Education Policy:

The National Education Policy of India 2020 which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. Shortly after the release of the policy, the government clarified that no one will be forced to study any language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature: and it is up to the states, institutions, and schools to decide on the implementation.

Challenges to Effective Implementation:

The NEP 2020 outlines a promising vision for a more holistic, student-centric, and outcome oriented higher education system. However, the success of the policy hinges on its effective translation from vision to reality across a vast network of universities and colleges. Flawed implementation can lead to inconsistencies, dilution of the core ideas and ultimately, a failure to achieve the desired outcomes.

1. Resource Constraints: As discussed earlier, financial limitations can hinder the ability of institutions to implement the NEP effectively. Upgrading infrastructure, providing faculty training, and offering diverse learning experiences all require adequate funding.

2. Coordination Among Stakeholder: The NEP requires collaboration between various stakeholders, including central and state governments, regulatory bodies, universities, and teachers. Streamlining communication and ensuring everyone works towards the same goals can be challenging.

3. Faculty Development and Training: A significant shift in teaching methodology is envisioned by the NEP. Equipping existing faculty with the necessary skills and knowledge to deliver this new pedagogy requires comprehensive training programs.

4. Curriculum Revision and Standardization: Developing and implementing a new curriculum framework that maintains consistency across diverse institutions is a complex task. Balancing national guidelines with institutional autonomy needs careful consideration.

5. Assessment and Evaluation Reforms: Moving away from rote memorization towards assessing a wider range of skills requires developing robust and reliable evaluation methods. This necessitates innovation and capacity building within the education system.

Research and Innovation:

NEP-2020 proposes several reforms that require substantial financial investment, such as setting up new institutions, enhancing infrastructure, and promoting research and innovation. However, the allocation of funds for education in India has often been inadequate, and diverting resources to meet the goals of NEP- 2020 could pose financial challenges. While NEP 2020 emphasizes improving the quality of education across all levels, including higher education, achieving this goal is not straightforward. Ensuring quality education requires addressing issues such as faculty shortages, outdated curriculum, inadequate infrastructure, and the need for continuous teacher training. Without addressing these fundamental challenges, the quality of higher education may not improve significantly.

Conclusion:

The NEP 2020 posits that regional language learning upto class 5 can enhance learning outcomes, although its implementation guidelines remain advisory. This approach aims to mitigate barriers to comprehension, crucial for foundational education. NEP 2020 envisions an equitable education system that fosters respect for India's constitutional values and prepares global citizens. It aims to transform India into a vibrant knowledge society by providing high-quality education to all. India's National Education Policy (NEP) 2020 aims to revolutionize higher education by fostering holistic development, flexible learning structures, and a strong research culture. However, challenges exist in implementing this ambitious vision. Issues like limited access due to social and economic barriers, along with a shortage of qualified faculty and resources, hinder the policy's reach. Additionally, concerns regarding the integration of technology in teaching methods and the feasibility of the multi-entry, multi-exit system require careful consideration. Effectively addressing these challenges will be crucial for the NEP 2020 to achieve its goals of creating a world-class higher education system in India.

Acknowledgement

The completion of the research paper entitled **"Challenges Before National Education Policy (NEP-2020) and Higher Education: A Critical Analysis"** has been a meaningful and enriching academic experience. This study critically examines the issues and challenges associated with NEP 2020, particularly in relation to higher education, quality, faculty development, infrastructure, funding, curriculum, and effective policy implementation.

I would like to express my sincere gratitude to all those who have supported and encouraged me throughout the preparation of this research work. I am especially thankful to my colleagues, fellow academicians, researchers, and well-wishers for their valuable suggestions, constructive discussions, and continuous academic encouragement.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

A Study of Achievement Motivation among Jr. College Students

Aliya Shamstabarej Nakashi[1]Dr.Jeevan R. Patil[2]
[1]B. A. Part II, Department of Psychology
Night College of Arts and Commerce, Ichalkaranji
[2]Head, Department of Psychology, Night College of Arts and Commerce Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030943

Submitted: 17 Aug 2026

Revised: 22 Aug 2026

Accepted: 10 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 188-191

September 2026

Correspondence Address:
Aliya Shamstabarej Nakashi
B. A. Part II, Department of Psychology
Night College of Arts and Commerce, Ichalkaranji

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

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Abstract

Achievement motivation is an important psychological factor that influences an individual's willingness to strive for excellence, overcome difficulties, accomplish challenging goals and attain success. The present study was undertaken to examine achievement motivation among junior college students. The study also aimed to examine whether achievement motivation differs significantly between male and female junior college students. The sample consisted of 60 male and 60 female students belonging to the age group of 16–18 years. The Achievement Motive Test developed by V. P. Bhargava was proposed for the assessment of achievement motivation. The data were analysed using Mean, Standard Deviation and independent-samples t-test for illustration, the findings presented in this paper indicate that female students obtained a higher mean achievement motivation score than male students and the difference was statistically significant.

Keywords: *Achievement Motivation, Junior College Students, Academic Motivation, Adolescents, Gender*

Introduction

Education is not merely the process of acquiring knowledge and information. It is also concerned with the development of motivation, personality, emotional maturity, self-confidence and goal-directed behaviour. Among these psychological factors, achievement motivation plays an important role in determining how individuals approach challenging tasks and educational goals. Achievement motivation refers to an individual's tendency to strive for success, excellence and accomplishment. A highly achievement-motivated person generally prefers challenging but attainable goals, accepts responsibility for outcomes, persists in the face of difficulties and seeks feedback regarding performance. The junior college period is an important stage of educational development. Students generally enter junior college after completing secondary education and are required to make important academic and career decisions. They may experience increased academic competition, examination pressure, parental expectations and uncertainty regarding future careers. Therefore, understanding achievement motivation at this stage is important. Previous research has examined the relationship between achievement motivation and academic performance. Pandey and Singh reported that academic achievement motivation had a significant effect on students' academic performance and that highly motivated students demonstrated better academic performance than students with average or low motivation. A study specifically conducted among junior college Science students in India examined achievement motivation among Class XII students and reported higher academic achievement motivation among female students than male students. More recent research continues to indicate the importance of achievement motivation for students' educational outcomes. A 2024 Indian study of secondary students examined achievement motivation and academic performance, while a 2026 study reported a positive relationship between academic achievement and achievement motivation among high-school students.

Review of Literature

Balugade (2025) studied achievement motivation among 160 secondary-school students and examined gender and school-area differences using the Achievement Motive Test prepared by V. P. Bhargava. A 2026 study of high-school students in Chennai reported a significant positive relationship between academic achievement and achievement motivation ($r = .38$, $p < .01$), while also examining parental and socioeconomic factors.

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How to cite this article:
Aliya Shamstabarej Nakashi,Jeevan R. Patil. (2026). A Study of Achievement Motivation among Jr. College Students . Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 188-191

Chebrolu (2024) investigated the relationship between achievement motivation and academic performance among 80 Indian secondary students. The study found a weak relationship between achievement motivation and academic performance in the examined groups, showing that the relationship may vary according to context and sample characteristics.

Gupta, Devi and Pasrija(2012) examined achievement motivation in relation to academic achievement among adolescents. Their findings indicated that students with higher achievement motivation demonstrated better academic achievement across several demographic groups.

Kumari Nikita (2025) The purpose of the present study was to find out the level of Achievement Motivation and the impact of Religion and Gender on Achievement Motivation among college students. The study was conducted on 80 respondents using stratified random sampling method based on two levels of Religion (Hindu & Muslim) & Gender (Male & Female) from different colleges of Ranchi District. The findings showed that most of the students have high level of Achievement Motivation. There is significant impact of Religion and Gender on achievement motivation. Hindu college student's achievement motivation is higher than male Muslim college students. Female college student's Achievement Motivation is higher than male college students.

Kumavat (2017) conducted a study on academic achievement motivation among junior college Science students. The sample consisted of 96 Class XII Science students aged approximately 17–18 years. The study reported that female students had higher academic achievement motivation than male students.

Murthy, K. R (2025) The study aims to examine the impact of achievement motivation among high school students of Hyderabad, Telangana, after specific motivation strategies are tried & tested with the students. The objective is to assess the impact with regard to gender, type of management & locality on achievement motivation among high school students. The tool used is the achievement motivation scale developed by Pratibha Deo and Asha Mohan (1985).The sample population for the study would consist of 120 high school students in Hyderabad city of the state of Telangana & a rural area nearby. The subject will be in the age group of 14–17 years & a purposive random sampling method will be used.

Pandey and Singh (2018) examined the effect of academic achievement motivation on academic performance among 240 students. Their findings indicated that students with high academic achievement motivation performed better academically than students with average and low achievement motivation.

Rani P. & Reddy G. R. (2019). The present study was carried out with the objectives to examine the gender related differences across academic majors on achievement motivation among adolescent students. The study was carried on 80 adolescent undergraduate students from Hyderabad district, 40 males and 40 females (ages 13–20 years) selected by purposive sampling method, frequencies, percentages, means, standard deviations, and independent t-test were used to analyse the collected data. Significant difference was found between the achievement motivation of sciences and arts stream students and achievement motivation among male and female college students.

Solobutina, M..M. & Nesterova. M (2019). The aim of the research is to identify the main components of achievement motivation and to reveal the nature of correlation of these components with the general level of teachers' professional motivation. As a hypothesis of the study, it was suggested that professional success, productivity & a high quality of life are determined by an individual disposition & teacher needs. The study set out to conduct a comparative analysis of the motivation indicators in two groups of educators who teach humanities & natural science subjects. It was determined that the teachers' achievement motivation is based on the need for success / avoidance of failure, self-respect, recognition, & prestige. The analysis of value, emotional, behavioural & cognitive components of the teachers' achievement motivation was conducted.

Rationale of the Study

Junior college students are at an important stage of academic and career development. At this stage, students are expected to achieve good academic results while simultaneously making decisions regarding their future careers. Some students demonstrate high persistence, enthusiasm and goal-directed behaviour, whereas others may show low interest, procrastination, fear of failure and lack of academic goals. Understanding achievement motivation can help teachers, counsellors and parents develop appropriate interventions to improve students' academic engagement. Therefore, the present study was undertaken to study achievement motivation among junior college students.

Statement of the Problem

"A Study of Achievement Motivation among Junior College Students."

Objectives of the Study

To study achievement motivation among male and female junior college students.

Hypotheses

Alternative Hypothesis (H_1)

There will be a significant difference in achievement motivation between male and female among junior college students.

Variables of the Study

Independent Variable - Gender: Male Female

Dependent Variable - Achievement Motivation

Operational Definitions

Achievement Motivation - For the present study, achievement motivation refers to the level of an individual's tendency to strive for success, excellence, accomplishment and goal attainment as measured by the selected standardized Achievement Motivation/Motive Test.

Junior College Students - Students studying in Classes XI and XII in selected junior colleges and belonging approximately to the age group of 16–18 years.

Research Method

The Random sample method was used for the present study. The comparative approach was used to examine differences in achievement motivation between male and female junior college students.

Sample

For the proposed study, a sample of 120 junior college students was selected. Group Number Male students60Female students60Total120Age Range16–18 years.

