

## Motivating Factors In Online Language Learning According To NEP 2020

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### ABSTRACT

India will have the youngest people in the world over the next ten years, and the future of our nation will depend on our capacity to offer them chances for high-quality education. The Government of India published the third iteration of the National Education Policy on July 29, 2020. In addition to encouraging the use of technology for learning, the policy encourages the usage of electronic content. It is necessary to implement significant changes that ensure the highest levels of quality, equity, and integrity throughout the system, from early childhood care and education through higher education, in order to close the gap between the existing state of learning outcomes and what is required. Thus, the study's goal is to pinpoint the variables that might boost or lower students' desire for online language learning. In this study, elementary and secondary school students were asked to weigh in on the elements that contribute to their motivation and the actions that could be taken to boost motivation and engagement. The study sheds light on the concepts, priorities, and requirements of NEP 2020's promotion of E content and discusses the difficulties and potential solutions for maintaining the motivation of digital learners to learn. Additionally assessed are the frequency of e-learning use, adoption of NEP 2020 practises, motivating factors, and problems with applying NEP regulations. The papers also advocate the use of e-content in online language instruction as a means of realising NEP 2020.

### KEYWORDS

NEP-2020, Motivation, Online language learning

### 1. INTRODUCTION

Globally, certain disruptions in technology in education causes competitiveness among the nations. Specifically, India is the greatest democratic nation in the world, however higher education is not giving much focus since the independence. Through Macaulay, Modern education system replaced the Gurukul type of ancient system. In higher education no more significant reforms has been made which can meet the major requirements of the nation. From the universities' word the universities were related with teachers(Pathak, 2021). In 2018, it has recorded that population of working age is greater than dependent population. From the demographic dividends, Asian economies like Korea, China and Japan have get advantageous. A lively higher education system is required to convert the demographic dividend potential into the reality. When related with global standards, the higher education quality in India is the reason to concern. Student outflow is resulted due to higher education with poor quality. The private institutions have been made major changes in higher education recently. Hence Govt. of India made recent regulatory initiative namely NEP- New Education Policy 2020 for enhancing higher education quality(Kalyani, 2020; Kannan, 2021; Smitha, 2020).

Significantly, massive changes in education experienced in 2020 due to emergency and pandemic situations due to covid-19(Joshi, Vinay, & Bhaskar, 2021). Hence NEP 2020 has taken many steps in motivation for faculty and students and developed different measures or practices in improving the quality of education. Currently learning among the students happens through remote and it further transform to digital education. During emergency situations the remote learning becomes online learning or mixed learning solutions(B. Gupta & Choubey, 2021). When students prefer online learning the individual sessions makes them more convincing and they learn to expresses in new kind of language freely, efficiently, confidently, and rightly.

Online language learning defines higher flexibility. The faculty can share the study materials, links, and documents quickly and effectively. To make the concepts clear the teacher can provide more examples and use videos and images to demonstrate the meanings. NEP 2020 suggests technology upgrade of institutions and hence the classroom can be transformed with latest technology and better working facilities for teacher's leads to improvement in motivation factors (K. P. Gupta & Bhaskar, 2020). The studies and researches encourages to focus on the NEP 2020 learning practices for students to provide online language learning (Aithal & Aithal, 2020; Com, 2021). The major districts can be concentrating to analyse the NEP 2020 practices and well-structured study is expected to increase the rigor and online learning decisions without instructional time reduction. Hence it can help the educational professionals and students to verify the online language learning effectiveness.

### 1.1 Objectives

The significant contribution of the study involves,

- To study the importance of motivation factors in the online language learning-based NEP 2020 practices.
- To understand the factors that influence learners' motivation for online language learning among Elementary to senior secondary-level (i.e. class VI to XII) students.

### 1.2 Paper Organisation

The following section 2 describes the related works of online language learning by different researchers. Section 3 explains the methodology followed in the study. Section 4 illustrated the data analysis and interpretation of results. Finally in section 4 concluded the research paper.

## 2. LITERATURE REVIEW

(Muslimin & Harintama, 2020) states that online learning which is otherwise called as an Emergency Remote learning (ERL) turned into a challenging environment as it affects the learning process under various circumstances. The recent study on conducting descriptive qualitative research at *English* learning study program of *UIN Mataram* in July 2020 using agenda of inquiries and statistical interview of 10 students shows that possibility of gaining scores in remedy class (90%) which additionally leads to science understanding (10%). Internet connection (50%), WhatsApp feature (10%), anxiety (10%), simultaneous agenda (30%) are the risk areas to be considered whereas the alternatives found are preparing phone credits (30%), praying for the end of the pandemic (10%), learning extensively (10%), better internet location range (20%), setting alarm (10%) and effectively automating the ongoing motivation (20%) comes out with the fact that mentally and physically preparations needed as per the online guiding and backup plans. (Russell & Murphy-Judy, 2020) Victoria Russell and Catherine Murphy based on a communicative approach designed the five chapters included *Analysis, Design, Delivery, Implementation* and *Evaluation (ADDIE)* model used in teaching in this research. Based on the findings from *Basic Online Language Design and Delivery (BOLDD)*, Chapter 1 addresses the many design and analysis processes with an emphasis on the issues related to institutional expectations, economic, instructional, and conceptual support. The challenges of both the primary language and second language, the design of the platforms, for evaluations, and inclusivity are skilfully brought forth in this chapter. Chapter 2 examines the *ADDIE* model's early stages of development, which guarantee the best readability and usability for online language classes. The building of an online course is made easier by the application of multimodal technology, interactive media tools, internet-based learning, electronic portfolios, and evaluation methods recommended by the Community of Inquiry (COI) model. Chapter 3 focused on the pedagogical techniques employed in teaching during online platforms and the principles in *American Council* on the *teaching of Foreign Languages (ACTFL)* assist the interesting language platforms such as Stories and videos which are examples of explanatory and communicative media using variety of online platforms such as class edge etc., Chapter 4 gives the insight of professional development of the online tutors as instructed in US and other European countries. Chapter 5 deals with the in-depth analysis of the assessments and findings regarding the online teaching practices.

(Maruthavanan, 2020) This paper remarks the large problems of inequality, academic and economic development. The National Educational Policy had to be revised which is incomplete in the sense of various development from year 1986, altered in the year 1992 comes to the complete fulfilment. In addition to this, the *Right of children to free and compulsory education act* (2009) strongly insists that all children from age 6 to 14 must get education from the nearby school in which various employable skills such as attitude, analytical skills, technological skills, problem solving skills, critical analysis skills which lead them to socio, economic and political transformation. The SDG4 (2030) which includes 17 sustainable development goals states that "to ensure inclusive and equitable quality education and promote lifelong learning possibilities for all". To promote the quality and India centered education system that transforms our nation into an equitable and vibrant information society is the vision of National Educational Policy of 2019.

(Esra & Sevilen, 2021) Due to the worldwide health crisis, researchers and educators have forced all English preparatory institutions in Turkey to offer *English as a foreign language (EFL)* sessions online. A survey of seven-week course had been conducted as a process of qualitative case study where students' motivation and their views on online teaching is exposed. The organisation of learning environments, lack of interpersonal communication, imbalance between educational

consequences and demands, and creative writing samples and semi-structured interviews with 12 students from an intact classroom demonstrate the detrimental effects of online teaching. There are also internal and external factors affecting motivation which lead to results comparing the traditional method of teaching and virtual method of teaching include factors like teachers, classmates, organisational problems and situational problems. To the fullest and final, the perspective of online teaching is not completed in terms of life skills that includes self-discipline, communication, learner's motivation, professional development which makes students less motivated towards online platform of teaching.

