International Research Journal of Engineering and Technology (IRJET) e-ISSN: 2395-0056
Volume: 10 Issue: 03 | Mar 2023 www.irjet.net p-ISSN: 2395-0072

Digitalisation of Education with NEP - 2020 and its Impact on Quality of Life

Priyam Vishwakarma[1], Disha Singh[2]

[1]*Research Scholar, Faculty of Commerce, Banaras Hindu University, Varanasi*
[2] *Research Scholar, Faculty of Commerce, Banaras Hindu University, Varanasi*

Abstract - *This study is designed to investigate the impact of NEP 2020 with digitalisation on quality of life and society. The convenience sampling technique was used to draw sample size and use causal research methodology. Study data were collected from students, academicians and other respondents through a structured questionnaire method. As part of the study, 235 responses were collected from the respondents. In order to analyse the responses, the study was carried out using various statistical tools like exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and linear regression. The finding shows that NEP 2020, with digitalisation, positively and significantly influences the quality of life. NEP 2020 policy is a popular education policy for educational reforms and for a better future of society but the expected implementation of the policy in the context of digitalisation, it would be very difficult, because it needs proper flexible lifelong education and training. So, our policymakers, democratic representative and educational institutions should focus on experimental learning, digital infrastructure, and skill formation and promote digitalisation in education to improve individuals' collaborative learning and quality of life.*

Key Words: ***NEP*** 2020, Digitalisation, Quality of life, Education.

1. INTRODUCTION

The suitable and dynamic adjustments in the educational system that people desire to adopt over time, depending on how adopting cultural expectations grow, have an impact on social growth and impartial democratic processes. Education as a whole is a qualitative phenomenon with enormous potential to influence social, cultural, political, economic, and scientific aspects of human existence.

The Government of India approved the National Education Policy (NEP) 2020 on July 29, 2020, as part of the adoption of the fourth Sustainable Development Goal, SDG4-Education, out of the seventeen Goals adopted by the UN Member States in 2015, with regard to the 2030 Agenda. This National Education Policy 2020 is intended to be the turning point for all of the country. The nation's largest discussion-based documentary on higher education and school education appears to be National Education Policy. This policy resulted from a comprehensive, multi-stage discussion among the various social levels. The policy is based on four foundation pillars.

Foundation Pillar of NEP 2020 (fig. 1)

The National Education Policy (NEP) contributes to tackling the issue of illiteracy, eradicating disparities, and ensuring that all students receive equal educational opportunities (Bottery, 2000**)**. The world is undergoing numerous transformations. The educational systems of various nations guide them toward long-term progress through education. After consulting the Kothari Commission's (1964) report, India's first National Education Policy (NEP) was adopted in 1968 under Prime Minister Indira Gandhi's administration (Tilak, 2018).

Digitalisation is an essential and significant aspect of this policy at all educational levels, and the system's digitalisation process is accelerated by introducing flexibility and lifelong learning. Horspool and Lange (2012), conducted a study comparing face-to-face learning with online learning, students choose online courses to avoid scheduling issues and travel time. The process of enrollment, curriculum design, pedagogy, and evaluation will all be impacted by digitalisation, which will in turn alter individuals enrolled in the formal education system's educational development and knowledge acquisition processes. In the context of the social, cultural, and economic facets of human life in the future of India, this is extremely significant for the quality of life of individuals. According to Kryzhanovsky et al. (2021) examines the correlation to determine the interrelationships that exist between quality of life and digitalisation as well as the potential of the visualization matrix method to determine and monitor national trend in digitalisation in the context of quality of life.

India's Education Policy 2020 ensures that every individual need to develop their creative potential. Education develops not only cognitive abilities and skills, but also emotional, social and ethical skills capacity. This policy is based on the idea of education. It also provides the necessary tools, and resources for developing higher-order cognitive and critical thinking ability.