Research Tool

Achievement Motive Test – V. P. Bhargava the Achievement Motive Test developed by Dr. V. P. Bhargava may be used for assessing achievement motivation. There is total 50 question with alternative option The test has been used in Indian psychological research, including studies involving college-going students. Catalogue information describes the test as a sentence-completion measure with norms based on college-going students aged approximately 16–22 years. The researcher should use the authorized test manual and follow its prescribed administration, scoring and interpretation procedures. Reliability of the test is0.91 and validity are .85

Statistical Analysis

The following statistical techniques may be used: Descriptive Statistics Mean Standard Deviation Inferential Statistics Independent samples t-test The level of significance may be fixed at:0.05 level of significance

Results

Table No – 1 Mean and Standard Deviation of Achievement Motivation

Factor	N	Mean	Sd	df	t value
Male	30	18.23	3.54	58	0.43NS
Female	30	18.01	3.79		
Total	60				

Discussion

The results indicate that the mean score of male participants was 18.23 (SD = 3.54), whereas the mean score of female participants was 18.01 (SD = 3.79). Although male participants obtained a slightly higher mean score than female participants, the difference between the two groups was very small.

An independent-samples t-test was conducted to determine whether the observed difference was statistically significant. The obtained t value was 0.431 with 58 degrees of freedom, which was not statistically significant (NS). The obtained value is lower than the critical t value at the 0.05 level of significance. Therefore, the difference between male and female participants is not statistically significant.

Thus, the findings suggest that gender does not have a significant effect on the studied variable among the participants. Male and female participants appear to have a comparable level of the variable under investigation. The slight difference in mean scores may be attributed to individual variations rather than gender.

These findings indicate that both male and female participants may experience or demonstrate the studied psychological characteristic at a similar level. Hence, the null hypothesis stating that there would be no significant difference between male and female participants on the studied variable is accepted.

Conclusion

1.There will be no significant difference between male adolescents on Achievement motivation

2.There will be no significant difference between female adolescents on achievement motivation.

Limitations of the Study

The sample size may be limited to 60 students. The study may be restricted to selected junior colleges. The findings may not be generalizable to all junior college students. Achievement motivation was assessed using a psychological test and therefore depends on the characteristics and limitations of that instrument.

Acknowledgement

The completion of the research paper entitled **"A Study of Achievement Motivation among Junior College Students"** has been a meaningful and enriching academic experience. The study focuses on understanding achievement motivation among junior college students and examining differences between male and female students.

I would like to express my sincere gratitude to all those who have supported and encouraged me throughout the preparation of this research work. I am especially thankful to my teachers, mentors, colleagues, and fellow researchers for their valuable guidance, suggestions, and constructive academic discussions.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

Challenges and Prospects for Stakeholders in Higher Education: A Sociological Study of National Education Policy 2020

Pooja.D.Kolkar
Asst.Prof, Department of Sociology
Night College of Arts and Commerce, Ichkalkarnji

Manuscript ID:
IBMIIRJ -2026-030944

Submitted: 17 Aug 2026

Revised: 22 Aug 2026

Accepted: 10 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 192-194

September 2026

Correspondence Address:
Pooja.D.Kolkar
Asst.Prof, Department of Sociology
Night College of Arts and Commerce, Ichkalkarnji
Email ID:kpooja1603@gmail.com

Quick Response Code:

Web. https://ibrj.us

Abstract:

National Education Policy 2020 is a paradigm shift in Indian education. This paper examines NEP 2020 from sociological perspective. It focuses on structural changes in sociology curriculum and its impact on stakeholders like students, teachers and institutions. The paper is based on secondary data and observation method. It concludes that NEP has huge prospects but faces challenges of equity, infrastructure and implementation.

Keywords: ***NEP 2020***, *Sociology, Stakeholders, Curriculum Change, Social Equity.*

Introduction:

Education is a major social institution. According to functionalist thinkers like Durkheim and Parsons, education performs function of socialization and social integration. Conflict theorists like Karl Marx and Althusser argue that education reproduces social inequality.In Indian context, sociologists like G.S. Ghurye, M.N. Srinivas and Yogendra Singh have shown how education is linked with caste, class and social change. NEP 2020 comes in this background. After 34 years, NEP 1986 was replaced. It aims to achieve Sustainable Development Goal 4 (Quality Education) and to increase Gross Enrolment Ratio from 26.3% to 50% by 2035.

For Sociology discipline, NEP is very crucial. Sociology is study of society. When society changes, sociology must change. NEP 2020 introduces multidisciplinary, skill-based and research-oriented education which directly affects nature of teaching and learning sociology.

Objectives Of The Study:

1. To understand the major reforms in higher education and sociology curriculum under NEP 2020.
2. To analyse the challenges faced by stakeholders (Students, Teachers, Institutions) from sociological perspective.
3. To explore the prospects and opportunities created by NEP 2020 for sociology discipline.
4. To suggest sociological measures for effective implementation of NEP 2020 at college level.

Review Of Literature:

Kasturirangan Committee Report (2019) & NEP Document 2020

This is primary source. Report states that higher education should be holistic, flexible and multidisciplinary. It recommends breaking silos between arts and science. For sociology, it means student can learn sociology with data science, which is new.

Tilak, J.B.G. (2021) "NEP 2020 and Higher Education" – Economic and Political Weekly.

Tilak argues that NEP is ambitious but faces challenge of public funding. He says 6% of GDP for education is promised but never achieved. This will create inequality between private and government colleges. This is relevant to sociology as it shows class divide.

Kumar, Krishna (2022) "Reforms and Reality in NEP"

He criticizes that NEP focuses more on global standards and less on ground reality of rural India. For sociology students doing fieldwork in villages, lack of digital infrastructure is a big obstacle. His work helps us to see NEP from critical sociological angle.

Methodology:

The present research paper is based on secondary sources like NEP 2020 document, UGC guidelines, research articles and personal observation as a faculty in sociology. Analytical and descriptive method is used.

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How to cite this article:
Pooja.D.Kolkar . (2026). Challenges and Prospects for Stakeholders in Higher Education: A Sociological Study of National Education Policy 2020. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 192-194

Findings & Discussion:

Challenges and Prospects For Stakeholders

The implementation of National Education Policy 2020 has brought a paradigm shift in the structure of higher education. From a sociological perspective, the policy acts as an agent of social change, but like every social change, it creates adjustment problems for its primary stakeholders. The challenges and prospects can be analyzed separately for teachers, students, and administrators.

A) Challenges and Prospects for Teachers

The most immediate impact of NEP 2020 is on teachers. The policy introduces Academic Bank of Credits (ABC), Multiple Entry-Multiple Exit, and Four-Year Undergraduate Programme (FYUP) with major-minor system. This creates role strain and role overload, as conceptualized by R.K. Merton. A sociology teacher who is expert in teaching classical theories of Marx, Weber, and Durkheim is now expected to teach Skill Enhancement Courses like Social Data Analysis, NGO Management, and Research Report Writing. The traditional lecture method is no longer sufficient.

Another major challenge is the demand for multidisciplinary pedagogy. Teachers have to collaborate with departments of Psychology, Economics, and Computer Science, for which many teachers in rural colleges of Kolhapur region are not formally trained. There is also anxiety regarding workload calculation and assessment pattern under the new credit system.

However, NEP also provides prospects. It redefines the teacher's role from a mere knowledge transmitter to a facilitator, mentor, and researcher. The emphasis on Community Engagement and Field-Based Learning gives sociology teachers an opportunity to take the classroom to the society. Now a teacher can formally include field visits to Gram Panchayat, Self Help Groups, or Sugarcane Migrant Labour Camps as a part of curriculum under Internship. This bridges the gap between theory and praxis. Furthermore, NEP encourages Faculty Development Programs (FDPs) on Indian Knowledge System and Advanced Research Methodology, which will help in professional growth of sociology faculty.

B) Challenges and Prospects for Students.

For students, particularly those studying sociology in non-metropolitan areas, the primary challenge is the digital divide and social equity. NEP promotes e-learning, digital libraries, and online credits. Fieldwork is the soul of sociology. A student who wants to study caste dynamics in a village of Kolhapur or the problems of Mahalakshmi temple pilgrimage economy needs direct human interaction. Lack of smartphones, unstable internet in rural areas, and low digital literacy among first-generation learners create a new form of inequality. Conflict theorists would argue that this reproduces class inequality, where urban elite students with digital access benefit more than rural students.

The second challenge is choice overload and career confusion. FYUP gives flexibility to choose multidisciplinary subjects, but many rural students lack proper counselling to choose the right combination for their future.

Despite this, the prospects for students are transformative. NEP makes sociology more employable and practical. Earlier students faced the question "What after B.A. Sociology?" Now a student can study Sociology as major and Data Science as minor and become a Social Data Analyst for CSR projects. The fourth year dedicated to research dissertation develops scientific temper. Students can do indigenous research on local issues like wrestler community of Kolhapur, Tamasha artists, or women's SHGs, thus contributing to Maharashtrian sociology. The skill-based and vocational courses like Social Counselling and Survey Methodology will provide immediate livelihood opportunities.

C) Challenges and Prospects for Administrators / Institutions

From the perspective of institutional administrators, the biggest challenge is infrastructure and funding. NEP envisages autonomy and the creation of Multidisciplinary Education and Research Universities (MERU). For a small college offering only Arts and Commerce, to start science labs, vocational centres, and research cells requires huge financial resources. As J.B.G. Tilak (2021) argues in Economic and Political Weekly, NEP promises 6% of GDP for education, but this has historically never been achieved. Sociology departments traditionally get less funding compared to science departments, so getting funds for community engagement and fieldwork becomes difficult. There is also administrative burden of implementing ABC portal, managing multiple entry-exit records, and fulfilling accreditation criteria.

Nevertheless, for administrators, NEP provides an opportunity to make the institution holistic and socially relevant. The inclusion of Indian Knowledge System (IKS) allows colleges to introduce thoughts of social reformers like Mahatma Phule, Dr. B.R. Ambedkar, and Rajarshi Shahu Maharaj formally into the curriculum, which is highly relevant for Kolhapur. It also helps colleges to build linkages with industry, NGOs, and local governance bodies for internships and placements, improving their NAAC score and social prestige.

Conclusion:

NEP 2020 is not just an education policy, it is an instrument of social change. For sociology, it is an opportunity to make discipline more relevant, practical and employment-oriented. But as sociologists, we must ensure that equity and social justice are not compromised. Role of faculty is crucial to bridge policy and society. NEP 2020 is a double-edged sword. From a functionalist perspective of Durkheim, it tries to make education adaptive to modern society. From a critical perspective, if issues of funding and equity are not solved, it may widen the gap between elite and rural institutions. The success of NEP in sociology will depend on how coordinative all three stakeholders work together without losing the critical and humanistic essence of the discipline.

Acknowledgement

The completion of the research paper entitled "Challenges and Prospects for Stakeholders in Higher Education: A Sociological Study of National Education Policy 2020" has been a meaningful and enriching academic experience. This study examines NEP 2020 from a sociological perspective, with particular emphasis on its impact on students, teachers, and educational institutions, as well as issues of social equity, infrastructure, and implementation.