(Pathak, 2021) This paper states on concerning Higher Education where the largest democracy in the world approaches the vibrant higher education system by which National Education Policy (2020) had been implemented. These policies gave more importance on faculty motivation and their upgrade on NEP. Education has undergone a variety of changes, from the gurukul system to *T. B. Macaulay's* method, which results in poor employability and causes students to leave the country. Higher education in India should strive for globally competitive goals such liberty, decentralisation, driven by performance growth possibilities, and desire to advance in skill and hierarchy. Indian Higher Education had lost its core issue in new NEP 2020 where the faculty motivation could be enhanced by training programs, faculty driven certificate courses, faculty motivation which includes roadmap for the upcoming years.

(Aithal & Aithal, 2020) This paper evokes the quality National Educational Policy for a country at school and college levels. It had been planned to fix the NATIONAL EDUCATIONAL POLICY which is essential for a country at school and college levels with the leadership of current Prime Minister and an expert team with members of varied backgrounds. As the NEP is a cutting-edge and futuristic idea that should be executed with a goal of comprehensive and research-oriented progress, progress also had its pros and cons. The actual goal of putting these policies into practise is to provide high-quality education through the development of reputable educational institutions, restructuring of institutions and reorganisation, more holistic and multidisciplinary education, a supportive learning environment, changing the higher education regulatory framework, utilisation of technology and integration, and online and digital education. The main purpose of integrating these policies is indirectly proportional to obtaining good human beings to the society regardless of their customs and religion and also to discover, adopt, promote new technology which shows the contributions to the society.

(Sandu & Gide, 2019) ICT is one of the most well-known tools in the area of higher learning, serving the successful delivery and cost-effective application of technology resources, as this paper's in-depth analysis shows. In the age of AI, the demand for smartphones and the use of messaging apps are both increasing due to the global chatbot market. The emergence of this technology began in the financial sector, the food delivery industry, and the e-commerce sector. Through the use of a new educational platform as an engagement tool, education can increase efficiency, interact, gain efficient teaching support, and minimise efficient teaching uncertainty from interaction. Interactive learning and requirements of children is better identified through the use of chatbot technology which would help develop the chatbot developers and also the higher educational institutes in India.

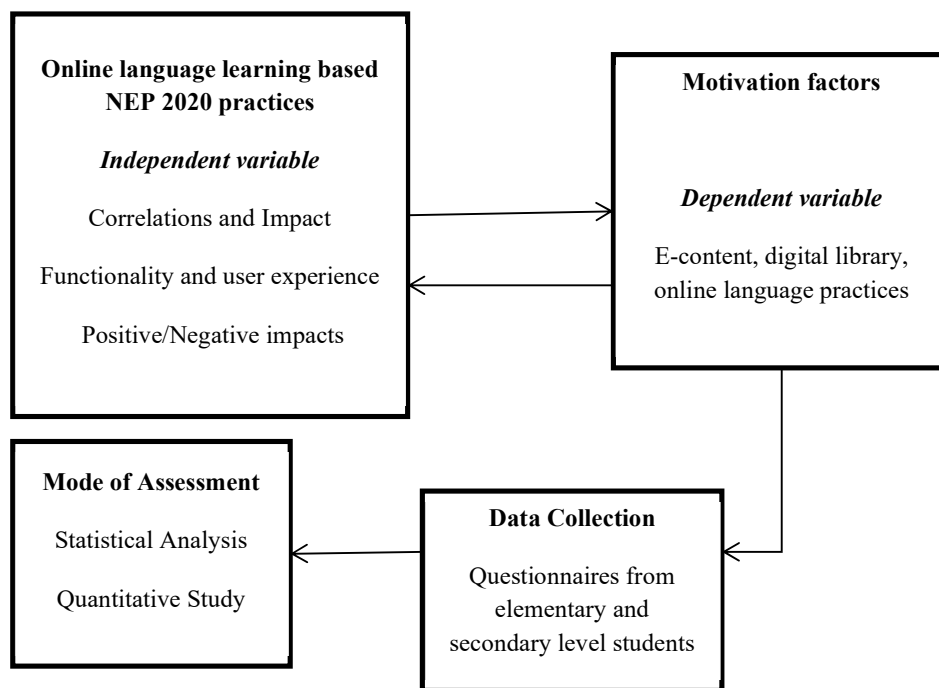
The scope of this article (Fandiño, Muñoz, & Velandia, 2019) insisted on learning foreign language stating that is a tedious process. *Ministry of National Education of Colombia (MEN)* states that English is a generic competence to be developed at all educational levels where the data is collected through conducting semi structured virtual interviews. It is to be noted that the participants are 16 women and 3 men with the support of *NVivo 11 software* in which some external factors are supported in this research. Motivation as a psychological process which includes nervous activity, cognition, and emotional realm that plays a prominent role in learning foreign languages or learning English as a secondary language. Dealing with an important psychological process, the grounded theory in efficient learning English as secondary or official language for future projects is noted.

(K. Kumar, Prakash, & Singh, 2021) A big issue found in the process of education system in India which is predicted to be a robust educational system. Rapid advancements in science and technology results in the up gradation in the educational structure to shape the next generation students. After 34 years of the National Educational Policy, a structural framework had been developed as NEP 2020 covers basic education through higher education, technical and vocational education, and a new aspect of online learning. In order to create a sustainable development to be associated with new education system, strong five basements such as access, equity, affordability, accountability, quality is created. As this education system have a flow into future scope by 2030 with UN Sustainable Development Goals, the service system of NEP had to be more structured. Future scope of holistic studies for future nations estimated by union and state governments based upon their challenges.

(A. Kumar, 2021) this research states about the future predictions of NEP in India towards the India 2.0 vision which could possibly make India, a global hub in education by 2030. For any future approach, there should be a proper road map installed as per the norms and regulations of any structure or policies in any organisation. Such a way, the revised process of NEP 2020 towards India 2.0's main aim is to enhance the enrolment of students in all educational institutions. Existing education towards the policy document and vision of India 2.0, leadership is given more significance to make the young leaders for the future world in which new NEP policy plays a major role. The main vision of India for 21<sup>st</sup> century is to make a leadership arena at global level where if processed with a good consistency and stagnant flow till 2030.

### 3. METHODOLOGY

The quantitative research methodology is followed in this research by using the structured questionnaire pattern, the data collected from the Elementary to senior secondary-level (i.e. class VI to XII) students in India based on sampling method. The research hypothesis is framed based on the conceptual framework developed shown in fig.2.



**Fig.1. Research Design**

From the above figure-1, it clearly mentioned that the motivation factors with respect to E-content, digital library, online language practices is the dependent variable; Online language learning based NEP 2020 practices provided to the Elementary to senior secondary-level (i.e class VI to XII) students are the independent variable. Here the moderating variables are, correlations and impact, and Functionality and user experiences.

The following research hypothesis are followed,

H0: There is a relationship between the Class major stream and motivational factors of online language learning-based NEP 2020.

H1: There is no relationship between the Class major stream and motivational factors of online language learning-based NEP 2020. The figure-2 explains the conceptual framework.

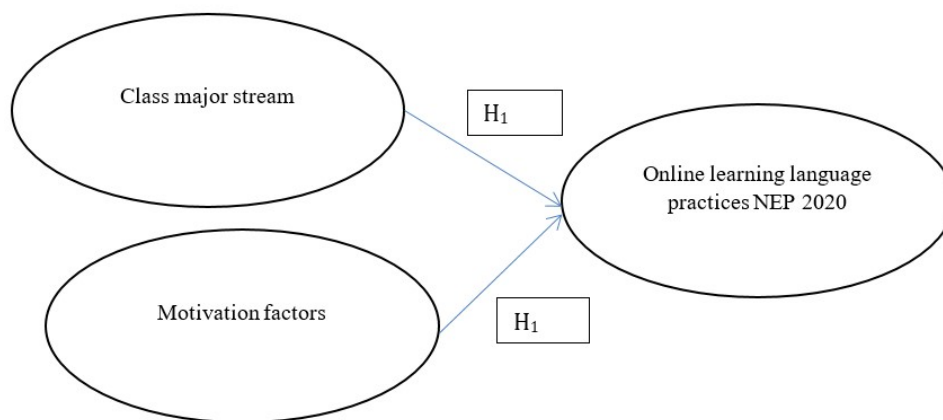


Fig.2. Conceptual Framework

#### 4. DATA ANALYSIS AND INTERPRETATION

For the data analysis, the data collected from students are studying in the Elementary to senior secondary-level (i.e class VI to XII) students, and 102 students are responded for the provided questionnaire with 10 questions. The following tables and bar charts described the frequency and descriptive analysis performed for the data collected. For the detailed research, the data collected through Google form online based on online language learning with NEP 2020 practices. 102 students participated in the survey and their feedback and responses are collected, further the analysis of the data collected are presented below with interpretation.

