

## A STUDY ON STUDENTS' PERCEPTION TOWARDS NEW EDUCATION POLICY (NEP) 2020 IN ASSAM, INDIA

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### Abstract

In order to build a nation, the sector of Education is highly essential. To metamorphose India to a vibrant knowledge society, the New Education Policy (NEP) 2020 has marked an epoch-making development. The NEP, 2020 is the replacement of NEP, 1986 and brings a revolutionary change in all the dimensions of education emphasizing the importance on education technology in India. The NEP2020 throws some light on holistic education, skill-based education, creating innovation, vocational training and so on. In this study, an attempt has been made to discuss students' perception towards NEP 2020 in Assam and implementing ICT tools in Classrooms and to identify the important factors for students' benefit in implementing NEP 2020. In this regard, the data are collected from various colleges of Assam. The students who were enrolled in the 1<sup>st</sup> semester of four-year NEP courses are considered here for the research. A part from that, various statistical tools are used to study the aforesaid variables. The analysis is done by using computer software.

*Key words: perception, students, technology, ICT, NEP*

### 1. Introduction:

"Education is the most powerful weapon you can use to change the world." Nelson Mandela.

Being the backbone of a nation, education helps the nation to stand on its own spine. In order to develop a nation, education acts as a firm pillar. Time appropriate or age-appropriate education as the quality education has been provided to the citizens of every nation to support in the growth and development of the nations. To enhance, a country's economic growth, social justice and equality, scientific advancement, national integration and cultural preservation, a well provided education should be given to all the citizens of the nations. By taking the goal of all round development in the front line, the new education policy NEP 2020 has been provided with special preference to holistic education, skill-based education, creating innovation, vocational training and so on. As a replacement of NEP 1986, by putting forward New Education Policy (NEP, 2020), the government of India has embarked on a new potential in the total education scenario of India. The policy covers elementary education to colleges in both rural and urban India. The prime focus of NEP 2020 is increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Under the same umbrella of the world, the rich heritage of Indian culture and philosophy have been bearing a noteworthy grasp. Targeting on the overall development, the aim of education in ancient

India was not only based on the acquisition of knowledge but also tried to put emphasis on the complete realization and liberation of a particular person. To promote multidisciplinary teaching and research, the world-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, fabricated the notable standards in the educational scenario of ancient India and also hosted scholars and students across the world. The ancient Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Panini, Patanjali, Sankardev, 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, and so on. By following the footsteps of faminal works of the ancient scholars, the new NEP 2020 is framed with the target to transform India into a vibrant knowledge hub which is based on the pillars of “Access, Equity, Quality, and Affordability & Accountability”. Apart from that the NEP 2020 endorses numerous changes in India's education policies such as ‘foundational capacities ’of literacy, numeracy and ‘higher-order’ cognitive capacities such as critical thinking and problem solving. It also stresses the social, ethical, and emotional capacities and dispositions to enhance the multidisciplinary academic & research in higher education of India. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible. Information and communication technology (ICT) makes a lot of changes in the education and it help students in their holistic development of learning. To widen the horizon of the knowledge of the society and to make the country’s overall socio-economic development, NEP 2020 offers weightage on information and communication technology (ICT) in education by using which students can creatively expressed their inherent talent in front of the world. In addition to this current e-learning systems, such as SWAYAM and DIKSHA have been used by students to build up their grips on virtual labs and other e learning platforms.

## 2. Literature Review:

Mironov, Cosmina & Popovici, Anca (2015) studied Students’ perception on using eLearning technologies. In their study, a positive relationship was found between the expertise and the perception of eLearning is good evidence that it has provided learning benefits to the students. It was also found that students are well equipped in using technology in formal environments and are already using these technologies in order to support their learning process.

Charlesa Buabeng-Andoh & Issifu Yidana (2015) studied Students’ perceptions of implementing ICT in learning in Ghana. In their study, they revealed that students’ ICT usage to support learning was low and the analysis showed that students’ perceived value, expectancy of success and perceived cost were high.

Irkad, Ulus, Sonyel, Bengi, Caner, Hamit (2019) studied the perceptions of Students using ICT as an Educational Tool in Private Secondary School in Famagusta, North Cyprus. It was found that ICT tools are effective for learning and teaching and ICT tools have got advantages such as increase in motivation, collaboration, and opportunity to search for the net, more enjoyable lesson.

Singh et al. (2020) study the sentiments of people for National education policy 2020. It is a qualitative study and graphs are used to representing the sentiments of stakeholders. From the study it

was revealed that people welcoming NEP as a positive step.