2. Review of Literature

2.1 NEP 2020 POLICY

Education plays a powerful role in building the nation and decides the nation's future and destiny of the people (Pawan Kalyani, 2020). India's education system has been active and running for the last 34 years and in 2020 new radical reforms have been seen after the supplementation of Nep 2020 in the forthcoming year. The vision of NEP is "By ensuring that everyone has access to a high-quality education, the National Education Policy 2020 aims to create an education system that is focused on India and directly contributes to our country's sustainable transformation into a just and thriving knowledge society". NEP 2020 is the best education policy of the 21st century, designed to address some of the country's growing development needs and propose the revision and revamping of all aspects of education structure (NEP, 2020). National education policy helps in tackling the problem of illiteracy, eliminates disparities, and provides equal and favourable educational circumstances (Bottery, 2020). This policy provides an amalgamation of concepts on providing student competency based on education (Shi et. al, 2020). Government has also decided to establish the National research foundation as an autonomous body under NEP 2020 (Panditrao & Panditrao, 2021). In NEP 2020 also focused on the digitalisation of education. According to R.E. Navarro et.al (2011) integration of technology in learning process enable interaction and interrelation within ongoing communication process. The emergence of new online applications and tools has the potential to transform education by expanding access to education and enhancing learning outcomes (Correa, 2008). We also know that education is also part of life and quality of life also depends on education. The completion of secondary education and free basic education are more likely to improve quality of life (Ngelu et.al, 2017). Different studies have explored different levels of education and associated it with different positive outcomes, including health, well-being and higher social trust (Manstead, A., 2014).

2.2 Digitalisation

Digital technology has changed the education scenario by enhancing teaching, learning, research and governance (Shrivastav & Shrivastav, 2022). Incorporating technology into education offers various benefits, including low cost, quick access, easiness, and flexibility (Saileela et al., 2020). In recent years higher, educational institutions have also experienced various important changes derived from technological and social trends toward digitisation (Milicevic, 2015, Ghemawat, 2017). Adoption of information technology by educational institutions is conceived as an interconnected environment enabling student digital learning (Chen & Wu, 2020). In this regard, NEP 2020 considers one of the principles which is "exclusive use of technology in teaching and learning. Sustainable education from the perspective of ICT considers social transformation, enabling students to transform themselves and the societies, in which they live (Cantwell,2020) & (Basel et al., 2017). Fu (2013) highlights the appropriate use of ICT, which efficiently raises people's, education quality. National education policy has done a stellar job of imbibing technology in education, in Indian context; this also connects what needs to be addressed for the proper implementation of the NEP 2020 (Chakraborty, 2022). In our education system in digital transformation, consider SWAYAM, SWAYAM PRABHA etc., which enhance teaching and learning capability.

2.3 Quality of Life

Education is key issue in research studies and in public debate on quality of life (Don Dumitruionescu et al., 2013). Education brings a range of returns that benefit both the person investing in the education and community in which they live (Stigliz et al., 2009, p.). In social outcomes of education, Pfeifer (2007) mentioned that a well-educated person could achieve social and economic progress and a high standard of living which positively correlated with education. World organizations like the United Nation Development Program (UNDP), the World Health Organization (WHO), and the World Bank popularized the concept of quality of life as a means of assessing people's living conditions. Lonesus et al. (2003) emphasize the relationship between investment in education and quality of life. Quality of life is also related to NEP 2020 policy. A complex issue and a clear result of critical thinking across stakeholders and social development was articulated in a policy called NEP 2020. NEP 2020 is popular for education for educational reforms for a better future in the context of quality of life (Muralidharan et al., 2022). The United Nations' fourth sustainable development goal makes it abundantly clear that the education system's primary objective should be to provide "Quality Education," and it has outlined specific actions that must be taken by 2030. Quality of life is determined by ability to build up social capital, achieve professional goals and reduced quality education (Kryzhanovskij & Baburina, 2021).

3. Research Gap

After a critical evaluation of previous literature related to education and quality of life, it was observed that, most of the study consider that quality of life also depends on the individual's education level. There are very few study which focus on education with digitalisation and its impact on quality of life. So, in this study, we consider our new education policy with digitalisation and it's relations with quality of life.