Table-1: Gender details

		<i>Gender</i>			
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Perc</i>
<i>Valid</i>	<i>Male</i>	68	66.7	66.7	66.7
	<i>Female</i>	34	33.3	33.3	100.0
	<i>Total</i>	102	100.0	100.0	

Table-2: Respondents education details

Class		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Valid</i>	<i>VI</i>	7	6.9	6.9	6.9
	<i>VII</i>	9	8.8	8.8	15.7
	<i>VIII</i>	5	4.9	4.9	20.6
	<i>IX</i>	14	13.7	13.7	34.3
	<i>X</i>	20	19.6	19.6	53.9
	<i>XI</i>	27	26.5	26.5	80.4
	<i>XII</i>	20	19.6	19.6	100.0
	<i>Total</i>	102	100.0	100.0	

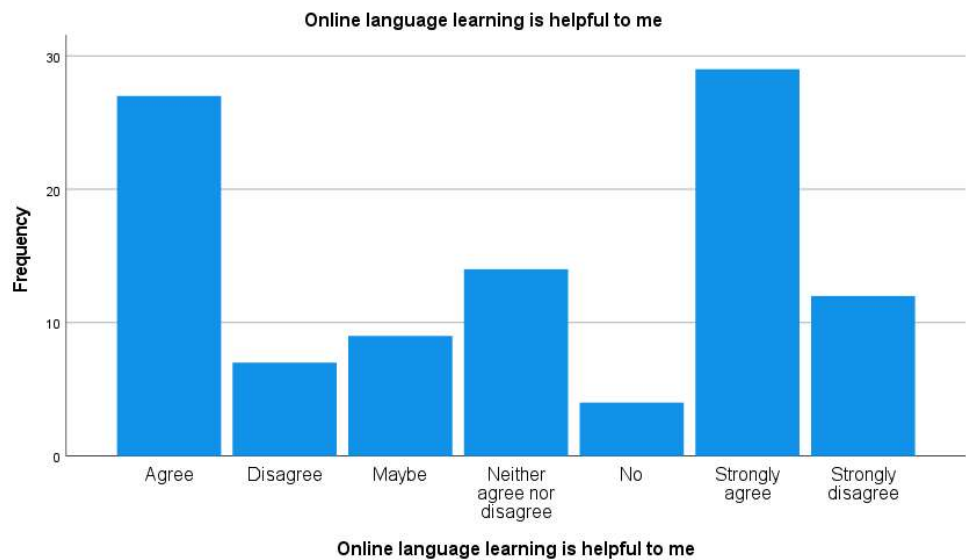


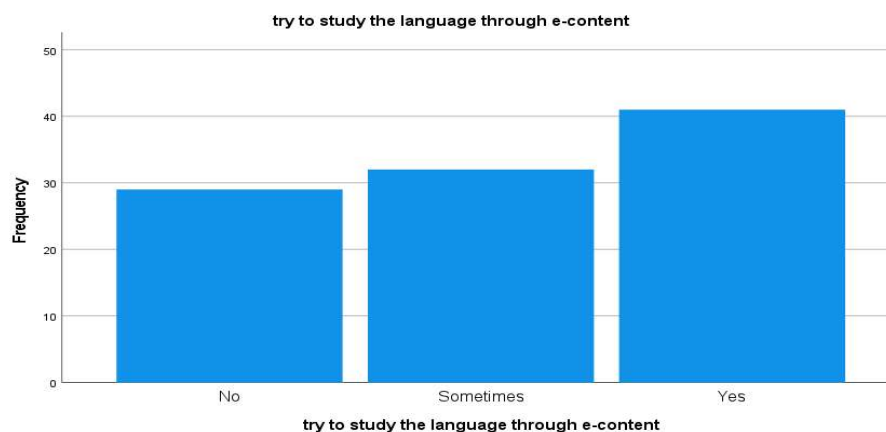
Fig.3. Frequency analysis of online language learning

From the above fig.3, it shows that nearly 30% of the respondents had strongly agreed that online platform for learning language was helpful and more than 10% of them had strongly disagreed with online language learning.



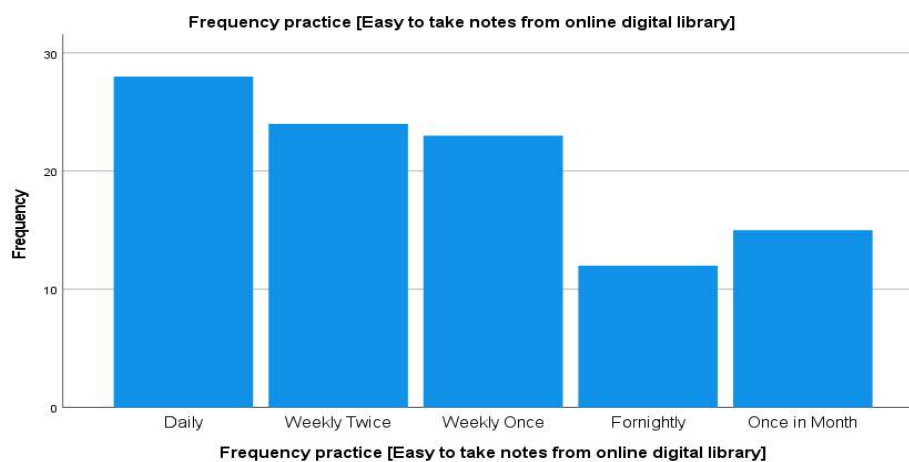
Fig.4. Frequency analysis of usage of e-learning

From the above fig 4, it describes that 45% of the participants prefer using online language learning for sometimes and nearly 30% of them used to learn language always through online platform.



**Fig.5. Frequency analysis of e-content**

When asked about the question that how many of them trying to learn language through e-content, majority of the respondents that is 40 % of them said yes for learning through e-content and nearly 30% said no for e-content learning, as shown in the fig.5.



**Fig.6. Frequency analysis of taking notes from online library**

From the above fig.6., It is clear that nearly 30% of respondents collected notes daily from the online library and 25% of them collected notes weekly twice. Once in a month 15% of the students collected notes from online library.

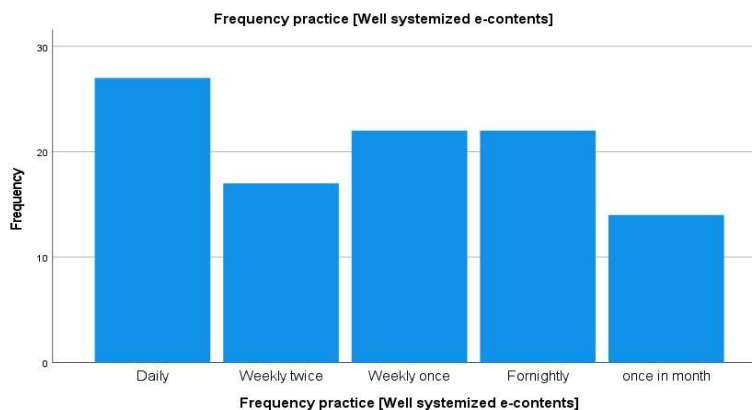


Fig.7. Frequency analysis of systemized e-content

As mentioned in the fig.7 that nearly 25% of the participants happened to get well-structured content through online and more than 20% of the respondents got contents weekly once and fortnightly.