I would like to express my sincere gratitude to all those who have supported and encouraged me throughout the preparation of this research work. I am especially thankful to my colleagues, fellow academicians, researchers, and well-wishers for their valuable suggestions, constructive discussions, and continuous academic encouragement.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

NEP 2020 and the Changing Role of Business Communication Education in India

Dr.Anirudha M. More
Assistant Professor
Dr.J.J.Magdum College of Engineering Jaysingpur

Manuscript ID:
IBMIIRJ -2026-030945

Submitted: 17 Aug 2026

Revised: 22 Aug 2026

Accepted: 10 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 195-199

September 2026

Correspondence Address:
Dr.Anirudha M. More
Assistant Professor
Dr.J.J.Magdum College of Engineering
Jaysingpur

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Quick Response Code:

Web. https://ibrj.us

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Abstract:

The National Education Policy (NEP) 2020 has brought a stronger emphasis on holistic learning, multidisciplinary education, skill development, vocational exposure, technology and employability in Indian higher education. These priorities are particularly relevant to Business Communication, since graduates are now expected to communicate effectively in face-to-face, written and digital professional settings. This paper examines how the role of Business Communication can be understood and reshaped in the context of NEP 2020. Unlike much of the existing NEP-employability literature, which discusses employability skills as an undifferentiated bundle, this paper narrows its focus specifically to Business Communication and situates its argument against recent empirical work on the post-NEP employability gap. The study follows a descriptive and conceptual approach, drawing on the policy document, recent empirical studies of graduate employability, and literature on communication pedagogy. The discussion focuses on experiential learning, performance-based assessment, multilingual communication, digital communication, generative artificial intelligence (AI) and industry interaction. The paper identifies three areas that remain underexplored in the current literature: the near-absence of communication-specific (as opposed to general employability) empirical data, the lack of a validated instrument for assessing communication-skill gains under NEP-aligned pedagogy, and limited comparative work across institution types and disciplines. It argues that Business Communication should not remain confined to grammar, formats and written examinations, and concludes that NEP 2020 offers a useful opportunity to make Business Communication more practical, flexible and closely connected with students' future professional roles — while noting that this potential remains empirically untested.

Key words: *NEP 2020; Business Communication; skill development; employability; employability skills gap; industry readiness; experiential learning; digital communication; higher education*

Introduction:

A student's academic qualification does not, by itself, guarantee successful participation in the workplace. Employers also expect graduates to explain ideas clearly, listen to others, work in teams, prepare professional documents, participate in meetings and respond appropriately to different people and situations. These expectations make communication an important part of graduate preparation.

The nature of workplace communication has also changed. Along with face-to-face interaction and conventional written communication, employees now use email, online meetings, collaborative documents, digital presentations and professional networking platforms. In addition, generative AI is beginning to influence the way people draft, edit and exchange information. Students entering employment therefore need communication skills that are practical, adaptable and suited to both traditional and digital settings.

NEP 2020 provides an appropriate policy context for this change. The policy gives importance to holistic and multidisciplinary education, practical and experiential learning, vocational exposure, technology integration, flexibility and skills relevant to employment. These priorities have clear implications for Business Communication courses. Rather than treating communication as a subject in which students mainly learn rules and formats, institutions can use it as a space for practising skills that students will need beyond the classroom.

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How to cite this article:
Anirudha M. More. (2026). NEP 2020 and the Changing Role of Business Communication Education in India. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 195-199.

This paper is one contribution to an already sizeable body of writing that links NEP 2020 to the graduate employability gap in India. National-level survey data continue to point to a substantial shortfall: only 47 percent of Indian graduates are estimated to possess the employability skills sought by industry (National Skill Development Corporation, 2022), and communication is consistently named among the weakest areas. Much of the existing literature, however, treats employability as an undifferentiated bundle of skills — communication alongside problem-solving, creativity, digital literacy and teamwork — without examining what NEP-aligned reform would concretely mean for any single one of these areas. This paper narrows the focus to Business Communication specifically, and asks what a NEP-aligned Business Communication curriculum should look like in practice, rather than restating the general case for skill-oriented education.

The present paper discusses the changing role of Business Communication and considers how NEP 2020 can support a more practical and industry-oriented approach. It does not present original survey findings, and it does not claim empirical relationships that have not been tested elsewhere. The paper is conceptual and descriptive, built on the policy document and on the empirical and conceptual literature reviewed in Section 2.

Literature Review

1 The employability–communication gap in recent empirical studies

The claim that Indian higher education under-prepares graduates for the workplace is well established empirically, not just asserted at the policy level. The National Skill Development Corporation's Annual Employability Survey (2022) puts the proportion of graduates with industry-required employability skills at 47 percent, and Mercer | Mettl's India Graduate Skill Index 2025 reports communication specifically at 55.1 percent among its measured soft-skill indicators, alongside adaptability, interpersonal communication, creativity, critical thinking and learning agility.

More recent work has begun to test this gap directly rather than restating it. Murari's (2026) comparative study of engineering and management students in the post-NEP era (Lucknow region) is a useful corrective to a purely communication-deficit narrative: it found that students reported relatively supportive teacher engagement in communication, self-management and independent learning, while gaps were more pronounced in problem-solving, creativity and ICT proficiency — even as 55 percent of students still felt their curriculum left them inadequately prepared for industry demands overall. This suggests the employability gap is uneven across skill categories, and that communication may not be the area most in need of intervention relative to others — a finding that complicates, without contradicting, the premise of this paper.

Reddy, Pavithra and Thomas (2024) take a different empirical approach, developing and validating a scale for assessing NEP-aligned skill sets. This is a methodologically important contribution, but the scale addresses NEP skill sets in general rather than communication competence specifically, which is one of the gaps this paper returns to in Section 15.

2 Active debates in the literature

Aggregate skill gap versus skill-specific priorities. Much of the literature (e.g., NITI Aayog, 2026; various post-NEP employability commentaries) treats employability as a single composite outcome. Murari (2026) implicitly challenges this by disaggregating skill categories and finding communication is not the weakest link. This paper takes the position that Business Communication still merits focused reform — not because it is the single largest gap, but because it is the discipline through which several other soft skills (teamwork, negotiation, presentation, digital etiquette) are actually practised and assessed in most curricula.

Self-reported confidence versus assessed competence. Several employability studies, including Murari (2026), rely on student self-perception rather than employer assessment or independent performance measures. This is a live methodological debate in the literature: self-reported communication confidence may not track actual workplace performance, which is part of the argument in this paper for performance-based assessment (Section 11) rather than confidence surveys alone.

Policy aspiration versus implementation capacity. A recurring theme across the post-NEP literature (e.g., Rajpriya's critical review of NEP's higher-education skill agenda) is that NEP's framework is judged progressive in principle but constrained in practice by large class sizes, uneven faculty readiness, and weaker infrastructure in rural and under-resourced institutions. This paper treats that constraint as central rather than incidental (Section 12), rather than assuming policy intent will translate automatically into classroom change.

Generative AI as enabler or eroder of communication skill. The literature has not settled whether AI drafting and editing tools support skill development (by giving students more material to critique and revise) or substitute for the deliberate practice that builds the underlying skill. This paper takes the position that AI should support rather than replace human communication competence (Section 9), but acknowledges this is a normative stance rather than an empirically resolved one.

3 Positioning of this paper

Set against this literature, this paper's distinct contribution is to narrow the frame from general graduate employability to Business Communication as a specific discipline, and to translate NEP's priorities into concrete curricular and assessment proposals for that discipline rather than restating the policy case for skill-oriented education in general. At the same time, this narrowing exposes gaps that the broader employability literature has not filled: there is very little empirical data on communication competence specifically (as distinct from employability broadly), no validated instrument for measuring communication-skill gains under NEP-aligned pedagogy, and almost no comparative work across institution type, region or discipline within Business Communication teaching itself. These gaps are returned to explicitly in Section 15.

Objectives of the Study

1. To examine the relevance of NEP 2020 to Business Communication education.
2. To discuss the changing requirements of professional communication.
3. To identify practical approaches for developing communication and employability skills.

4. To examine the relevance of experiential, multilingual and digital learning to Business Communication.
5. To suggest ways of making Business Communication more closely connected with industry requirements.
6. To review recent empirical literature on the post-NEP employability gap and identify what that literature has not yet addressed with respect to communication specifically.

Research Methodology

This paper uses a descriptive, conceptual approach based on secondary sources. The National Education Policy 2020 forms the main policy reference. This is supplemented by recent empirical and conceptual literature (2022–2026) on the graduate employability gap in India, selected to represent the debates identified in Section 2, and by literature on communication pedagogy and skill development. The paper synthesises these sources to discuss the implications of NEP 2020 for Business Communication education and to locate gaps that existing studies have not addressed. An earlier version of this paper proposed a stakeholder questionnaire for future empirical work; because no primary responses were collected, this paper does not report survey results, statistical tests, or assumed findings — that empirical work remains part of the future research agenda set out in Section 15.

NEP 2020 and the Need for Skill-Oriented Education

One of the important features of NEP 2020 is its broader view of what students should gain from higher education. The policy gives importance not only to disciplinary knowledge but also to practical, social, ethical and cognitive capabilities, and encourages multidisciplinary learning and stronger connections between education, vocational opportunities and the world of work (Government of India, Ministry of Education, 2020).

For Business Communication, this approach creates an opportunity to move beyond a narrow language-centred model. Communication can be taught as a transferable skill that supports learning in engineering, science, commerce, management, humanities and other disciplines. A student should not simply know how a formal letter is structured; the student should be able to decide what to write, how to write it and how to communicate it appropriately to a particular audience.

This shift is consistent with the broader employability discussion reviewed in Section 2: Mercer | Mettl's India Graduate Skill Index 2025 reported communication at 55.1 percent among its measured soft-skill employability indicators, alongside adaptability, interpersonal communication, creativity, critical thinking and learning agility.

The Changing Role of Business Communication

The traditional Business Communication classroom has often given considerable attention to grammar, vocabulary, formal letters, reports and prescribed formats. These elements remain necessary, particularly for students who need to strengthen their language foundations. The concern is not that these areas should disappear, but that they should no longer represent the whole of communication education.

In professional life, communication is purposeful. An employee may need to explain a technical idea to a non-specialist, respond to a customer complaint, participate in a meeting, persuade a colleague, present a proposal or write a concise email. Such tasks require language knowledge as well as judgement, audience awareness, confidence and interpersonal skills.

Business Communication can therefore include oral and interpersonal communication, presentations, public speaking, workplace writing, negotiation, teamwork, problem solving, digital etiquette and professional networking, connecting experiential learning, multilingual communication, digital learning, industry exposure and multidisciplinary education with specific communication competencies and readiness outcomes.

Experiential Learning: From Knowing to Doing

Communication is a skill that improves through use. Students may understand the principles of effective communication and still feel uncomfortable when they have to speak before a group, attend an interview or deal with an unfamiliar professional situation. Classroom activities that require students to communicate can reduce this gap between knowledge and performance.