Sundaram (2020) found that implementation of NEP is a challenging task and success of it depends on its implementation, the multidisciplinary approach expanded career opportunities and will change requirements of recruitment of many companies.

Kalyani (2020) study the present and future impact of NEP on stakeholders, from the primary data collected it was seen that students can select their own subjects based on dermatoglyphics. The objective of NEP will be fulfilled only when the student are empowered to choose their subject independently, based on their own knowledge and skills.

Aithal and Aithal (2020) in their study discussed the innovative practices proposed in the NEP and how they can be implemented with their merits and the effects of new education policy on teacher's education, professional education and on private institutions.

Thakur and Kumar (2021), discussed the importance of NEP for improvement of education system.

Sharma and Kumar (2022) found that the average level of awareness about NEP exists among the respondents of the study area and it was also observed that there is no significant difference between male-female, experienced-inexperienced, arts-science stream teachers.

Rani (2022) discussed the features and recommendations of NEP 2020. In the recommendations the points like, multi-disciplinary nature of curriculum, skill development, training of teachers, change management, legal complexities, digitalization and examination structure are mainly elaborated.

Patra, Gouranga, Datta Sumona & Mukherjee Rikta (2023) examined the student's perception of ICT used and how ICT helps students in their teaching and learning development. In their study, it was found that there are four important determinants of the ICT-enable teaching and learning process, the effectiveness of learning, innovation in learning, engagement in learning, and learning efficacy. It was stated that the perception of ICT-based learning between gender is the same but there is an attitudinal difference concerning their geographical location and academic background.

### **3. Objective of the study**

The main objectives of the paper are to study

- (i) Students' perception toward NEP
- (ii) Students' perception of implementing ICT tools in class room
- (iii) to identify the important factors for students' benefit in implementing NEP 2020

### **4. Methodology:**

The study was taken up from the five colleges of Assam. In this study 137 students were responded. At the very outset, we have prepared a questionnaire in google form. The selection of colleges were subjective. The data are collected from students enrolled in 1<sup>st</sup> semester of newly implemented NEP of five colleges. A google form was sent to these college. The categorization of students were from Urban, rural and semi-urban. Caste, age, religion, sex of the students are considered. Various questions regarding newly implemented NEP and using ICT were considered. Various statistical techniques are used to in this study. With the help of statistical methodologies such as

correlation, pie chart, etc. various important factors for students' benefit in implementing NEP 2020 are identified.

### 5. Results & Discussion:

In this study, 137 students from various colleges of Assam are considered. The students enrolled in 1<sup>st</sup> semester are considered. The socio- economic profile of the data are given below:

Table 5.1: Socio – Demographic Profile of the study

<b>SOCIO – DEMOGRAPHIC CHARACTERISTICS</b>		<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
Gender	Male	36	26.47%
	Female	100	73.52%
Caste	General	50	36.76%
	OBC/MOBC	70	51.47%
	SC	7	5.15%
	ST	9	6.62%
Area	Rural	92	67.65%
	Semi-urban	16	11.76%
	Urban	23	16.91%
	Others	5	3.68%
Religion	Hindu	123	90.5%
	Muslims	7	5.15%
	Khristian	1	0.7%
	Buddhist	3	2.2%
	Others	2	1.5%

From the table (5.1), it is seen that 73.52% respondents are female and 26.47% respondents are male. According to caste, 51.47% respondents from OBC/MOBC, 36.76% from general, 6.62% from ST and 5.15% from SC category. Residential area wise 67.65% respondents are from rural area, 16.91% respondents are from urban area, 11.76% from semi – urban area and 3.68% are from others. Among the respondents 90.50% Hindu, 5.10% Muslim, 2.20% Buddhist, 0.7% Khristian and 1.50% others.

Table 5.2: Responses of respondents

<b>Question</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
In case of learning NEP is more flexible than earlier	13(9.56%)	89(65.44%)	30(20.06%)	3(2.21%)	1(0.74%)

In NEP, education system will be more inclusive for students	11(8.09%)	82(60.29%)	29(21.32%)	12(8.82%)	2(1.47%)
The course structure under NEP, is holistic and promotes creativity	15(11.03%)	88(64.71%)	24(17.65%)	4(2.94%)	5(3.68%)
Under NEP, vocational education will benefit students	21(15.44%)	88(64.71%)	22(16.18%)	23(16.91%)	2(1.47%)
NEP prioritize the use of technology in education	16(11.76%)	85(62.5%)	27(19.85%)	7(5.14%)	1(0.73%)
The multiple entry and exit will benefit students	31(22.79%)	75(55.15%)	23(16.91%)	5(3.67%)	2(1.47%)
The multiple entry and exit will help in loss the year gap of students	18(13.24%)	77(56.62%)	31(22.79%)	9(6.62%)	1(0.73%)
Under NEP, students can take the taste of different disciplines under NEP	24(17.65%)	93(68.38%)	16(11.76%)	2(1.47%)	1(0.73%)
Options of changing subjects can decrease the seriousness among students	6(4.41%)	55(40.44%)	35(25.74%)	31(22.79%)	8(5.88%)