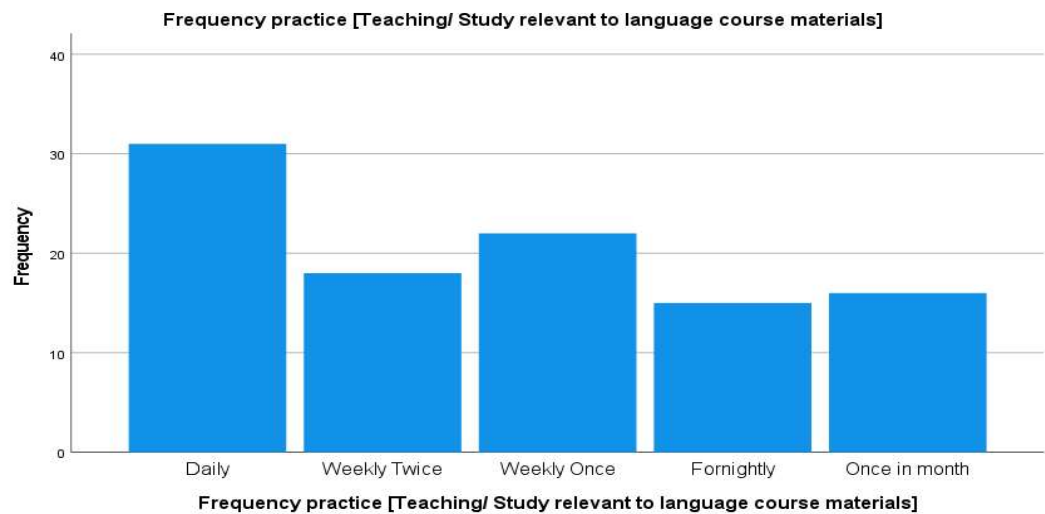


Fig.8. Frequency analysis of relevant study materials

As shown in fig.8, more than 30% of the respondents, daily got the relevant study materials for the language course and more than 20% of them got the relevant study material weekly once.

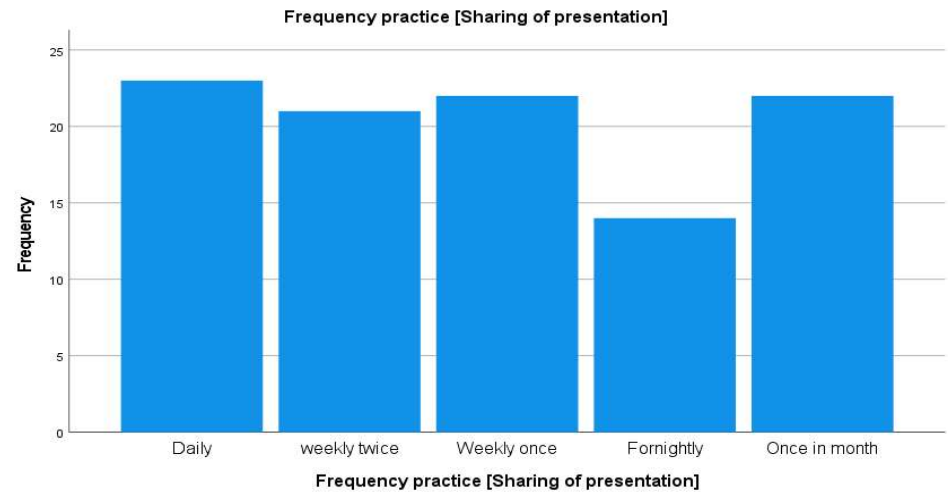


Fig.9. Frequency analysis of sharing presentation

From the above fig.9, it is clear that more than 25% of the respondents had the practice of sharing presentation daily and more than 20% of the respondents happened to share the presentation weekly once and once in a month.



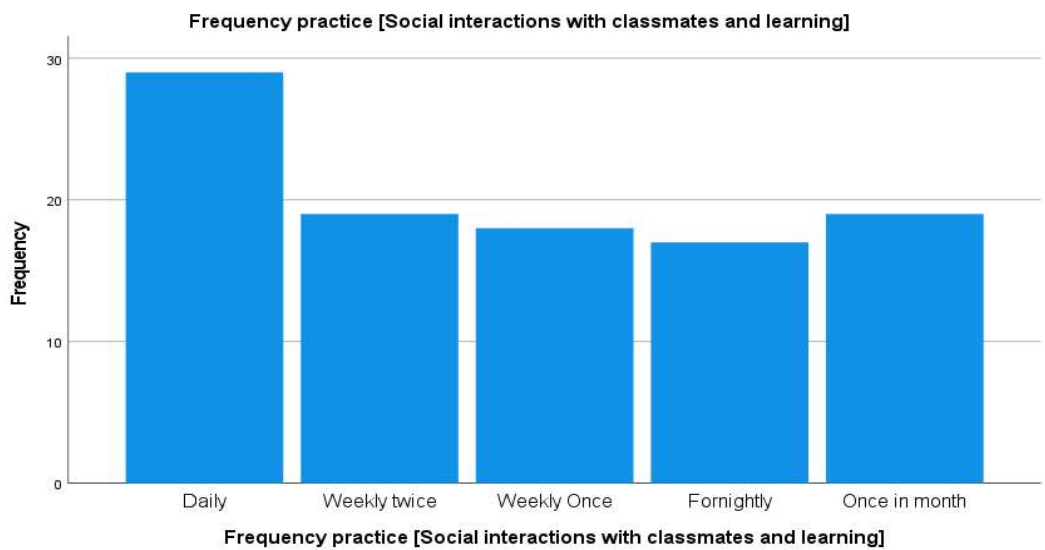


Fig.10. Frequency analysis of social interaction

From the above fig.10, it is evident that nearly 30% of the participants responded that they daily had a social interaction with their classmates and nearly 20% of them responded that they had interaction once in a month with their classmates.

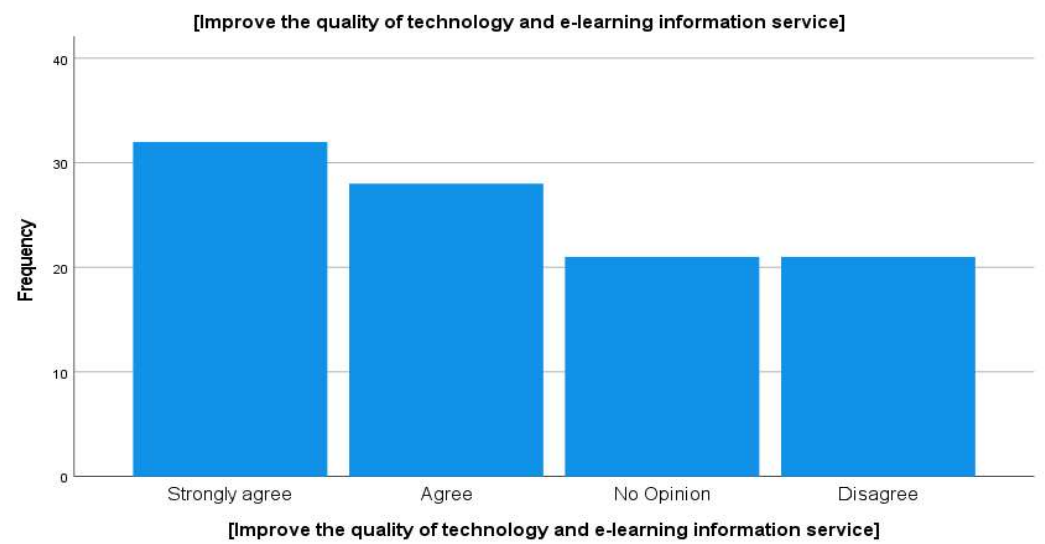
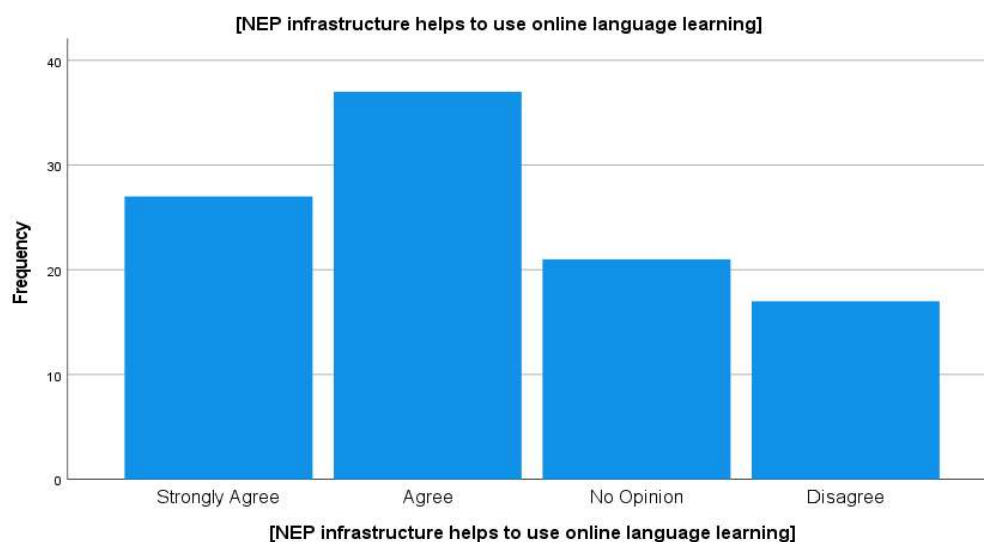