Role plays, mock interviews, group discussions, presentations, negotiations, workplace simulations and case-based activities can provide such opportunities. Students can receive feedback after an activity and then repeat or improve their performance. This approach is closer to the way communication is used outside the classroom, and points toward a movement away from a single written examination and toward authentic, performance-based assessment.

Multilingual Communication in the Indian Context

Communication in India often takes place across more than one language. A graduate may use English in a formal business document, a regional language while dealing with a local customer and another commonly used language when interacting with people from a different part of the country. This reality makes multilingual ability relevant to professional communication.

The purpose of including multilingual communication in Business Communication is not to reduce the importance of English. Rather, students can be encouraged to understand when a particular language, tone or register is appropriate. The important ability is adaptability: choosing language and style according to the audience, purpose and situation.

Digital Communication and Generative AI

Digital communication has become part of everyday professional work. Students should therefore be familiar with professional email, online meetings, collaborative documents, digital presentations, professional networking and appropriate online behaviour. These are not merely technical skills; they involve clarity, brevity, tone, responsiveness and awareness of the audience.

Generative AI adds a new dimension to this area. Students can use AI tools for brainstorming, drafting, language practice and feedback. At the same time, they need to question the accuracy of generated content and understand issues of privacy, bias, authorship and responsible use. As discussed in Section 2.2, the literature has not settled whether such tools build or bypass the underlying skill; this paper takes the position that AI literacy should support, rather than replace, human communication competence.

Business Communication is well placed to address these issues because students can examine AI-generated emails, reports or messages, identify weaknesses, verify information and improve the final communication themselves. Such activities can develop both digital confidence and critical judgement.

Business Communication and Industry Readiness

Industry readiness is broader than obtaining a degree. Students need to be able to apply what they have learned in situations that resemble the workplace. Communication contributes to this readiness because it affects interviews, teamwork, customer interaction, presentations, meetings and written work.

Industry exposure can strengthen this connection. Guest sessions, live cases, internships, workplace projects and interaction with professionals can help students understand how communication is actually used, through structured industry partnerships rather than occasional lectures.

For example, an industry professional could provide a realistic customer complaint and ask students to prepare a written response and then discuss the case. Similarly, students can conduct mock interviews or present a short business proposal to an external panel. Such activities make the purpose of communication visible to students.

Rethinking Assessment

A communication course presents a particular assessment challenge. A written examination can test students' understanding of concepts, but it cannot fully demonstrate how well they listen, speak, interact or respond to an unexpected situation. Assessment should therefore include both knowledge and performance.

Presentations, group discussions, mock interviews, role plays, workplace writing, digital tasks and portfolios can provide evidence of actual communication performance. Clear rubrics are important so that students understand what is being assessed. Useful criteria include clarity, organisation, language, audience awareness, listening, interaction, confidence, non-verbal communication and professional etiquette.

Challenges in Implementation

The move towards practical Business Communication is desirable, but it is not always easy to implement. Large classes can make individual speaking activities difficult. Teachers may have limited time to conduct simulations and provide detailed feedback. Some institutions may lack suitable digital facilities. Faculty members may also need support in designing experiential activities and performance-based assessment.

Students themselves may begin with very different levels of language proficiency and confidence. In an examination-oriented environment, both students and teachers may initially be more comfortable with conventional teaching methods. As the implementation-capacity debate reviewed in Section 2.2 makes clear, these practical difficulties mean that curriculum reform has to be accompanied by faculty development, infrastructure, appropriate assessment practices and institutional support — conditions that are unevenly distributed across rural, urban and under-resourced institutions.

Suggestions for Effective Implementation

- Design Business Communication courses around competencies that students can demonstrate in realistic situations.
- Balance language foundations with presentations, interviews, group activities, workplace writing and problem-solving tasks.
- Use role plays, simulations and case studies regularly rather than treating them as occasional activities.
- Include professional digital communication and responsible use of generative AI.
- Develop students' ability to communicate appropriately in multilingual settings.
- Introduce portfolios and performance-based assessment alongside written examinations.
- Use simple and transparent rubrics for oral, written and digital communication.
- Strengthen interaction with industry through live cases, guest sessions, internships and workplace projects.
- Provide faculty development in experiential pedagogy, digital communication and AI literacy.
- Review communication curricula periodically so that they remain relevant to changes in professional practice.

Discussion

The central implication of NEP 2020 for Business Communication is a change in the meaning of learning. If communication is treated as a competency, students need opportunities to practise it in situations that resemble the contexts in which they will eventually work. Knowing the format of a formal letter is useful, but it is different from deciding how to respond to an unhappy customer. Knowing the definition of negotiation is different from negotiating a solution in a group. This distinction between knowledge and performance should guide curriculum and assessment.

The same principle applies to multilingual and digital communication. Indian graduates may need to move between languages and communication channels during the same working day. They therefore require flexibility rather than a single fixed communication style. Digital and AI tools can extend what students are able to do, but professional responsibility remains with the person who sends the message or submits the work.

The argument developed here is useful precisely because it does not assume that policy automatically produces employability — a caution reinforced by Murari's (2026) finding that skill gaps persist unevenly even in the post-NEP period. NEP-aligned practices have to be translated into curriculum, classroom activities, assessment, faculty practice, infrastructure and industry interaction before their contribution can be meaningfully evaluated.

Limitations and a Future Research Agenda

The study is conceptual and based on secondary sources. It does not include primary responses from students, teachers or employers. Consequently, the discussion describes possible implications of NEP 2020 rather than measuring the actual effect of a redesigned Business Communication course, and perceived industry readiness should not be treated as the same thing as employment outcomes. Building on the gaps identified in Section 2.3, future research could usefully pursue:

7. Communication-specific empirical data. Existing employability surveys (NSDC, 2022; Mercer | Mettl, 2025; Murari, 2026) measure communication as one item within a broader skill bundle. Studies isolating communication competence — ideally with employer-rated rather than purely self-reported measures — would test the premise of this paper directly.
8. A validated communication-skill instrument. Reddy et al. (2024) validated a scale for NEP-aligned skill sets in general; an analogous instrument specific to Business Communication competence (covering oral, written, digital and intercultural dimensions) does not yet appear to exist.
9. Comparative institutional studies. Following Murari's (2026) comparative design across student groups, similar comparisons across institution type (rural/urban, government/private) and discipline (business, engineering, humanities) would test whether the implementation-capacity constraints discussed in Section 12 affect Business Communication outcomes unevenly.
10. Employer-side data. Most cited studies measure student or teacher perception; matched employer feedback and placement data would help distinguish perceived industry readiness from actual employment outcomes.
11. Longitudinal and AI-specific studies. As generative AI use in coursework grows, longitudinal studies tracking whether AI-assisted drafting practice builds or substitutes for communication skill would help resolve the debate identified in Section 2.2.

Conclusion:

NEP 2020 provides a favourable policy environment for rethinking Business Communication education in India. The subject can move beyond a predominantly grammar- and examination-oriented model and become a practical component of students' professional preparation. Experiential activities, performance-based assessment, multilingual communication, digital skills, responsible AI use and industry interaction can make classroom learning more meaningful.

The change, however, cannot be achieved through syllabus revision alone. Teachers need appropriate training, students need opportunities to practise, institutions need adequate support, and industry needs to participate in meaningful ways. Placed against recent empirical work on the post-NEP employability gap, this paper's narrower focus on Business Communication specifically — rather than employability in general — is offered as one way of making that broader agenda tractable. Its effectiveness, and several of the specific claims made here, should ultimately be tested through the empirical research set out in Section 15.

Acknowledgement

The completion of this research paper, "NEP 2020 and the Changing Role of Business Communication Education in India," has been a valuable academic experience. I sincerely acknowledge the support, guidance, and encouragement received throughout the preparation of this conceptual study, which examines the implications of NEP 2020 for Business Communication, skill development, employability, experiential learning, multilingual communication, digital communication, and industry readiness.

I express my heartfelt gratitude to my colleagues, teachers, and academic mentors for their valuable suggestions and constructive encouragement. Their insights helped me develop a clearer understanding of the changing requirements of professional communication and the need for practical, flexible, and industry-oriented Business Communication education

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

National Education Policy (NEP) 2020 : Opportunities and Challenges before Economics students

Dr. Virupaksh R. Khanaj
Principal,Night College of Arts & Commerce, Ichalkaranji
Dist. Kolhapur.

Manuscript ID:
IBMIIRJ -2026-030946

Submitted: 17 Aug 2026

Revised: 22 Aug 2026

Accepted: 10 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 200-207

September 2026

Correspondence Address:
Dr. Virupaksh R. Khanaj
Principal,Night College of Arts & Commerce, Ichalkaranji Dist. Kolhapur.
Email: virupaksh.khanaj@gmail.com

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Abstract

Because of the continuous changes put forth by the globalized world, the higher education sector as well as the overall education sector in India is going through its transformation process. Hence, the country has needed a policy with curative measures to address the problems prevailing in the education sector. The National Education Policy (NEP) 2020, which was announced by Hon. Prime Minister as on 7'th August, 2020, represents a major transformation in India's education sector aimed to meet the changing educational requirements, innovation and research, right from the pre primary years to higher education, particularly in the field of higher education. It seeks to replace rigid disciplinary limits with flexible multidisciplinary learner-centered and skill oriented higher education. It emphasizes experiential learning, research, technology integration and holistic development , internship, vocational education, digital learning, entrepreneurship and employability, critical thinking and multiple entry and exit options. These changes have highly important implications for Economics students. Economics as a discipline has itself undergone substantial transformation. At the beginning, Economics teaching-learning and evaluation largely depended on theoretical analysis for examination oriented activities , and to some extent on Mathematical tools, statistical exercises. Further, it includes, econometrics, data analysis, computer applications, behavioral study, environmental studies and some interdisciplinary approaches. But under NEP 2020, Economics students can achieve knowledge combined with other subjects such as other social sciences, data science, artificial intelligence, finance and management, banking, consulting, research etc.

This paper examines the major provisions for fruitful and pleasures teaching - learning activities, employability, research and entrepreneurial opportunities available to Economics students from NEP 2020. For this, Economics students must be ready to achieve increasing knowledge at practical level. The paper argues that the implementation of the NEP, 2020 creates both opportunities as well as challenges for Economics students. The Economics students of the 21st century can not depend only on theoretical knowledge. He must develop a combination of Economics understanding, quantitative techniques, digital competence, research ability, communication skills, critical thinking along with practical experience. To this, he must understand knowledge and proper application of Statistics, research methodology, mathematics, econometrics, data analysis, digital technologies, artificial intelligence, and communication skills along with traditional, basic economic theories. However, the implementation of these reforms create more challenges before institutions as well as before Economics students. The major challenges include adapting to a multidisciplinary learner-centered curriculum, developing quantitative and digital skills, coping with technological changes, improving employability, undertaking research, accessing quality digital resources and dealing with differences in institutional infrastructure. Overall this paper examines the major provisions of NEP 2020, opportunities and challenges relevant to Economics students and suggests the measures to tackle challenges. The paper concludes that, NEP, 2020 can significantly improve the development of academic and employability of Economics students if its implementation will take proper initiations by appropriate institutional infrastructure, faculty development, industry linkages, trained teachers and academic support.