Option of institutional change is beneficial for students	15(11.03%)	80(58.82%)	34(25%)	7(5.14%)	0(0%)
Multiple entry and exit make the education system collapsed	3(2.21%)	57(41.91%)	38(27.94%)	33(24.26%)	5(3.67%)
Multidisciplinary education under NEP helps in gaining knowledge all around	25(18.38%)	85(65.2%)	23(16.91%)	3(2.1%)	0(0%)
Multidisciplinary education under NEP makes students ready for competitive exam	25(18.38%)	79(58.08%)	28(20.59%)	4(2.94%)	0(0%)
Multidisciplinary education under NEP promotes critical thinking and creativity	21(15.44%)	84(61.76%)	25(18.38%)	6(4.11%)	0(0%)
Four-year degree course is more valuable than earlier one	23(16.91%)	69(50.74%)	30(22.06%)	13(9.56%)	1(0.73%)

Under NEP, ICT make the learning system more fruitful and reliable	14(10.29%)	87(63.97%)	32(23.52%)	1(0.73%)	2(1.47%)
Under NEP, ICT helps to get the importance of technology in life and getting new knowledge	16(11.76%)	82(60.29%)	34(25%)	3(2.21%)	1(0.73%)
ICT helps in developing communication & collaboration skills and makes the learning easier	12(8.82%)	89(65.44%)	33(24.26%)	1(0.73%)	1(0.73%)
ICT helps me become an independent learner and inspires me to express my self	9(6.61%)	88(64.71%)	39(28.67%)	0(0%)	0(0%)
Using ICT for doing and submitting assignments from my teachers online	10(7.35%)	74(54.41%)	49(36.03%)	3(2.21%)	0(0%)
Use ICT for discussing and learning topics with teachers online	5(3.68%)	84(61.76%)	45(33.09%)	2(1.47%)	0(0%)
Use ICT for accessing learning materials	8(5.88%)	85(62.5%)	40(29.41%)	2(1.47%)	1(0.73%)

Students enjoy learning with the ICT	8(5.88%)	92(67.65%)	34(25%)	1(0.73%)	1(0.73%)
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❖ *SD: strongly disagree, D: disagree, N: neutral, A: agree, SA: strongly agree*