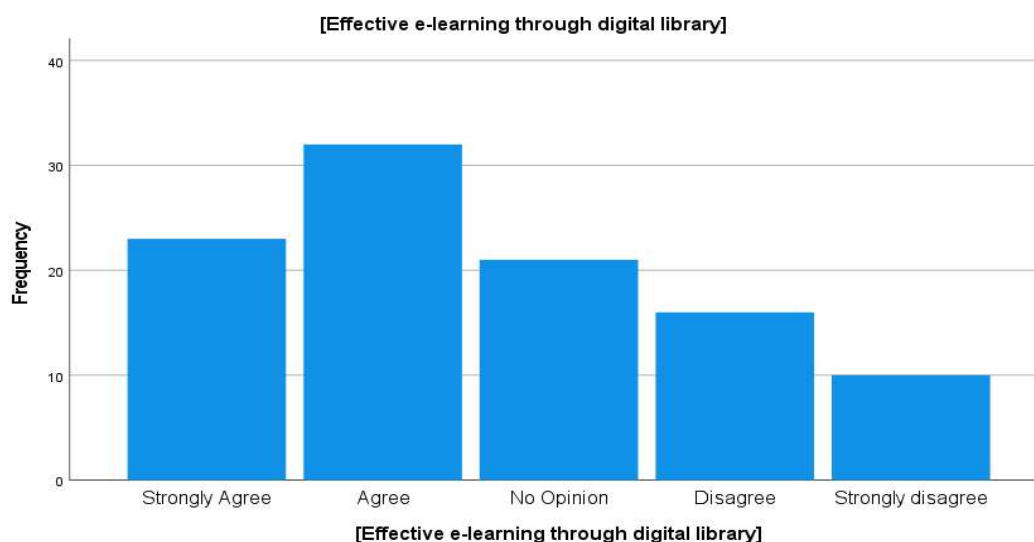
Fig.11. Frequency analysis of improving quality

From the above fig.11, it is clear that more than 30% of the respondents had strongly agreed to improve the technology quality and service for online learning and nearly 20% of them had no opinion regarding the improvement of e-learning.



**Fig.12. Frequency analysis of NEP infrastructure**

Majority of the respondents agreed that NEP helped them in online language learning and more than 20% of them had no opinion about the NEP infrastructure as shown in the above fig.12.



**Fig.13. Frequency analysis of effectiveness**

From the above fig.13, it is evident that more than 30% of the people agreed that they had a effective learning through e-learning platforms and only 10% of the people had strongly disagreed about the effective learning through online.

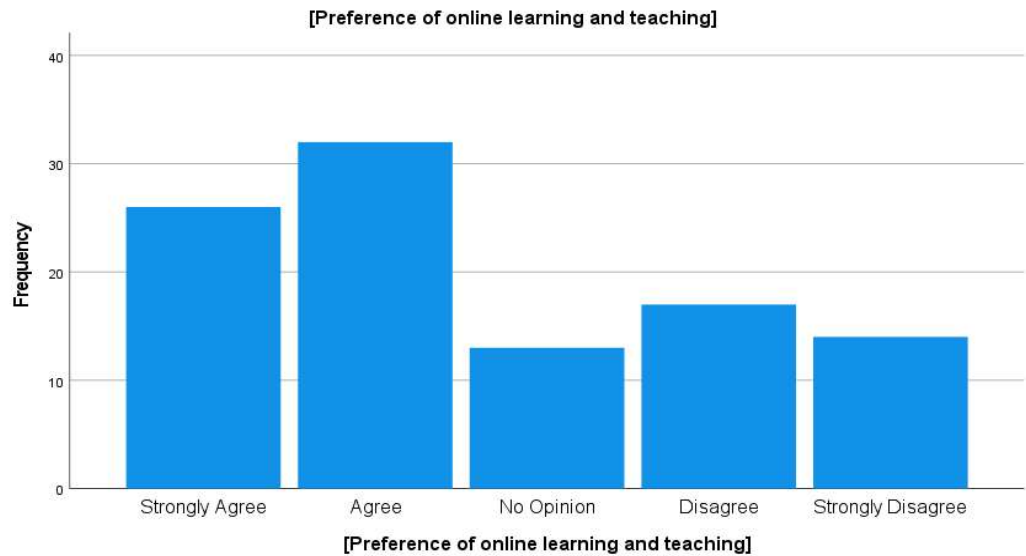


Fig.14. Frequency analysis of preference

From the above fig.14, it clear that more than 30% of the respondents had agreed to prefer online learning and teaching and nearly 15% of them had disagreed with preference of learning and teaching through online.

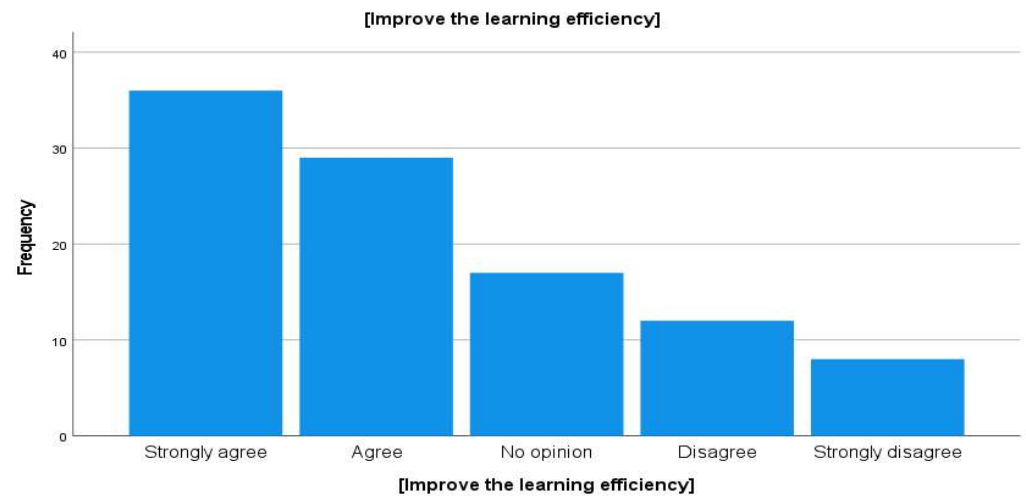
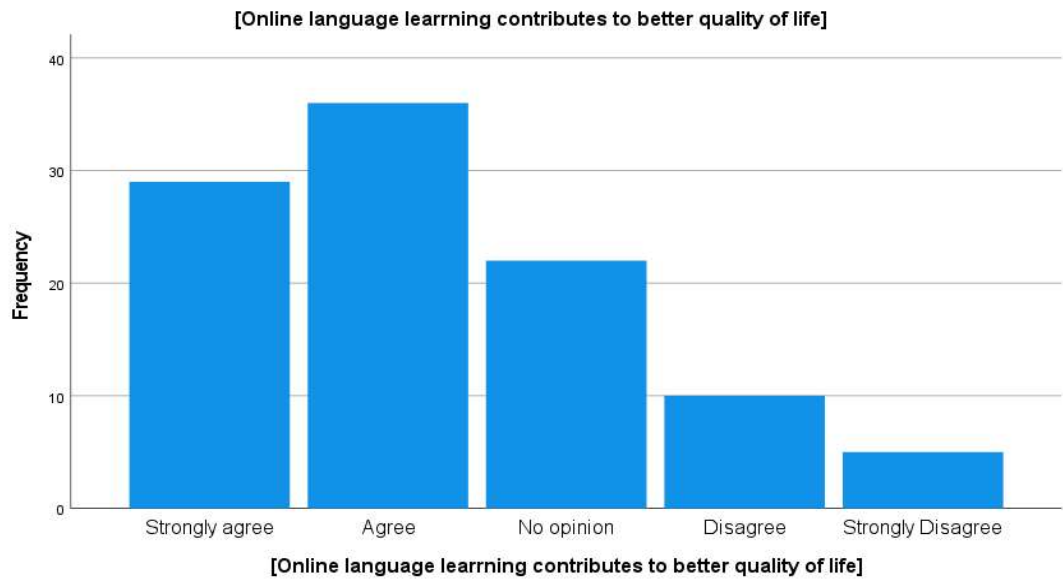