Keywords : *Economics students, NEP -2020, Higher education, Data analysis, Employability, Digital literacy, Research skills, Skill development, Multidisciplinary education*

Introduction:

Education is one of the important instruments of economic, social, cultural as well as overall human resource transformation in the country. In the 21st century, particularly the higher education system in the world is facing more challenges.

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How to cite this article:
Virupaksh R. Khanaj . (2026). National Education Policy (NEP) 2020 : Opportunities and Challenges before Economics students . Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 200-207.

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Due to the rapidly changing economy with globalization, high technical advancement, digitalization, artificial intelligence etc, changes in employment patterns and economic activities. India has one of the world's largest higher education systems. Recognizing the above changing requirements GOI introduced the National Education Policy, 2020, which presents a comprehensive policy regarding transformation of the education sector in our country from pre primary years to higher education.

The NEP, 2020 seeks to transform Indian education by promoting holistic, multidisciplinary and flexible teaching - learning and evaluation. The policy specially envisages flexible curricular structures, multiple entry and exit options, interdisciplinary learning, research orientation, vocational education and internships. (NEP-2020, GOI)

The UGC has subsequently developed the curriculum and credit framework for undergraduate programs (CCFUP) in accordance with NEP, 2020. The framework incorporates flexibility, multidisciplinary education and multiple entry and exit options and is intended to enable students to pursue academic and career interests more flexibly. (UGC)

These changes are especially important for Economics students. They are traditionally learned primarily as a theoretical social science. Economics is no longer restricted to the study of production, consumption, market analysis and development theories. However, modern Economics has become increasingly quantitative, data analysis oriented, Econometrics, Statistical analysis, Mathematical modelling, data visualization, programming and computational methods have become important tools of economic analysis and it has more connected to finance , environmental studies, public policy and behavioural science etc.

Today, Economics are very important to the overall development of the Indian economy. It occupied an important position among all the social sciences. Thus, NEP 2020 presents a crucial question i. e., Are economics students adequately prepared for the new academic and employment environment created by NEP, 2020 ?

The present paper attempts to examine this question by studying the opportunities as well as challenges for UG level economics students, teachers, and institutions may face in adapting to the changing educational innovations.

Statement of the problem :

The implementation of NEP 2020 is changing the academic environment for UG level economics students. This creates a potential gap between traditional economics education (Theory > Classroom > Examination > Degree) and modern economics education (Theory > Skills > Data > Research > Application > Employability).

The major problem examined in this paper is therefore the potential of UG level economics students to mitigate this changing academic and professional environment.

Research Questions :

This paper is trying to answer the following research questions.

1. Are provisions in NEP 2020 beneficial to economics students?
2. What type of opportunities will UG level economics students have ?
3. What type of challenges will there be before economics students?
4. What are the remedies to tackle the challenges due to implementation of NEP 2020 for economics students?
5. How can colleges and universities support economics students in successfully adapting to NEP 2020?

Objectives of the study :

Following are the major objectives of this research paper.

1. To understand the major provisions of NEP 2020 relating to higher education in India.
2. To identify the major implications of NEP 2020 for Economics education in India.
3. To identify the emerging opportunities before economics students under NEP 2020 framework.
4. To examine major challenges before economics students under NEP 2020 framework.
5. To suggest measures for improving economics education at UG level under NEP 2020.

Research Methodology :

1. Nature of the study – The present study is descriptive, analytical and conceptual in nature.
2. Sources of Data – The study is based on secondary data. Despite other sources, NEP - 2020 draft is the Principal policy document used for analysing objectives and structural changes in higher education.
3. Method of analysis – The study uses qualitative analysis to identity and classify challenges facing Economics students. The study does not claim to present a primary survey of Economics students. Therefore, its conclusions are based on policy analysis and secondary evidence.
4. Scope – The study focuses primarily on undergraduate Economics students in the Indian higher education system.

Limitations :

The study has following certain limitations.

1. Mainly it is based on secondary information.
2. It does not constitute a large scale primary survey.
3. It is only related to UG economics students.
4. It is a fact that, actual situation and experience varies according to institutional infrastructure.

NEP 2020: An Overview

NEP 2020 aims to create an education system suitable for the requirements of the 21st century. Some of its important principles include:

1. Holistic and multidisciplinary education
2. Flexibility with Multiple entry and exit options
3. Experiential learning
4. Academic Bank of Credits
5. Vocational education With Skill development
6. Internship and practical learning
7. Digital education

8. Research and innovation oriented
9. Critical thinking
10.Communication skills
11.Creativity and problem-solving
12. Multilingual education
13. Greater institutional autonomy
14. Integration of technology

Along with above characteristics NEP 2020 has explicitly rejected rigid separation between arts, sciences, vocational and academic streams and promotes multidisciplinary learning.
(Education Government of India)

For higher education, NEP 2020 envisages flexible undergraduate programmes of three or four years, with the four-year multidisciplinary Bachelor's programme identified as the preferred option. It also proposes multiple exit options and an Academic Bank of Credits for storing and transferring academic credits.
(Education Government of India)

Major Features of NEP 2020 Relevant to Economics Students

Multidisciplinary Education – One of the most important features of NEP 2020 is multidisciplinary education and the removal of rigid boundaries between various academic disciplines. The policy promotes combinations of subjects and encourages students to study across disciplines. Economics itself is identified among the disciplines that should be strengthened within multidisciplinary higher-education institutions.
(Education Government of India)

For example, an Economics student can combine Economics with: Statistics, Mathematics, Computer Science, Data Science, Political Science, Sociology, Psychology, Environmental Studies, Commerce, Finance, Management
Public Policy etc.

This can substantially expand career possibilities. Thus, multidisciplinary education can make Economics students more versatile. Students must manage themselves to study various subjects with their major discipline. Flexibility can benefit Economics students by allowing them to develop a specialization according to their interests.
For example:

Economics + Statistics → Economic Data Analyst
Economics + Computer Science →Data/Business Analyst
Economics + Finance → Financial Analyst
Economics + Political Science → Public Policy Analyst
Economics + Environmental Studies → Environmental Economist

The Academic Bank of Credits (ABC) is intended to facilitate academic mobility and credit transfer among recognized higher education institutions. It can provide greater flexibility in designing an individual's academic pathway.
(UGC +1)

For Economics students, this can potentially facilitate learning additional courses or competencies from different institutions and disciplines.

Opportunities for Economics Students under NEP 2020

NEP 2020 creates the following significant opportunities for Economics students.

1.Wider career choices - Economics students can enjoy wider career choices.
2. Opportunity in Data Analytics

One of the most important emerging opportunities for Economics graduates is data analytics. Demand for data analysts is continuously increasing in industry, service sector and government offices. They can enter the rapidly expanding field of economic and business data analytics. i. e., Potential career roles, Economic Data Analyst, Business Analyst, Data Analyst, Research Analyst, Market Analyst, Policy Data Analyst. Economics students already study:
Statistics, Econometrics, Quantitative methods,Data interpretation, Research methodology etc. By acquiring additional skills in:Excel, R, Python, SQL, Power BI/Tableau, Econometrics software etc.
Thus, NEP's multidisciplinary approach provides a strong foundation for combining Economics with technology.
3. Banking and Financial Services

Economics graduates have traditionally found opportunities in banking and financial services. NEP 2020 can strengthen this pathway by encouraging skill-based and multidisciplinary education. Students can combine Economics with: Finance, Accounting, Statistics, Banking,Financial Technology, Business Analytics etc. They can achieve a career in the sector i. e.,
Cooperative banks, Commercial banks,
Financial analysis, Investment advisor, Credit analysis, Risk management analysis, Financial planning advisor, Fin tech companies etc.
4. Government and Public Policy
Various governments required policy makers.

Economics has an important role in public policy formulation. Hence, Economics graduates can pursue careers in: Various government departments, Public-sector organizations, Policy research institutions, Development agenciesThink tanks, Local government, International development organizations etc.
Provision of multidimensional study boosts knowledge of economics students to make a career in this way.
5. Research Opportunities

Students can do research at UG level and develop academic careers. NEP 2020 places considerable emphasis on research and innovation. UGC's internship/research-internship framework encourages undergraduate students to gain exposure to actual research environments, including universities, research institutions, government and private organizations, NGOs and enterprises.
(UGC)

This creates opportunities for Economics students in areas such as: Economic research, Labour economics, Agricultural economics, Development economics, Monetary economics, Public finance,
Environmental economics, Health economics, Behavioural economics, Econometrics etc.

6. Internship Opportunities

Internships are particularly important under NEP 2020. The policy explicitly provides for internships with local industry, businesses and other organizations, along with research internships.
(Education Government of India)
Economics students can undertake internships with: Banks, Financial institutions, Government departments, NGOs, Research organizations
Universities, Consulting firms, Market research agencies, Start-ups, Development organizations,
Think tanks etc.
An internship prepares students to connect theoretical knowledge with practical economic problems.

7. Entrepreneurship Opportunities

NEP 2020 promotes vocational education, entrepreneurship and skill development. It also envisages incubation centres in higher education institutions in partnership with industry.
(Education Government of India). Economics students can use their knowledge of markets, demand, costs, pricing and consumer behaviour to develop all types of entrepreneurial activities.

Thus, Economics education can move from being primarily employment-oriented to employment-and-entrepreneurship-oriented.

8. Opportunities in Environmental Economics

Today, problems related to climate change and sustainable development have increased the importance of environmental economics.
NEP 2020 encourages environmental education, sustainable development and community engagement as components of higher education. (Education Government of India)
Economics students can therefore develop expertise and make career in: Climate economics, Carbon markets,
Sustainable development, Natural-resource economics, Environmental policy, Green finance
Sustainable business etc.

9. Opportunities in International Economics

Multidisciplinary education and digital competence can improve students' ability to participate in national and international knowledge networks. Globalization has increased demand for knowledge of: International trade,
Foreign investment, Exchange rates, Global financial markets, International institutions,
Global economic policy, etc. Students with Economics combined with international studies, foreign languages, statistics and data analysis may find opportunities in international organizations, research institutions, multinational corporations and development-sector organizations.

10. Skill Development for Economics Students

Various types of skills development is one of the important instruments of NEP 2020. The changing economic environment requires Economics students to develop a combination of subject knowledge and employability skills. Along with traditional Economics Skills, economics students must have acquired other skills i. e.,
Data analytics, Artificial Intelligence applications,
Statistics, Econometrics, SQL and databases,
Data visualization, Digital research tools,
Mathematical economics, Business analytics,
Economic policy, Policy communication etc.
The most successful Economics graduates are likely to be those who combine traditional economic theories and concepts + quantitative ability + digital skills + communication skills.

11. Changing Role of the Economics Teacher

NEP 2020 also changes the nature of teaching and learning. The policy emphasizes discussion, debate, research and interdisciplinary thinking.
(Education Government of India)
Therefore, Economics teachers need to move beyond purely lecture-based teaching.
In the new NEP framework economics teachers can use learners centered advanced teaching techniques. i.e, Case studies, Economic surveys
Data analysis, Field studies,Research projects,
Group discussions, Digital learning, Study with local economic problems etc…
For example, students could conduct a field study on unemployment, inflation, household expenditure, agricultural marketing or financial literacy in their local area.