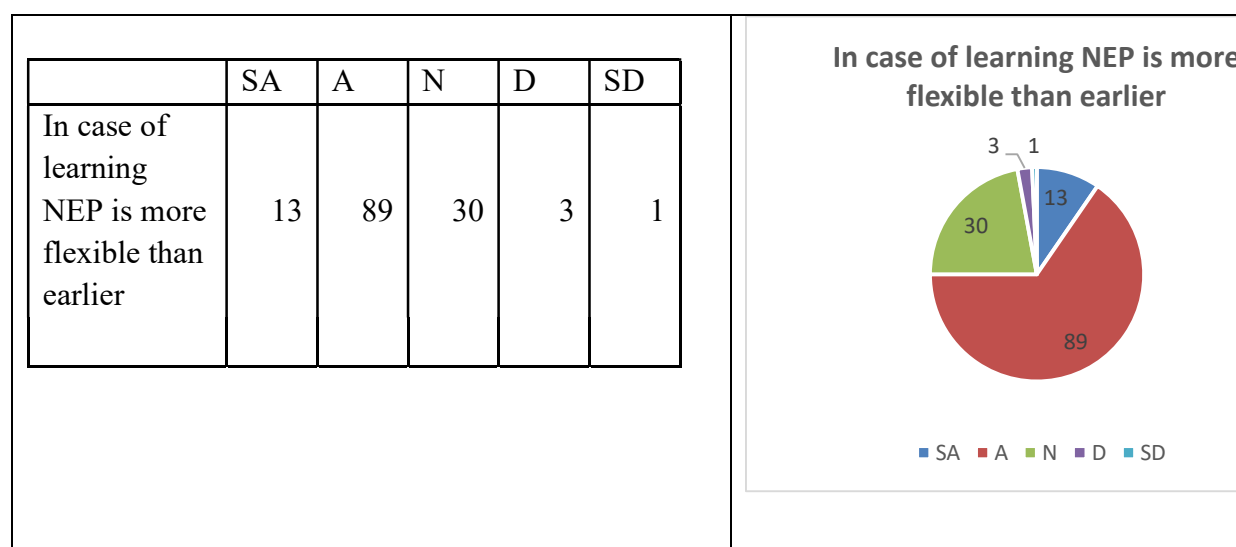
It is seen that 9.56% respondents strongly agreed, 65.44% agreed, 20.06% neutral, 2.21% disagreed and 0.74% strongly disagreed that in case of learning NEP is more flexible than earlier one. 8.09% respondents strongly agreed, 60.29% agreed, 21.32% neutral, 8.82% disagreed and 1.47% strongly disagreed that in NEP, education system will be more inclusive for students. 11.03% respondents strongly agreed, 64.71% agreed, 17.65% neutral, 2.94% disagreed and 3.68% strongly disagreed that the course structure under NEP, is holistic and promotes creativity. 15.44% respondents strongly agreed, 64.71% agreed, 16.18% neutral, 16.91% disagreed and 1.47% strongly disagreed that The vocational education under NEP will benefit students. 11.76% respondents strongly agreed, 62.50% agreed, 19.85% neutral, 5.14% disagreed and 0.73% strongly disagreed that NEP prioritize the use of technology in education. 22.79% respondents strongly agreed, 55.15% agreed, 16.91% neutral, 3.67% disagreed and 1.47% strongly disagreed that the multiple entry and exit will benefit students. It is seen that 13.24% respondents strongly agreed, 56.62% agreed, 22.79% neutral, 6.62% disagreed and 0.73% strongly disagreed that the multiple entry and exit will help in loss the year gap of students. 17.65% respondents strongly agreed, 68.38% agreed, 11.76% neutral, 1.47% disagreed and 0.73% strongly disagreed that the students can get taste of different disciplines under NEP. It is also seen that 4.41% respondents strongly agreed, 40.44% agreed, 25.74% neutral, 22.79% disagreed and 5.88% strongly disagreed that the options of changing subjects can decrease the seriousness among students. 11.03% respondents strongly agreed, 58.82% agreed, 25% neutral, 5.14% disagreed and 0% strongly disagreed that the options of institutional changes are beneficial for students. 2.21% respondents strongly agreed, 41.91% agreed, 27.94% neutral, 24.26% disagreed and 3.677% strongly disagreed that the multiple entry and exit will make the education system collapsed. 18.38% respondents strongly agreed, 65.20% agreed, 16.91% neutral, 2.10% disagreed and 0% strongly disagreed that the multidisciplinary education under NEP helps in gaining knowledge all around. Also 18.38% respondents strongly agreed, 58.08% agreed, 20.59% neutral, 2.94% disagreed and 0% strongly disagreed that the multidisciplinary education under NEP make students ready for competitive exam. Also 15.44% respondents strongly agreed, 61.76% agreed, 18.38% neutral, 4.11% disagreed and 0% strongly disagreed that the multidisciplinary education under NEP promote critical thinking and creativity. Also 16.91% respondents strongly agreed, 50.74% agreed, 22.06% neutral, 9.56% disagreed and 0.73% strongly disagreed that the four year degree course is more valuable than the earlier one. It is also seen in case of ICT, 10.29% respondents strongly agreed, 63.97% agreed, 23.52% neutral, 0.73% disagreed and 1.47% strongly disagreed that the under NEP, ICT make the learning system more fruitful and reliable. Also 11.76% respondents strongly agreed, 60.29% agreed, 25% neutral, 2.21% disagreed and 0.73% strongly disagreed that the under NEP, ICT helps to get the importance of technology in life and getting new knowledge. In case of ICT helps in developing communication and collaboration skills and makes the learning more easier 8.82% respondents strongly agreed, 65.44% agreed, 24.26% neutral,