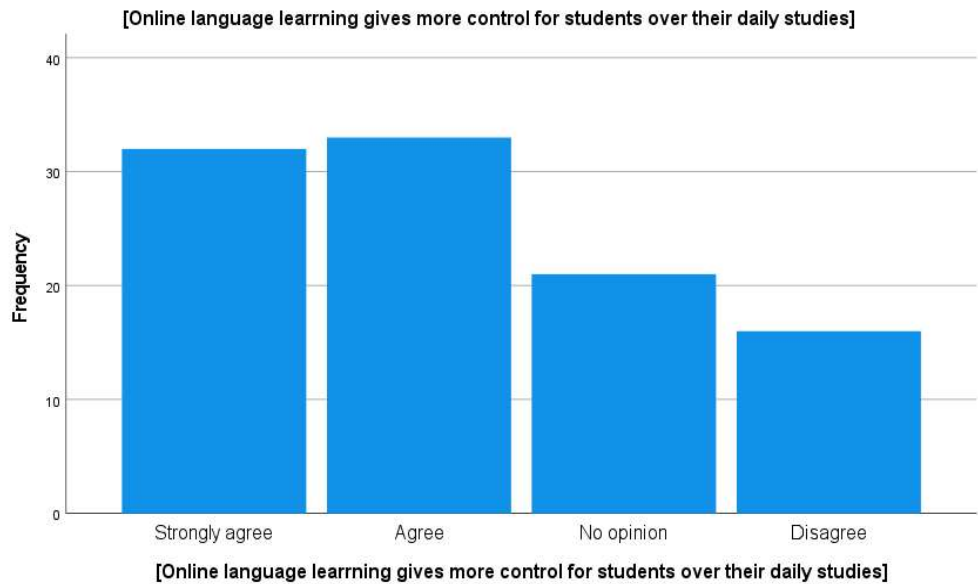
Fig.15. Frequency analysis of improving learning efficiency

The above fig.15 states that more than 35% of the participants had agreed strongly that online platforms had improved their learning efficiency and more than 10% of them had disagreed that they hadn't improved their learning.



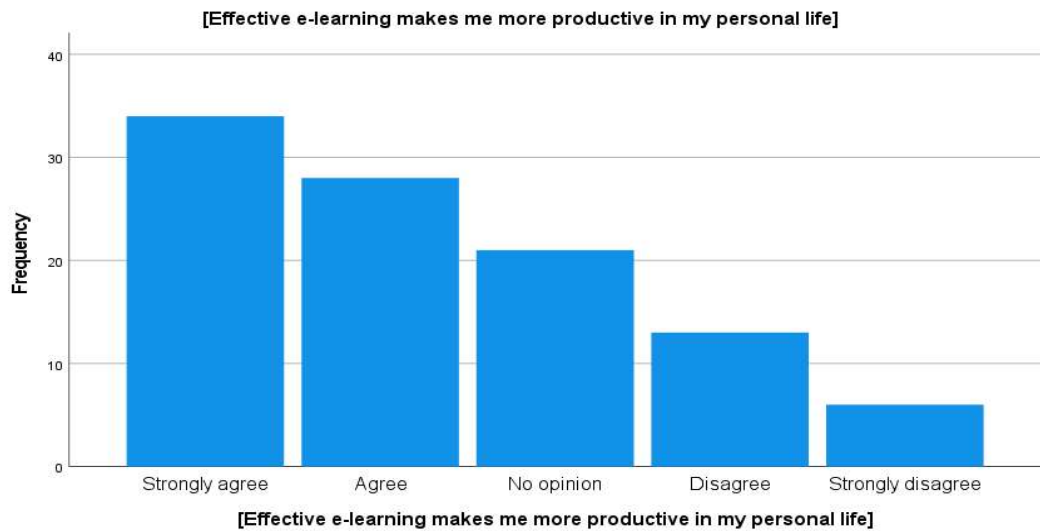
**Fig.16. Frequency analysis of contribution**

The above fig.16 states that, learning language through online had improved the quality of life for more than 35% of the participants and 10% of them had disagreed and said that online learning had no impact on their life.



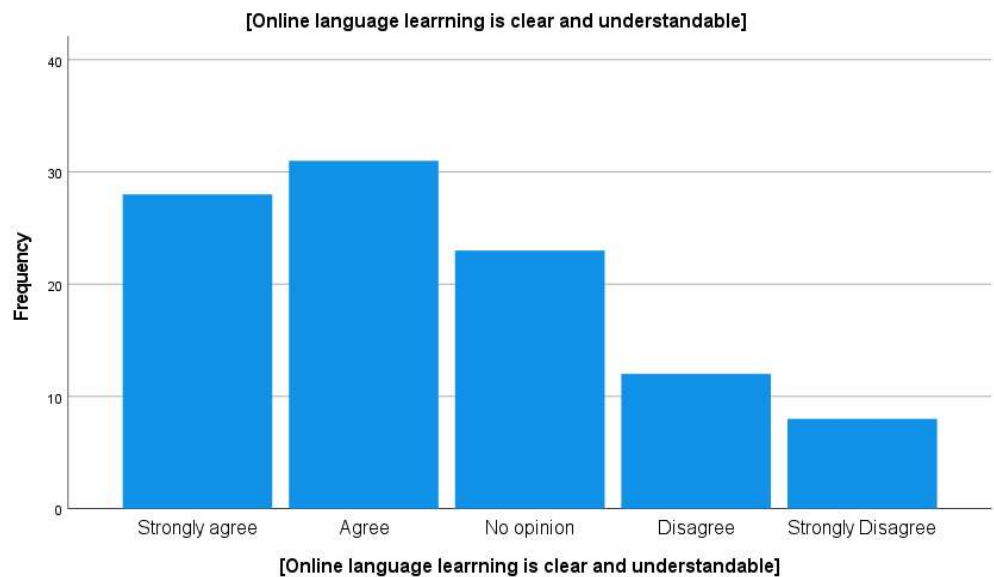
**Fig.17. Frequency analysis of daily studies**

From the above fig.17, it is clear that more than 30% of the participants agreed that online learning helped them to control their daily studies whereas 15% of the students disagreed and online learning had no control over their daily studies.