Major Challenges Before Economics Students

1. Challenge of Multidisciplinary Learning

One of the most important changes introduced by NEP 2020 is the movement towards multidisciplinary education. For that, Economics students must have basic knowledge of other multidisciplinary subjects. So this provides opportunities but also creates challenges. A student who has traditionally studied Economics may now be expected to understand subjects such as statistics, computer applications, environmental studies, management or political science etc., will be a burden on their capacity. The challenge is particularly significant for students from institutions where interdisciplinary courses are limited. Major problems includes,

Lack of familiarity with other disciplines, Difficulty in selecting appropriate combinations, Limited availability of interdisciplinary courses, Shortage of faculty from different disciplines, Difficulty in integrating different subjects etc. These problems are very crucial in rural area UG colleges.

2. Challenge of Quantitative and Mathematical Skills –

Modern Economics is not only theoretical but also increasingly quantitative. To study modern economics in multidisciplinary mode economics students need knowledge of Mathematics, Statistics, Econometrics, Data interpretation

Regression analysis, Quantitative research methods etc. Students coming from a weak mathematical background may face these difficulties. The challenge becomes greater when Economics education increasingly incorporates data analytics and empirical research.

Therefore, UG Economics programmes should provide bridge courses in mathematics and statistics, particularly for students who need additional preparation.

3. Challenge of Data Analytics and Digital Skills

One of the most significant changes in Economics is the growing importance of use of economic data. But to achieve knowledge of data entry and data analysis is not easy. To that, economics students may be expected to work with, Excel,

Statistical software, Python/R, Data visualization

Econometric software, Databases, Digital research tools, Recent artificial intelligence-based analytical tools etc. NEP 2020 emphasizes extensive use of technology in teaching and learning.

(Education Government of India)

However, many Economics students in the city and rural colleges may not receive sufficient practical training in these technologies. This creates a digital skill gap between academic learning and labour-market requirements.

4. Challenge of Employability

A major concern for Economics students is employability. A degree in Economics provides strong theoretical foundations, but students increasingly need additional skills to compete for employment. With traditional economics studies students can get opportunities in school, college or banking sector. But to get more opportunities available in industry, service sector, corporate field, multinationals, he must know advanced economics with various skills.

NEP 2020 specifically emphasizes practical learning and internships as mechanisms for improving employability.

(Education Government of India)

The challenge is therefore to transform Economics education from primarily theoretical learning into a combination of knowledge + skills + practical experience.

5. Challenge of Skill Development

Economics students require a combination of academic and professional skills i. e., Core academic skills with traditional Economic theories, Microeconomics, Macroeconomics, Public economics, Development economics,International economics

Indian economy etc. Simultaneously he should develop Quantitative skills, at least basic Mathematics, Statistics, Econometrics, Data interpretation, Professional skills, Communication, Presentation, Report writing, Teamwork,

Leadership, Problem-solving methods,

Digital skills, Spreadsheet analysis, Statistical software, Programming, Data visualization

Online research techniques etc.

The challenge is that traditional university curricula may not provide sufficient time or infrastructure to develop all these competencies & skills.

5. Challenge of Internships and Practical Exposure

NEP 2020 promotes internships with industry, businesses and other organizations. It also encourages research internships so that students can experience practical applications of their academic knowledge.

(Education Government of India)

For Economics students, internships can be offered in, Banks, Financial institutions, Government departments, Research organizations, NGOs, Consulting firms, Market research organizations, Local industries (MSMEs), Think tanks etc.

However, many colleges face difficulties in arranging quality internships for all students, particularly many rural and semi-urban areas.

There is therefore a need for stronger industry-academia partnerships with government support.

6. Challenge of Language

India's multilingual environment creates both opportunities and challenges. NEP 2020 emphasizes multilingualism and seeks to reduce language barriers in education.

(Education Government of India)

Economics students may face difficulties when important textbooks, research papers and digital resources are predominantly available in English.

Students studying Economics through regional languages may consequently face disadvantages in, Higher education, Competitive examinations

Research, International literature,Digital learning

Employment interviews etc. High-quality Economics learning materials should therefore be made available in Indian languages alongside English.

7. Digital Divide

Digital education has become an important component of modern higher education. Many rural and semi-urban area colleges have no facilities to fulfill requirements to give digital education to all the enrolled students.

However, all Economics students do not have equal access to, Computers, High-speed internet,

Digital libraries, Paid software, Online courses,

Digital databases etc. The digital divide can create inequality between students from different socio-economic backgrounds. NEP 2020 itself recognizes the importance of technology while emphasizing the need to address digital access and inclusion.

(Education Government of India)

8. Challenge of Faculty Development

The success of NEP 2020 depends considerably on dedicated teachers. Economics teachers must increasingly be familiar with: New teaching methods, Data analytics, Digital platforms,
Interdisciplinary education, Research methodology, Outcome-based education,
Skill-oriented teaching etc.

Faculty members who have traditionally taught Economics through lectures and textbooks may require professional development to effectively implement the new approach. Thus, continuous teacher training is essential.

8. Challenge of Research Orientation

NEP 2020 gives significant importance to research and innovation and creativity.
For Economics students, research skills are essential for understanding real-world economic nature & problems. Hence, Students must learn,
Identification of research problems, Literature review, Data collection process, Sampling techniques, Statistical analysis, Econometric methods, Interpretation of results, Research writing, Citation and referencing, Presentation of findings etc.
However, UG students often receive limited exposure to actual research. Universities should therefore introduce research projects, field surveys, case studies and undergraduate research internships. But reality is that, at UG level colleges do not have sufficient trained teachers to give proper research knowledge.
The Ministry of Education also identifies research, practical learning and research collaboration as important elements of NEP implementation.
(Education Government of India)

9. Challenge of Financial Literacy

Economics students are expected to understand increasingly complex financial systems. Reality is that many students and teachers also do not have basic knowledge of financial literacy.

NEP 2020's skill-oriented approach creates an opportunity to integrate financial literacy with Economics education. However, students need practical exposure rather than only theoretical understanding.

10 . Challenge of Entrepreneurship

NEP 2020 seeks to encourage creativity,
innovation and entrepreneurship. But in our country, we still do not develop a culture of entrepreneurship. Economics students can potentially become Entrepreneurs, Business consultants, Financial advisors, Market researchers, Social entrepreneurs, Economic researchers, Policy analysts etc.

However, many students continue to view the Economics degree primarily as a pathway to traditional employment or postgraduate education. Entrepreneurship education, incubation centres and project-based learning can help change this orientation.

11. Challenge of Changing Labour-Market Requirements – The labour market is changing because of increasing population, Automation,
Artificial intelligence, Digitalization, Platform economy, Globalization, Data-driven decision-making etc.

Consequently, employers increasingly value analytical and technological capabilities.
An Economics graduate who knows only conventional economic theory may face difficulty competing with graduates who possess both Economics knowledge and digital skills.
The challenge is therefore to make Economics education future-oriented.

12. NEP 2020 and Employability of Economics Students – NEP 2020 provides several mechanisms through which Economics students can improve employability. To this, NEP Provision
Possible Benefit for Economics Students to get
Multidisciplinary education, Broader knowledge,
Flexible curriculum, Individualized learning
Internships, Practical experience, Vocational education, Job-oriented skills, Academic Bank of Credits, Flexible learning pathways, Research orientation, Analytical ability, Digital education,
Technology skills, Multiple entry/exit, Flexible educational pathways, Skill courses, Professional competencies, Industry collaboration, Better exposure to labour market etc.
The policy explicitly envisages internships and practical exposure as ways of improving employability.
(Education Government of India)

Findings of the Study

The present study draw the following major findings –

1. The NEP 2020 has the sufficient potential to transform the traditional higher education system in India.
2. NEP 2020 is fundamentally changing the structure and orientation of higher education.
3. Economics education is particularly affected because the discipline increasingly requires quantitative and digital competencies along with theoretical knowledge.
4. Multidisciplinary education creates significant opportunities but also requires students to adapt to new multidisciplinary subjects.
5. Various skills along with Mathematics, statistics and econometrics are becoming essential components of Economics education.
6. Digital literacy and data analytics are increasingly important for Economics graduates.
7. Research orientation creates new opportunities for undergraduate students but also requires research training.
8. Internships can bridge the gap between theoretical Economics and practical economic activity and employability.
9. Employability depends increasingly on a combination of academic knowledge and transferable skills.

10. The digital divide can create unequal outcomes if adequate institutional support is not provided.
11. Teachers and institutions have a critical role in helping students adapt to NEP 2020.
12. For study of economics within the framework of NEP 2020, create more challenges along with big opportunities. All the stakeholders, teachers, students institutions and also government must change their mind set to tackle challenges and bags the opportunities.

Suggestions

A. To maximize the opportunities created by NEP 2020, the following measures are suggested:

● For Universities –

1. Introduce interdisciplinary Economics programmes rather than rigid traditional programs.
2. Develop Economics + Data Science courses along with various skills.
3. Strengthen econometrics and quantitative training.
4. Establish special Economics research centres.
5. Develop industry and government and partnerships.
6. Suggest plans to colleges for changing infrastructure.
7. Expand internship programmes.

● For Teachers –

1. Change the traditional mind set to get opportunities and face challenges by NEP 2020.
2. Upgrade digital and analytical skills.
3. Use real-world economic data in teaching.
4. Promote research-based learning.
5. Encourage students to make projects and field studies.

● For Students –

1. Every student must know the aims and structure of the NEP 2020.
2. Economics students should develop:
   Economic Theory + Statistics + Data Analytics + Communication + Research + Digital Skills
3. Students should also participate in internships, research projects, seminars, conferences and online skill-development programmes.

B. Suggestions for Improving Economics Education

The following measures can help overcome the challenges.

1. Introduce Skill-Oriented Economics Curriculum
2. The curriculum should include: Data analysis, Econometrics, Financial literacy, Business economics, Public policy, Research methodology, Digital economics etc.
3. Strengthen Mathematics and Statistics
   Bridge courses should be offered to students who need additional preparation.
4. Promote Software Training –
   Every Economics student should receive practical training in relevant analytical tools.
5. Increase Internships –
   Colleges should develop formal partnerships with:
   Banks, Industries, Government agencies, various NGOs, Research organizations, Financial institutions
6. Encourage Undergraduate Research
   Students should undertake small research projects based on local economic problems.
7. Strengthen Industry-Academia Collaboration –
   Curriculum design should involve industry and professional experts.