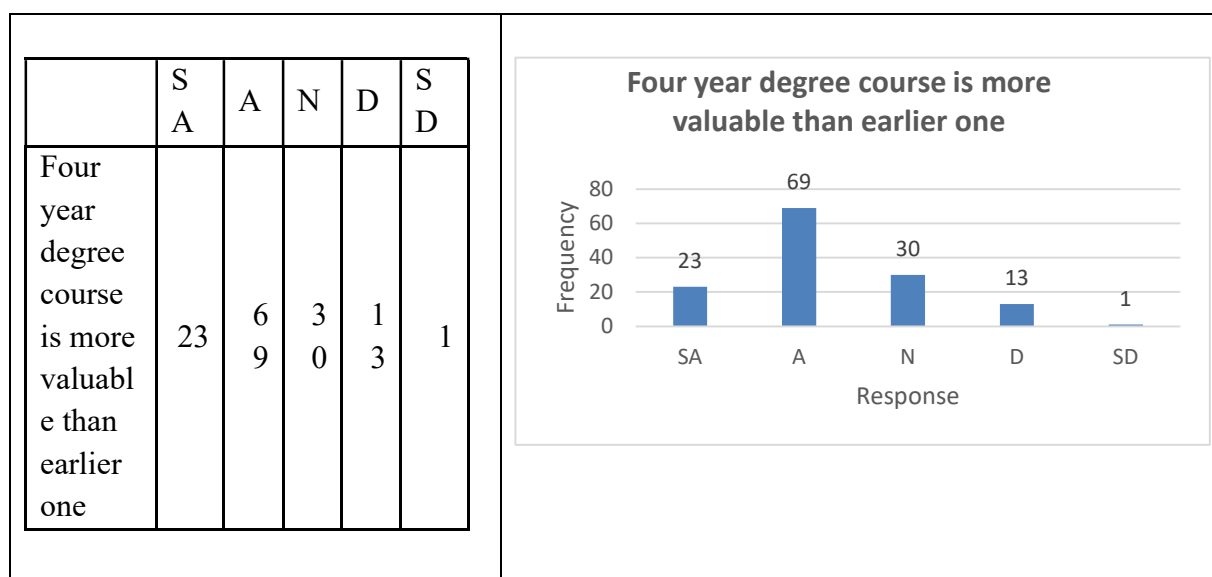
0.73% disagreed and 0.73% strongly disagreed. Also 6.61% respondents strongly agreed, 64.71% agreed, 28.67% neutral, 0% disagreed and 0% strongly disagreed that the ICT helps an individual an independent learner and inspires to express themselves. Again 7.35% respondents strongly agreed, 54.41% agreed, 36.03% neutral, 2.21% disagreed and 0% strongly disagreed that the students using ICT for doing and submitting assignments to teachers. Also 3.68% respondents strongly agreed, 61.76% agreed, 33.09% neutral, 1.474% disagreed and 0.73% strongly disagreed that the they use ICT for accessing learning materials. In the study 5.88% respondents strongly agreed, 67.65% agreed, 25% neutral, 0.73% disagreed

and 0.73% strongly disagreed that the students enjoy learning with the ICT.

**Table 5.3: Responses of Questions:**



**Table 5.3: Responses of Questions:**



	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
In case of learning it is more flexible than earlier	.00	4.00	2.81	0.67	-0.86	2.34
In NEP , education system will be more inclusive for students	.00	4.00	2.65	0.81	-0.950	1.02
The course structure under NEP is holistic and promotes creativity	.00	4.00	2.76	0.83	-1.45	3.11
Vocational education will benefit students?	.00	4.00	2.90	0.73	-1.13	3.15
NEP prioritize the use of technology in education	.00	4.00	2.79	0.74	-0.87	1.49
Multiple entry & exit will benefit student	.00	4.00	2.94	0.82	-0.940	1.61
In NEP, multiple entry & exit helps in loss the year gap of students	.00	4.00	2.75	0.79	-0.682	0.71
Students can take the taste of different disciplines under NEP	.00	4.00	3.00	0.65	-0.994	3.63
Options of changing subject to other subject can decrease the seriousness among students	.00	4.00	2.15	1.02	-0.389	-0.72
Options of institutional change is beneficial for students	1.00	4.00	2.78	0.71	-0.47	0.31
Multiple entry & exit make the education system collapsed	1.00	4.00	2.29	0.90	-0.13	-1.04
Multidisciplinary education system under NEP 2020 helps in gaining knowledge of all around	1.00	4.00	2.97	0.66	-0.43	0.62
Multidisciplinary study under NEP 2020 make students ready for competitive exam	1.00	4.00	2.92	0.71	-0.38	0.23
Multidisciplinary study under NEP 2020 promotes critical thinking and creativity	1.00	4.00	2.88	0.71	-0.58	0.68
According to you NEP is better than	.00	1.00	0.87	0.34	-2.19	2.86