**Fig.18. Frequency analysis of impact on personal life.**

From the above fig.18, it is evident that personal life was enhanced for nearly 35% of the students because of internet learning and more than 10% of the students were disagreed as their personal life was not improved due to internet learning.



**Fig.19. Frequency analysis of whether online learning is clear and understandable**

From the above fig.19, It is clear that 32% of the participants accepted that learning through online was understandable and more than 10% of them had disagreed and felt that online learning was not clear.

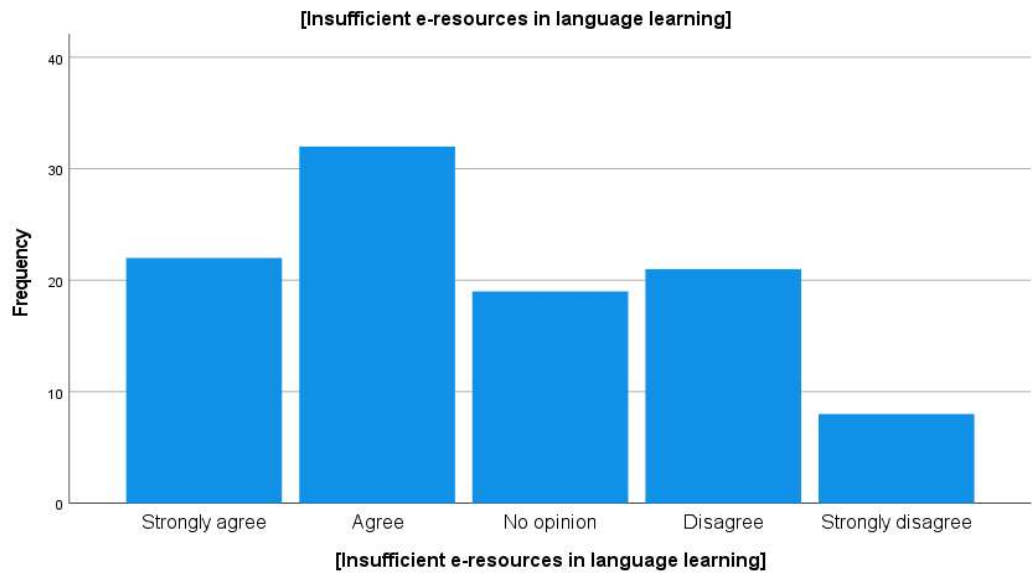


Fig.20. Frequency analysis of e-resource

From the above fig.20, It is clear that more than 30% of the students had agreed that resources for language learning through online was insufficient and more than 20% of them disagreed with insufficient resources.

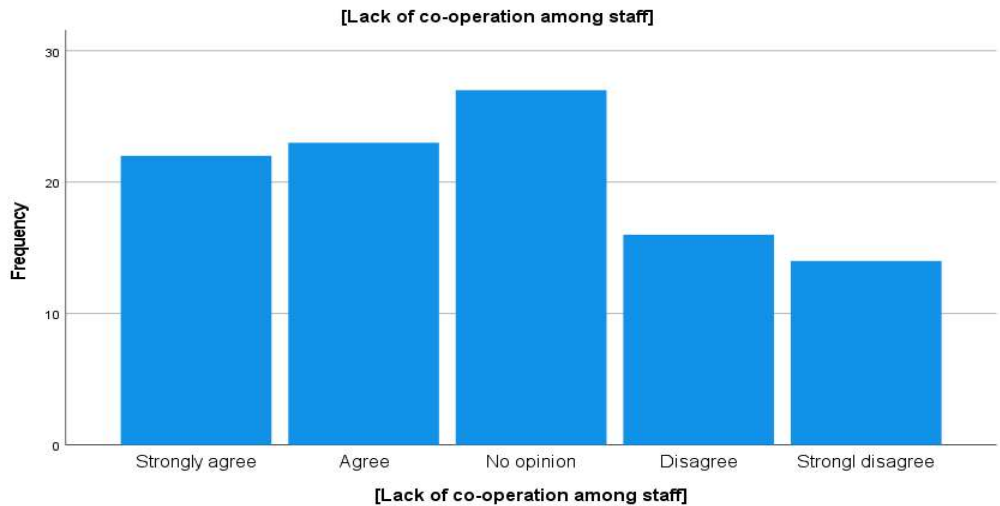


Fig.21. Frequency analysis of Staffs

From the above fig.21, It is clear that majority of the respondents had no opinions regarding staff cooperation whereas more than 20% of the respondents had agreed that lack of staff co-operation.

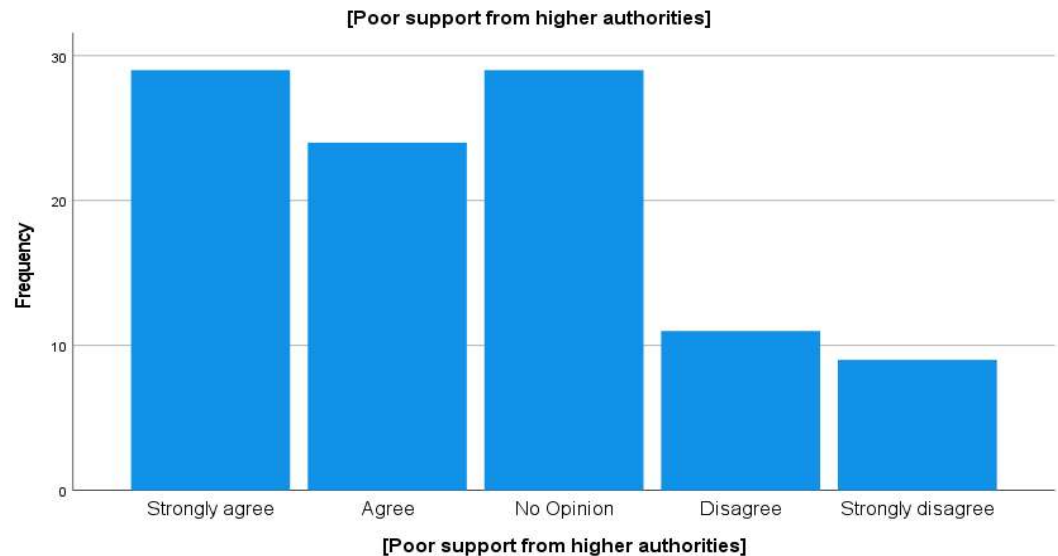


Fig.22. Frequency analysis of support

The above fig.22 shows that almost 30% of the students had strongly agreed about the poor support from high authorities existed during online learning whereas close to 30% had no opinion regarding the poor support.

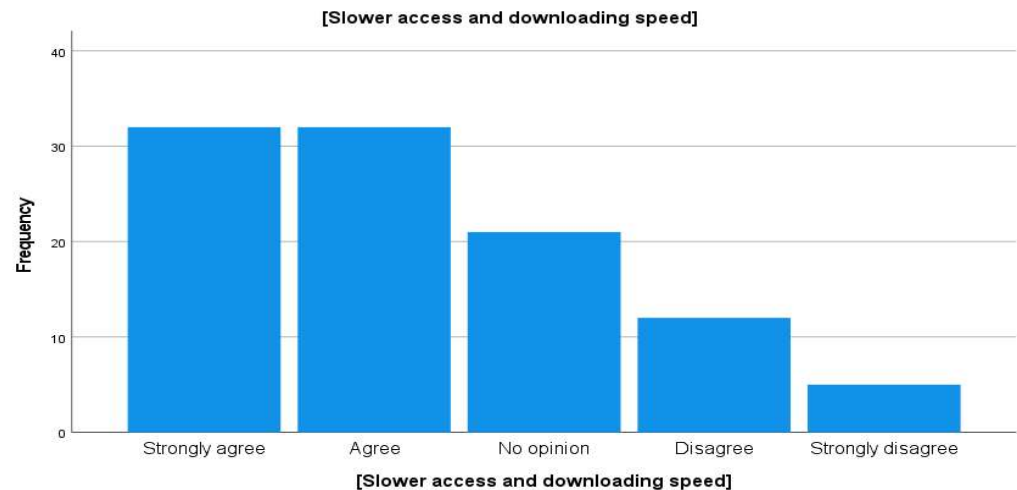


Fig.23. Frequency analysis of slower access

From the above fig.23, it is evident that more than 30% of the students strongly agreed to the slower access and downloading speed of online learning and more than 10% had disagreed with this issue.