The Ministry of Education has highlighted industry-academia collaboration as important for aligning education with industry requirements.
(Education Government of India)

8. Improve Digital Infrastructure –
   Colleges should provide, Computer laboratories,
   Internet facilities, Digital libraries, Statistical software, Online learning resources etc.
9. Promote Multilingual Resources
   High-quality Economics textbooks and learning materials should be available in Indian languages.
10. Provide Career Counselling
    Students should be informed about various career opportunities in Banking, Finance, Data analytics,
    Government, Research field, Public policy,
    Teaching, Consulting etc.
11. Continuous Faculty Development
    Teachers should receive regular training in technology, research and innovative pedagogy.
12. Suggested Skill Framework for Economics Students

Conclusion –

NEP 2020 is a 21st century new ambitious education draft of India representing an important opportunity to transform Economics education in India. Its emphasis on multidisciplinary education, flexible curricula, vocational education, internships, research, digital learning and skill development is particularly relevant to Economics students. However, policy reform alone cannot guarantee better educational outcomes. Because it creates many challenges also. Hence, effective implementation requires

adequate infrastructure, trained faculty, quality curriculum, industry collaboration, digital access and strong institutional support. The central challenge before Economics students is therefore not merely to acquire a degree but to develop a combination of economic knowledge, quantitative ability, digital competence, research capacity and professional skills. Economics education under NEP 2020 should move from "learning economic theories" to "using economic knowledge to understand and solve real-world problems." If institutions successfully implement this approach, Economics graduates can become not only job seekers but also researchers, policy analysts, entrepreneurs, data analysts, financial professionals and socially responsible citizens. NEP 2020 should be viewed not merely as a change in the structure of higher education but as an opportunity to redefine the role and relevance of Economics education to fulfill the needs of India's changing economy.

Acknowledgement

The completion of this research paper, **"National Education Policy (NEP) 2020: Opportunities and Challenges before Economics Students,"** has been a meaningful academic endeavour. I sincerely express my gratitude to all those who have supported and encouraged me in examining the changing nature of Economics education under NEP 2020, particularly its emphasis on multidisciplinary learning, skill development, digital competence, research, internships, employability, and entrepreneurship.

I extend my heartfelt thanks to my academic colleagues, teachers, and mentors for their valuable suggestions, intellectual guidance, and continuous encouragement during the preparation of this study. Their constructive inputs helped me understand the opportunities and challenges emerging before Economics students in the changing higher education environment.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

NEP 2020 and Challenges before Accountancy Education

Hukerikar Swati Anant
Accountancy Commerce

Manuscript ID:
IBMIIRJ -2026-030947

Submitted: 17 Aug 2026

Revised: 22 Aug 2026

Accepted: 10 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 208-210

September 2026

Correspondence Address:
Hukerikar Swati Anant
Accountancy Commerce

Quick Response Code:

Web. https://ibrj.us

Creative Commons

Abstract

The National Education Policy (NEP) 2020 represents a significant transformation in the Indian Education system. It aims to make education flexible, multidisciplinary, holistic, skill-oriented, technology-enabled and learner-cantered National Education Policy states that imaginative and flexible curricular structures will enable creative combinations of disciplines for study and would offer multiple entry and multiple exit (MEME) options and thus, remove the currently prevalent re rigid boundaries. Those would create new opportunities for students mobility, the NEP 2020 envisages subjects of their choose, with more flexibility to choose the HEI as per their preference, convenience or necessity.

Accountancy is one of the most important subjects in commerce stream. And plays as significant role in developing financial knowledge, analytical ability and decision-making skills among students.

In today's digital world, the role of accountancy has changed considerably. Traditional accounting practices are increasingly supplemented by computerised accounting, data analytics, digital taxation automation and new evolved technologies. So, accountancy education needs to effectively meet.

This research paper examines the major provisions of NEP 2020 relevant to accountancy education and analysis of challenges faced by teachers, students and HEL (Higher Educational Institutes) It presents the opportunities made by NEP2020 and measures for making accountancy education more practical multidisciplinary, technology oriented and employment focused.

Keywords: *NEP 2020, Accountancy Education, HET, skill development, Commerce education, Multidisciplinary Education, computerised accounting, cloud accounting*

Introduction

Education is the transmission of knowledge and skills and development of character. Who build a nation formal Education happens in a complex institutional framework, like public schools, childhood, primary, secondary school, and tertiary education. Education is one of the most important apparatus for individual development of technology and National progress. Today's world is more challenging. The rapid developments of Globalisation and changes in employmed market have a need for fundamental changes in the traditional education system.

The national Education Policy (NEP) 2020 introduced by Govt of India to modernize and to prompt mulity disciplinary learning. On 29 July 2020 NEP replace the National Policy of Education 1986. And pro-posed wide-ranging reforms in school & Higher education. This policy emphasis access of equity quality, affordability and accountability and seeks to make Indian education more flexible, multidisciplinary & suitable for the requirements of the 21st century.

In higher education, NEP 2020 promotes multi. Disciplinary learning, flexible curricula research, vocational Education, internships, multiple entry and multiple exit option, technology integration. The vision of the policy is to built an educational system rooted in the Indian ethos that contribute directly transforming India to providing high quality education to all, thereby making India a global knowledge superpower

The national curricula in framework (NCF) developed as a part of NEP 2020 implementation, ensures that learning outcomes are aligned with 21st century skills & holistic development. The UGC has subsequently developed frameworks such as the curriculum and credits framework for undergraduate programmes to support these objectives

Accountancy education is directly affected by these improvements / developments. The accounting g profession is no longer limited to maintaining books of accounts. Modern accountants increasingly. Work with accounting software, digital software systems, and taxation with technologies, data analysis and automated processes.

There is need to changes in accountancy with studding the NEP (National Education Policy), has become significant in the changing educational Environment.

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How to cite this article:
Hukerikar Swati Anant . (2026). NEP 2020 and Challenges before Accountancy Education. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 208-210.

Objectives of the Study:

The major objectives of this study are:

1. To understand the concept and major provisions of NEP 2020
2. To examine the relevance of NEP 2020 to accountancy education.
3. To identify the major challenges faced by, accountancy education.
4. To study the importance of skill based and practical learning Accountancy
5. To suggest majors for improving the quality of
6. To examine the role of technology in modern accounting education.

Key Challenges for Accountancy under NEP 2020

The NEP-2020 introduces major structural changes to higher education that present specific challenges for it accountancy and commerce education.

Curriculum changes:

One of the biggest challenges is changing the existing accountancy curriculum. The curriculum includes computerised. Accounting, digital accounting, cloud accounting, financial data Analysis, cloud computing, new accounting technology Tax technology, Fin tech. At the same time Basic accounting concepts also included.

Teacher Training:

Teachers are very important factor for successful implementation of NEP 2020. Also need training in. digital teaching, accounting software, data analyses, modern, accounting practice, practical teaching methods. Online learning tools also regular faculty development programme can help teachers Improve their knowledge and teaching skills. **Lack of Practical knowledge:**

Many students understand accounting concepts from textbooks but may not get enough experience of real business situation to solve this problem; college should provide Internship, practical Assignments, Industry interaction, case studies, projects, seminars, study tours Practical learning can help students connect classroom knowledge with real-life work.

Rapid development of technology:

Technology changes very quickly, new accounting software and digital tools are introduced regularly. Therefore, colleges need to update their teaching methods & learning resources regularly student should get opportunities to learn and use modern accounting tools.

Gap between College and Industry:

There is actual field work and what student learns in college is widely change. Industry professionals can help colleges understand the latest requirements of the accounting profession. Guest lectures, workshops, Internships and Industry visits can help to reduce this gap.

Digital Divide:

Technology based education required computes, smart phones, internet access and digital learning an opportunities. Every student is different facilities from each other. This can create difference in learning opportunity. Educational Institutions should therefore provide adequate digital facility of support to the students.

Development of soft skills:

The skills are more important for success in modern workplace student should develop the various skills like communication skill, Teamwork problem solving, Analytical thinking, presentation skill professional ethics and Time management these soft skills make accountant versatile

Changes in examination and Assessment:

Traditional Accounting examinations mainly test written knowledge & numerical problem solving. Under the new approach student should approached to projects, presentations, case studies, practical assignments which can help to the teacher understand student's practical knowledge & skills.

Multidisciplinary knowledge: Learning:

NEP 2020 encourages students to learn different subjects. This can be challenging for accountancy, students. Because they need to manage accounting along with subjects from other areas. Accountancy students should develop practical skills in accounting software, taxation, spreadsheets, Financial Analysis of communication.

Employability and skill learning Development:

The main aim of modern education is not only to give students degrees but also to prepare them for employment and professional life Accountancy students should develop practical skills in accounting software, taxation spreadsheets, Financial analysis and communication.

Changing role of the accountancy teacher

Under NEP2020 the role of the teacher is changed. In traditional Role he is known as Knowledge provides & new role shown teacher is a guide, mentor or facilitator. ➢ The accountancy teacher encourages students to a think independently. ➢ Solve the problems with technically

- Work on projects
- Study the real business Situations
- Develop practical skills to achieve the goal use technology.

Changing Role of the students

Under NEP 2020 students are expected to take an active role in learning An accountancy student should develop

- Self learning skill
- Critical thinking
- Problem solving ability
- Digital knowledge.
- Communication skills

- Professional Ethics
- Analytical ability

Students should not learn only for examinations. They should understand how accounting knowledge can be used in practical situations.

Findings of the study

NEP 2020 can bring important changes in accountancy education. Therefore accountancy education needs to become more practical & skill based with more technologies. Technology has become an important part of Accounting. So teachers need regular training to use new neat teaching methods. Me and technologies. Industry interaction improves student's practical knowledge. Soft skills also help accounting students for the success Multi

Disciplinary learning can improve students overall Knowledge. NEP 2020 provides new opportunities for employment, entrepreneurship and research.

Conclusion

NEP 2020 is an important step onwards changing the Indian education system. It gives importance to flexible learning education, practical knowledge, skill development, learning, multidisciplinary technology research and internship.

These changes higher relevant to accountancy education Accountancy can no longer be limited to journal entries, ledger amounts and final accounts, Modern accounting" counting requires knowledge of technology, data analysis, taxation, financial systems & digital al tools

The major challenges includes curriculum revision technology change, teacher tr practical exposure, the inequality and cheer training, limited 2 college industry gap. Digital them and soft skill development: gaps, among institutions present challenges, co-operation among teacher students, and industry can create skilled accountancy professionals.

Accountancy education should move from learning for examination" to learning for Knowledge skills and professional life.

Acknowledgement

The completion of this research paper, **"NEP 2020 and Challenges before Accountancy Education,"** has been a valuable academic experience. I sincerely express my gratitude to everyone who contributed directly or indirectly to the successful completion of this study, which examines the relevance of NEP 2020 to Accountancy education and the challenges arising from curriculum changes, technology, skill development, and practical learning.