earlier education system						
Under NEP 2020, four year degree course is more valuable than earlier one.	.00	4.00	2.71	0.90	-0.66	0.26
Under NEP 2020, ICT (information and communication technology) make the learning system more fruitful & comfortable	.00	4.00	2.81	0.68	-1.01	3.23
Under NEP, ICT helps to get the importance of technology in life and getting new knowledge	.00	4.00	2.80	0.69	-0.64	1.53
ICT helps in developing communication & collaboration skills and makes the learning more easier	.00	4.00	2.81	0.63	-0.75	2.52
ICT helps me become an independent learner and inspires me to express my self	2.00	4.00	2.78	0.55	-0.05	-0.22
Using ICT for doing and submitting assignments from my teachers online	1.00	4.00	2.67	0.65	-0.07	-0.14
Use ICT for discussing and learning topics with teachers online	1.00	4.00	2.67	0.57	-0.36	-0.01
Use ICT for accessing learning materials	.00	4.00	2.71	0.63	-0.76	2.01
Students enjoy learning with the ICT	.00	4.00	2.77	0.59	-0.95	3.04

**Table 5.4 : Table for Calculation**

The table (5.4) shows the mean, standard deviation, skewness and kurtosis of collected data, which are collected in five points likert scale – strongly disagree (0), disagree (1), neutral (2), agree (3), strongly agree (4). The mean score is maximum 3.0 in case of students can take the taste of different disciplines under NEP followed by Multidisciplinary education system under NEP 2020 helps in gaining knowledge of all around (2.97), Multiple entry & exit will benefit student (2.94), Multidisciplinary study under NEP 2020 make students ready for competitive exam (2.92) and so on and mean score is minimum for Options of changing subject to other subject can decrease the seriousness among students (2.15). the maximum variation in responses is seen in case of options of changing subject to other subject can decrease the seriousness among students (1.02), followed by Multiple entry & exit make the education system collapsed (0.90), Under NEP 2020, four-year degree course is more valuable than earlier one. (0.90), The course structure under NEP is holistic and promotes creativity (0.83), Multiple entry & exit will benefit student (0.82) and so on and variation in responses is minimum in case of Use ICT for discussing and learning topics with teachers online 0.57.

**Table 5.5. Correlation Between Variables**

Questions	Under NEP 2020, four year degree course is more valuable than earlier one.	Sig. (2-tailed)
In case of learning it is more flexible than earlier	0.356	0.000
In NEP, education system will be more inclusive for students	0.222	0.009
The course structure under NEP is holistic and promotes creativity	0.258	0.002
Vocational education will benefit students	0.291	0.001
NEP prioritize the use of technology in education	0.186	0.030
Multiple entry & exit will benefit student	0.237	0.005
In NEP, multiple entry & exit helps in loss the year gap of students	0.320	.000
Students can take the taste of different disciplines under NEP	0.395	0.000
Options of changing subject to other subject can decrease the seriousness among students	0.048	0.581
Options of institutional change is beneficial for students	0.302	.000
Multiple entry & exit make the education system collapsed	0.142	0.098
Multidisciplinary education system under NEP 2020 helps in gaining knowledge of all around	0.369	.000
Multidisciplinary study under NEP 2020 make students ready for competitive exam	0.325	.000
Multidisciplinary study under NEP 2020 promote critical thinking and creativity	0.398	.000

Table (5.5) shows the correlation between Under NEP 2020, four year degree course is more valuable than earlier one and other factors - In case of learning it is more flexible than earlier, In NEP, education system will be more inclusive for students, The course structure under NEP is holistic and promotes creativity, Vocational education will benefit students, NEP prioritize the use of technology in education, Multiple entry & exit will benefit student, In NEP, multiple entry & exit helps in loss the year gap of students, Options of changing subject to other subject can decrease the seriousness among students, Options of institutional change is beneficial for students, Multiple entry & exit make the education system collapsed, Multidisciplinary education system under NEP 2020 helps in gaining

knowledge of all around, Multidisciplinary study under NEP 2020 make students ready for competitive exam, Multidisciplinary study under NEP 2020 promote critical thinking and creativity.