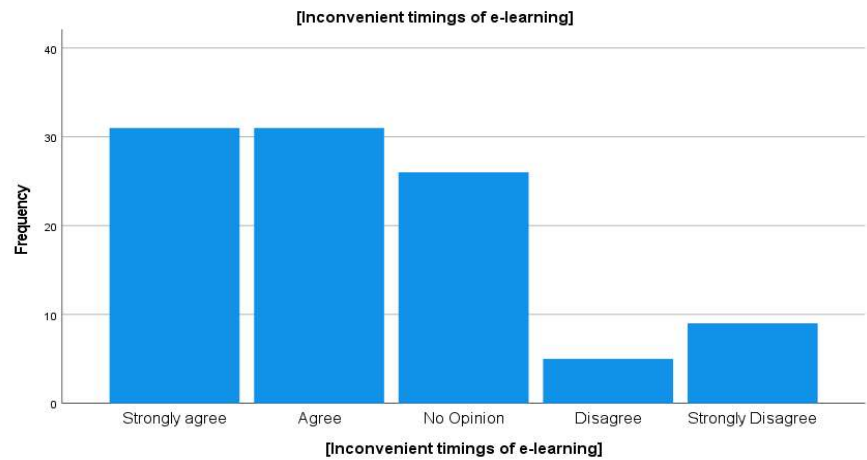


Fig.24. Frequency analysis of timings

From the above fig.24 it is clear that, inconvenient timing was being an issue for more than 30% of the students and they had strongly agreed to this. 25% of the students had no opinion about the timing of online learning.

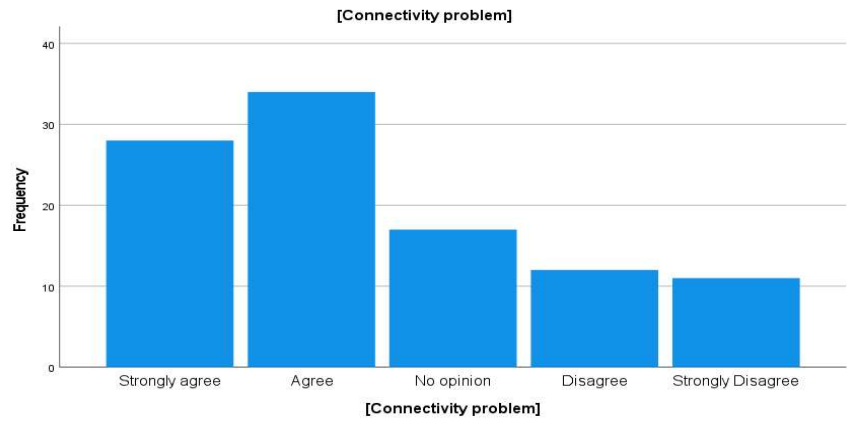
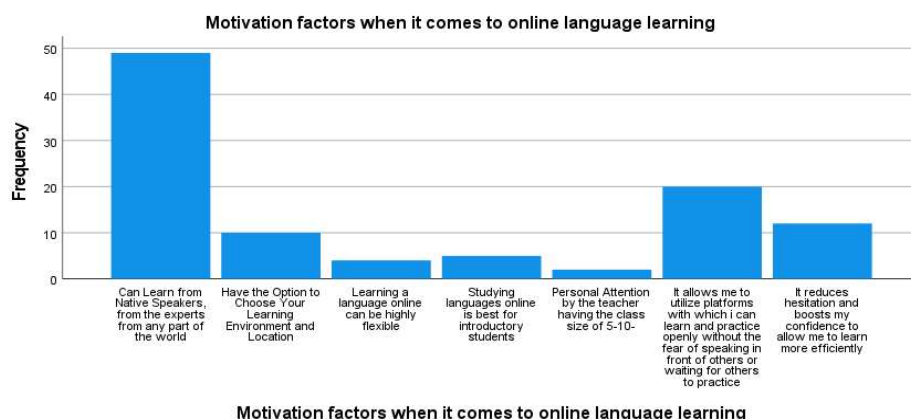


Fig.25. Frequency analysis of connectivity problem

The above fig.25 shows that, more than 30% of the students had agreed to connectivity problem and 15% of the students had disagreed with the connectivity problem.





**Fig.26. Frequency analysis of motivation factors**

From the above fig.26, it is clear that, in terms of motivation factors, nearly 50% of the students felt that they can learn a language from the native speakers from any part of the world and 30% of students felt that they can learn and practice without having any fear through online.

#### 4.1 Reliability

The internal consistency of a set of items, or how closely connected they are to one another as a group, is measured by *Cronbach's alpha*. It is regarded as a gauge of the stability of the scale.

**Table-3: Statistics for reliability**

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.717	26

*Cronbach alpha* values of 0.7 or higher indicate acceptable internal consistency. Here the reliability co-efficient for current study factors are obtained as 0.717 respectively.

**Table-4: Chi-Square test**

<i>Chi – Square Tests</i>			
	<i>Value</i>	<i>df</i>	<i>Asymptotic Sig. (sided)</i>
<i>Pearson Chi – Square</i>	7.074a	8	.529
<i>Likelihood Ratio</i>	8.965	8	.236
<i>Linear – by – Linear Association</i>	.003	1	.954
<i>N of Valid Cases</i>	102		
a. 8 cells (53.3%) have expected count less than 5. The minimum			

The test statistic value is 7.074. Below the table it shows that the expected count cell assumption. (Expected cell count is greater than 5). Since no cells display an expected count of fewer than 5, the expectation was satisfied. For test statistics, the represented p-value is 0.529. The null hypothesis  $H_0$  is not rejected since the p-value is higher than the set significance level. Instead, the conversation is over because there isn't enough data to draw any conclusions about how class primary stream and the driving forces of online language learning are related to NEP 2020.

**Table-5: ANOVA description**

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
[Online language learning contributes to better quality of life]	Between Groups	7.180	6	1.197	.938	.471
	Within Groups	121.134	95	1.275		
	Total	128.314	101			
[Online language learning gives more control for students over their daily studies]	Between Groups	3.428	6	.571	.497	.809
	Within Groups	109.248	95	1.150		
	Total	112.676	101			
[Effective e-learning makes me more productive in my personal life]	Between Groups	19.687	6	3.281	2.363	.036
	Within Groups	131.892	95	1.388		
	Total	151.578	101			
[Online language learning is clear and understandable]	Between Groups	7.243	6	1.207	.788	.582
	Within Groups	145.629	95	1.533		
	Total	152.873	101			

As of now, the data indicate that the groups as a whole differ statistically significantly from one another. Multiple Comparisons reveals which groups were different from one another in the table below. The above table-5 demonstrates that the motivational elements differ in a statistically meaningful way. ( $p = 0.471$ )

## 5. CONCLUSION

This study is aimed in identifying the motivation factors of online language learning based NEP 2020 with respect to stream of elementary and secondary senior class school students (i.e class VI to XII). Based on quantitative study, the online survey distributed and the data is collected and analysed in Google form and SPSS package for frequency, reliability, one way ANOVA and *chi – square test*. The results shows that the motivation factors of students in using online language learning services are mostly preferred teaching and learning methodology, and it shows there is no significant relationship between major stream of classes and motivation factors in using online language learning. The study concluded that the students prefer teaching and learning methodologies based on their interests, online learning in effective way and different motivation factors with respect to stream of school students. However there is no strong evidence showing that there is a relationship between stream and motivation factors in using online language learning services.

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