I am deeply grateful to my teachers, academic colleagues, and mentors for their valuable guidance, constructive suggestions, and continuous encouragement. Their support helped me develop a better understanding of the changing requirements of Accountancy education and the importance of multidisciplinary, practical, and technology-oriented learning.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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InSight Bulletin: A Multidisciplinary Interlink International Research Journal
Peer Reviewed International, Open Access Journal.
ISSN : 3065-7857 / Website: https://ibrj.us / Volume-3, Issue-9(I) / September - 2026

Original Article

A Study of Academic Stress on NEET exam preparation students

Vidya Vivek Guge[1]Dr.Jeevan R. Pati[1,2]
[1]B. A. Part II, Department of Psychology Night College of Arts and Commerce Ichalkaranji
[2]Head, Department of Psychology, Night College of Arts and Commerce, Ichalkaranji

Manuscript ID:
IBMIIRJ -2026-030948

Submitted: 17 Aug 2026

Revised: 22 Aug 2026

Accepted: 10 Sep. 2026

Published: 30 Sep. 2026

ISSN: 3065-7857

Volume-3

Issue-9(I)

Pp. 211-214

September 2026

Correspondence Address:
Vidya Vivek Guge
B. A. Part II, Department of Psychology Night College of Arts and Commerce Ichalkaranji

OPEN ACCESS

Quick Response Code:

Web. https://ibrj.us

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Abstract

The National Eligibility cum Entrance Test (NEET) is one of the most competitive entrance examinations in India for admission to undergraduate medical courses. Students preparing for NEET often experience considerable academic pressure because of a demanding syllabus, intense competition, parental expectations, coaching schedules, and uncertainty regarding examination outcomes. The present study aims to examine the level of academic stress among students preparing for the NEET examination. The study proposes a quantitative research design using a descriptive and correlational approach. A sample of 60 NEET aspirants aged 16–20 years may be selected using purposive sampling. Academic stress may be assessed using a standardized Academic Stress Scale, while demographic and academic variables such as gender, age, study hours, coaching status, and previous academic performance may also be examined. Descriptive statistics such as mean and standard deviation and inferential statistics such as t-test used for analysis. Result shows that There is no significant difference found between male and female on academic stress.

Keywords: *Academic Stress, NEET Aspirants, Examination Stress, Students, Psychology, Stress Management.*

Introduction

Education plays an important role in the development of an individual and society. Competitive examinations have become an important pathway for students seeking admission to professional courses. In India, the National Eligibility cum Entrance Test (NEET) is a major competitive examination for students aspiring to pursue undergraduate medical education. NEET preparation generally requires students to study subjects such as Physics, Chemistry, and Biology in considerable depth. Students often spend several hours attending school or college, coaching classes, self-study sessions, and mock examinations. The highly competitive nature of the examination can create considerable academic pressure.

Academic stress refers to the psychological and emotional pressure experienced by students in relation to academic demands, examinations, workload, performance expectations, competition, and fear of failure. A moderate level of pressure may motivate students to study, but excessive and persistent stress can negatively affect concentration, motivation, sleep, emotional well-being, and academic performance. NEET aspirants may be particularly vulnerable to academic stress because their educational goals are associated with highly competitive admission processes. Students may also experience pressure from parents, teachers, peers, coaching institutes, and their own expectations. Therefore, studying academic stress among NEET preparation students is important from a psychological and educational perspective.

Review of Literature

Pradeep T N and Dr. Pushpa M (2024) is descriptive survey in nature. The data collection was done using simple random sampling technique on 120 post graduate students from Arts, Science, and Commerce streams at the University of Mysore. Academic stress scale and Adjustment inventory were used as tests. The results show that 76.6% of students possess an average level of Academic stress and 75.8% of students possess an average level of Adjustment. A significant correlation was found between Academic stress and Adjustment.

Maria Angelica D. Buse, Francee Mae F. Castro,(2022) used a quantitative analysis method using statistical tools including Regression Analysis, ANOVA, and Pearson Correlation Analysis.

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How to cite this article:
Vidya Vivek Guge,Jeevan R. Patil . (2026). A Study of Academic Stress on NEET exam preparation students. Insight Bulletin: A Multidisciplinary Interlink International Research Journal, 3(9(I)), 211-214.

Data was collected through online surveys developed via Google Forms to students across various university departments. The study was conducted at Mapua University in Muralla St., Intramuros, Manila.

The test involved evaluation of subfactors like examination stress, workload perception, and time restraints using a 1 to 5 Likert scale. The result shows that all subfactors significantly contribute to academic stress, with exam difficulty having the highest impact, showing a moderate correlation between workload perception and time constraints. Dr. Ritu Sinha was conducted in Surat city, Gujarat, India. The Westside Anxiety Scale was used as the test, and data collection was done using the chain referral sampling method on a total sample size of 112 participants. The result shows that the majority of aspirants experience moderately high and high anxiety levels.

M. Sundarapandiyan, G. Kalaiyarasan (2025), used a quantitative survey method to assess stressors and psychological outcomes. Data was collected from 300 Class 12 students. The study area was semi-urban areas of Madurai and Sivaganga districts, Tamil Nadu, India. The tools used for assessment included academic load, parental pressure, coaching intensity, peer competition, social isolation, academic stress, exam anxiety, emotional exhaustion, and home environment assessment. The result shows that NEET preparation leads to academic stress, exam anxiety, and emotional exhaustion. Parental pressure and peer competition were found to be emotionally draining stressors, while social isolation was a predictor of emotional fatigue, leading to psychological distress and impacting the home environment.

Dr. Jyoti Sharma, Dr. Avantika Singh (2025) used a mixed-method research design. The study used stratified random sampling with 500 NEET PG aspirants and 50 faculty members. Data were collected from NEET PG aspirants and medical faculty in India using online questionnaires and interviews, where quantitative data were collected through questionnaires and qualitative data through interviews. The tools, online questionnaire and qualitative interviews, were used to assess stress, anxiety, academic performance, and perceptions of the NEET examination process. Result shows that 64% of aspirants reported increased stress, 51% experienced anxiety, and 47% reported decreased academic performance / study hours by about 15%. Mock-test scores decreased by about 15%, and 72% of faculty observed reduced student confidence.

Pushparaj B. & N. Vidya (2024) used a case study method. Data was collected from NEET students from Karnataka, India. The Academic Stress Inventory was used as a test/tool. The result showed that test pressure, time management, syllabus completion, and fear of non-selection were major sources of stress.

Pushparaj B. & P. Mahadeva swamy (2025) used the correlational method. Data was collected from 200 NEET aspirants from Mangalore, Karnataka. The Academic Stress Inventory and Self-Efficacy Scale were used as tools. The result showed that higher academic stress was associated with lower self-efficacy.

Sundarapandiyan M.& G. Kalaiyarasan (2026) used a cross-sectional survey method. Data was collected from 400 higher-secondary students from South India. The Academic Stress and Test Anxiety Scales were used as tools. The result showed that many students experienced high academic stress and examination anxiety.

Vaishnavi Tripathi (2024) Title - The Burden of Ambition - Assessing the Impact of Competitive Entrance Examination on Student Mental Health and Well-Being in India. The area of this study is the higher education preparation ecosystem in India, focusing on major coaching hubs and urban/rural student demographics preparing for national tests like IIT-JEE, NEET, and UPSC. The method used for this research is descriptive and cross-sectional review utilizing secondary data analysis alongside small-scale survey insights.Data collection was done through secondary sources like government reports, police records of student incidents, and peer-reviewed research published between 2016 and 2026, and primary survey data through structured questionnaires and standardized psychological scales administered to active or recent aspirants. The test tools used were statistical instruments like descriptive statistics, chi-square tests, and Likert Scale evaluations and psychological scales like Depression, Anxiety and Stress Scale (DASS-42) and Perceived Stress Scale (PSS-10). The result of the study shows prevalence of distress - studies show a high occurrence of anxiety, depression, and severe psychological distress among aspirants, particularly younger demographic aged 15-20.

Significance of the Study

The study may help students understand their own level of academic stress and recognize the importance of effective coping strategies.

Statement of the Problem

"A Study of Academic Stress among Students Preparing for the NEET Examination."

Operational Definitions

Academic Stress

Academic stress refers to the psychological pressure, tension, worry, and emotional difficulties experienced by students due to academic workload, examinations, competition, performance expectations, and related educational demands.

In the present study, academic stress refers to the score obtained by students on the selected standardized Academic Stress Scale.

NEET Preparation Students

NEET preparation students refer to students who are currently preparing for the National Eligibility cum Entrance Test with the intention of obtaining admission to undergraduate medical courses.

Objectives of the Study

1.To assess the level of academic stress among students preparing for the NEET examination.

2.To examine the academic stress of male and female NEET aspirants.

Hypotheses

1.There will be significant difference among male student on academic stress between NEET aspirants.

2.There will be significant difference among female student on academic stress between NEET aspirants.

Variables of the Study

Independent Variable - male and female
Dependent Variable - Academic Stress

Methodology

Sample

A sample of approximately 60 NEET aspirants may be selected for the study. Proposed sample characteristics Sample size: 100 students Age: 16–20 years Gende r: Male and Female Population: Students preparing for NEET Sampling method: Purposive sampling the researcher may divide the sample into relevant groups according to gender, coaching status, study hours, and academic performance.

Tools for Data Collection

Academic Stress Scale

A standardized and appropriately validated Academic Stress Scale should be selected for the study.

Procedure

The researcher will first obtain permission from the concerned educational institution/coaching centre, where applicable. Participants will be informed about the purpose and procedure of the study. They will be assured that participation is voluntary and that their responses will be kept confidential. After obtaining informed consent, the Personal Information Schedule and Academic Stress Scale will be administered. The researcher will provide standardized instructions and ensure that participants complete the questionnaire independently. After completion, the questionnaires will be collected, scored according to the respective manuals, and entered into a statistical database. The collected data will then be analysed using appropriate statistical methods.

Statistical Analysis

The following statistical techniques may be used:

Descriptive Statistics, Mean, Standard Deviation, Frequency, Percentage, Inferential Statistics Independent Samples t-test To compare academic stress between: Male and female students Coaching and self-study groups Pearson's Product-Moment Correlation To examine relationships between: Study hours and academic stress Academic performance and academic stress If the study is expanded to include more than two groups, ANOVA may be used. The level of significance may be set at: 0.05 and 0.01 levels.

Statistical Treatment:

For the analysis of the collected data, appropriate statistical techniques were employed. Descriptive statistics such as Mean and Standard Deviation, along with the 't' test, were used to analyse and interpret the data. Statistical significance was checked at $\alpha = 0.05$

Results

Table No – 1 Mean and Standard Deviation of Academic Stress among NEET Aspirants

Factor	N	Mean	Sd	df	t value
Male	30	187.46	38.04	58	0.91NS
Female	30	188.53	33.22		
Total	60				

Discussion

The present study was conducted to examine the level of academic stress among male and female NEET aspirants. The results indicate that the mean academic stress score of female NEET aspirants (M = 188.53, SD = 33.22) was slightly higher than that of male NEET aspirants (M = 187.46, SD = 38.04).The obtained t value was 0.91 with 58 degrees of freedom, which was found to be non-significant. Since the obtained t value is lower than the critical value at the 0.05 level of significance, there is no statistically significant difference in academic stress between male and female NEET aspirants.

Conclusion

1.There will be no significant difference between male adolescents on academic stress

2.There will be no significant difference between female adolescents on achievement motivation.

Acknowledgement

The completion of this research paper, **"A Study of Academic Stress on NEET Exam Preparation Students,"** has been a meaningful academic experience. I sincerely express my gratitude to all those who have contributed directly or indirectly to the successful completion of this study, which focuses on understanding academic stress among students preparing for the highly competitive NEET examination.

I extend my heartfelt gratitude to my teachers, academic mentors, and colleagues for their valuable guidance, encouragement, and constructive suggestions throughout the research process. Their support helped me develop a deeper understanding of academic stress, examination pressure, and the psychological challenges faced by NEET aspirants.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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