A positive and significant relationship is observed between four year degree course is more valuable than earlier one and In case of learning it is more flexible than earlier with ( $r = 0.356, p = 0.000$ ), four year degree course is more valuable than earlier one and In NEP with ( $r = 0.222, p = 0.009$ ), four year degree course is more valuable than earlier one and education system will be more inclusive for students with ( $r = 0.258, p = 0.002$ ), four year degree course is more valuable than earlier one and The course structure under NEP is holistic and promotes creativity with ( $r = 0.291, p = 0.001$ ), four year degree course is more valuable than earlier one and Vocational education will benefit students with ( $r = 0.186, p = 0.030$ ), NEP prioritize the use of technology in education with ( $r = 0.237, p = 0.005$ ), four year degree course is more valuable than earlier one and Multiple entry & exit will benefit student with ( $r = 0.320, p = 0.000$ ), four year degree course is more valuable than earlier one and entry & exit helps in loss the year gap of students with ( $r = 0.395, p = 0.000$ ), four year degree course is more valuable than earlier one and Options of institutional change is beneficial for students with ( $r = 0.302, p = 0.000$ ), four year degree course is more valuable than earlier one and Multidisciplinary education system under NEP 2020 helps in gaining knowledge of all around with ( $r = 0.369, p = 0.000$ ), four year degree course is more valuable than earlier one and Multidisciplinary study under NEP 2020 make students ready for competitive exam with ( $r = 0.325, p = 0.000$ ), four year degree course is more valuable than earlier one and Multidisciplinary study under NEP 2020 promote critical thinking and creativity with ( $r = 0.398, p = 0.000$ ). The diagrammatic representation are shown in the appendix.

### Conclusion:

By introducing a new concept NEP 2020, gives emphasis on various vocational courses. In NEP 2020, a number of thought-provoking ideas are proposed such as decreasing the tension of board exams, introduction to new subjects, falling down the wall of streams and so on which will provide numerous potentials to the students. After 34 years of education system, introducing the new education policy is really a remarkable footstep in the field of education, giving opportunity to the students to choose and learn different subjects according to their choices and preferences. This new education policy 2020 was implemented from last year that is 2023 in Assam. Hope this will bring a revolutionary change in the scenario of education in the days to come.

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#### Appendix

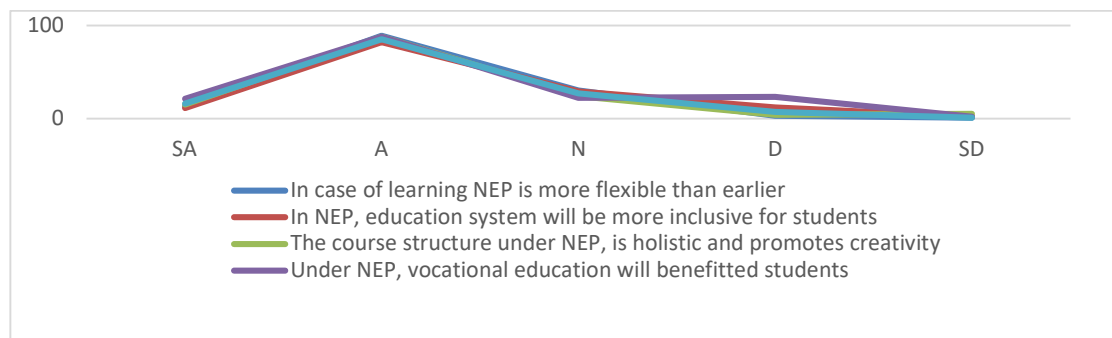


Figure5.1 :

Figure 5.2

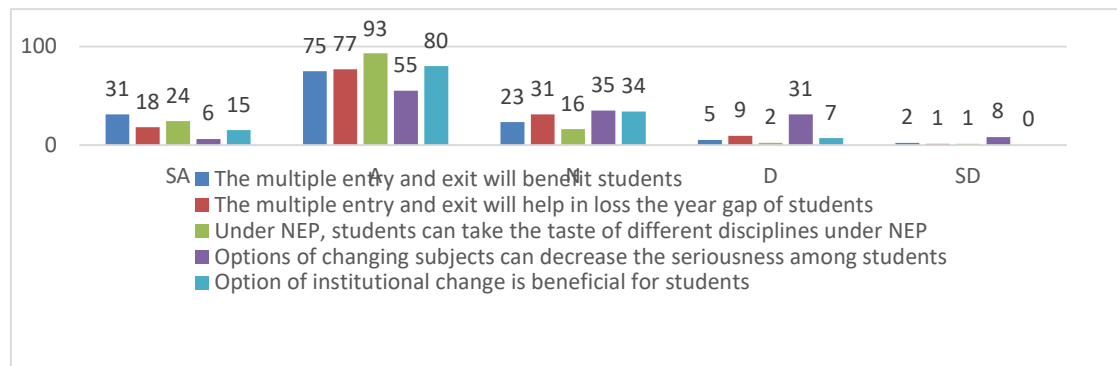


Figure 5.3

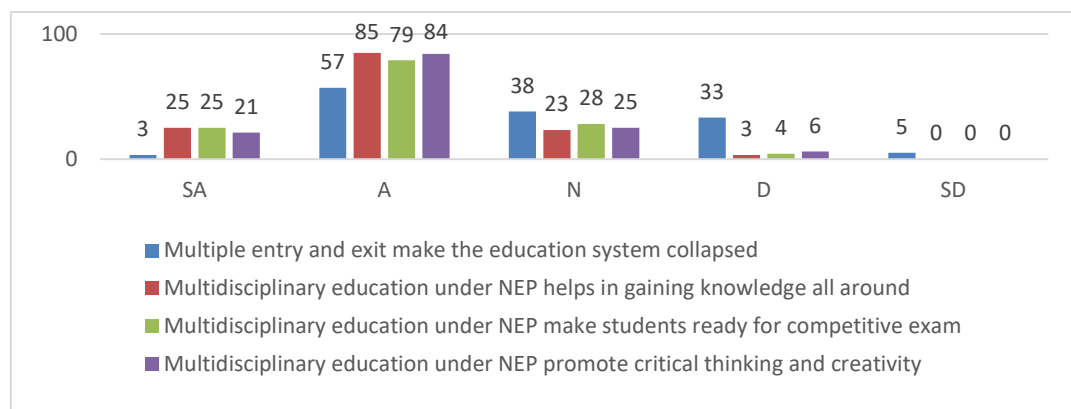


Figure 5.4

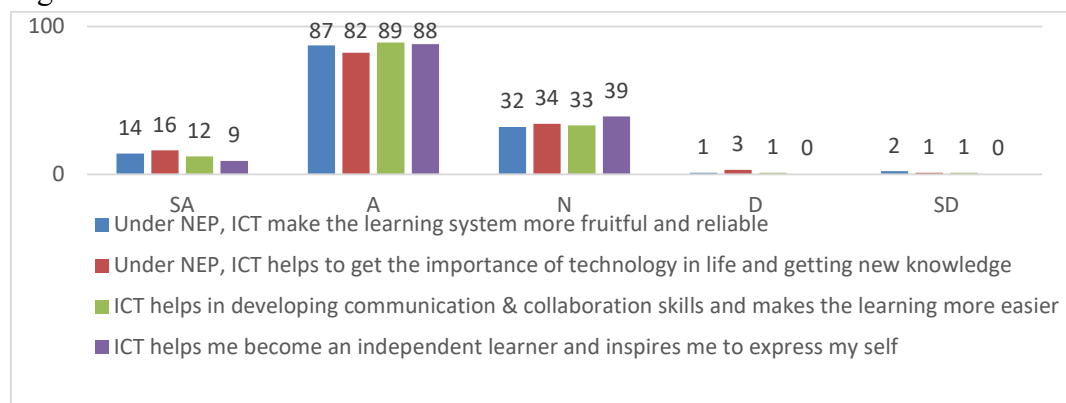


Figure 5.5

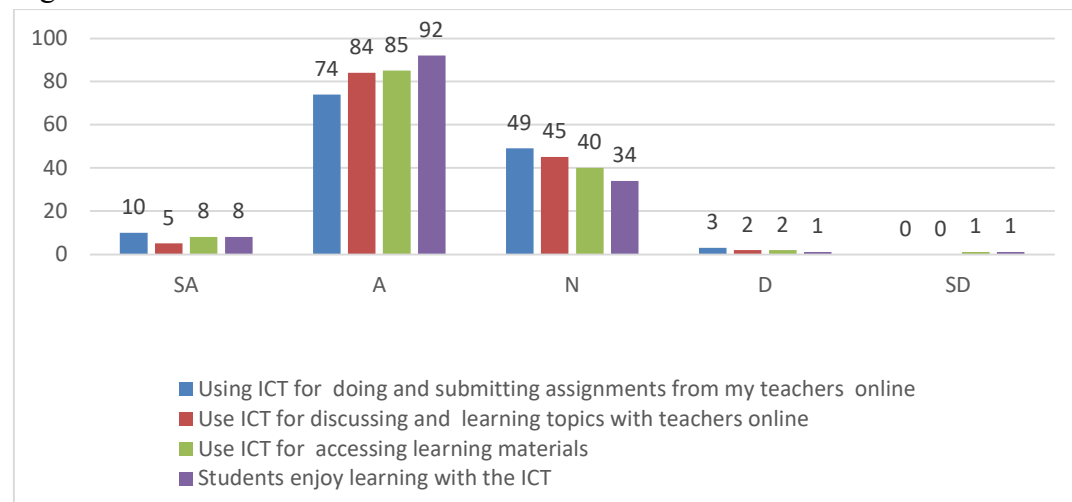


Figure 5.6