4. Research objective

We all know that NEP 2020 policy not fully implemented all over the country, its is in introducing phase in operation, so there are different views of people about NEP 2020, which also consider digitalisation and its impact on their quality of life so the objective is

- To analyse the NEP 2020 with Digitalisation and its relationship with quality of life.

5. Hypothesis

H0: There is no significant relationship between NEP 2020 with digitalisation and quality of Life.

H1: There is significant relationship between NEP 2020 with digitisation and quality of life.

6. Research Methodology

6.1 Research design and Sampling

This study is descriptive and causal in nature, where we study the impact of NEP 2020 with digitalisation on quality of life of individual in society. Sampling design for this study was framed based on previous empirical studies. In this study, primary data were collected by using convenience sampling techniques. In this study target population are academician etc. where we collected their views and opinion about its impact on their quality of life.

6.2 Data collection

The data were collected through a structured questionnaire method using both online and offline modes, where we have distributed more than 300 questionnaires; out of these, we got 235 responses from respondents.

6.3 Variable measures

In this study, we consider two constructs: NEP 2020 with digitalisation, where we consider 12 items related to NEP 2020 and 10 items of digitisation in NEP. The scale used in this study is based on a five-point Likert scale from strongly agree to strongly disagree. Another construct is quality of life, which considers real income, individual's ethical, moral and social practices, reduction of social conflicts and increase social interest, social development etc. so here we consider 4 items based on a five-point Likert scale from very high to very low. We adopted these structured questionnaires from (Muralidharan et al., 2022) and modified it according to our study.

6.4 Data Analysis tools

In order to examine the collected data, exploratory factor analysis (EFA) and confirmatory factor analysis were used because in study which scale and the item adopted has been modified it according to our study and validated it with these tools. In study we also applied linear regression to know the impact of NEP 2020 on quality of life.

7. Data Analysis

7.1 Demographic Profile of the Respondents

Table -1

Description	Classification	Frequency	Percentage (%)
Age	18-21 Years	129	54.9
	22-25 Years	76	32.3
	26-30 Years	26	11.2
	More than 30	4	1.7
	Total	235	100.00
Education	Graduation	135	57.4
	Postgraduation	74	31.5
	Ph.D. and others	26	11.1
	Total	235	100.00
Occupation	Student	214	91.1
	Academician	12	5.1
	Others	9	3.8
	Total	235	100.00

Source: Authors' calculation

In total, 235 responses in age we divided it into four categories, in which, from 18 to 21 years, 129 respondents are 54.9% of the total response. The other group is 22 to 25, considering 76 respondents, which is 32.3% of the response. In 26 to 30 years age group, there are 26 respondents, which is 11.2% and the last age group is more than 30 considering 4 respondents which 1.7% of the respondents. In education, we consider graduation were 135 respondents with 57.4%, in postgraduation 74 respondents with 31.5% and in Ph.D. and others, there are 26 respondents. In occupation, we consider students, academicians, and others, where there are 214 students with 91.1%, and 12 academicians, and 9 other respondents.

7.2 Reliability

Table 2

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.847	26

Sources: Authors' calculation

A cronbach's alpha 0.70 or above is considered an acceptable limit, which describes the data's appropriateness and reliability for research purposes (Nunnally,1978). The value attained in Cronbach's alpha is 0.852, which is more significant than the prescribed limit with 26 items of the study. Which indicates consistency in the research.

7.3 Normality Measurement

Table 3

Normality Analysis						
Variable	**Mean**	**Std.**	**Min**	**Max.**	**Skewness**	**Kurtosis**
TNEPDT	3.949	.47597	2.68	4.68	-1.094	1.095
TQOL	3.97	.80016	1.50	5.00	-.993	1.421

Source: Authors' calculation

At the time of data analysis, normality is necessary in data, which is the basic assumption for test (Hair et al., 2015). In order to assess the data normality, skewness and kurtosis calculation were made, and the results are shown in table 3. As all the variables' skewness and kurtosis values fall within the acceptable range of ±2 (Tabachnick & fidell, 2007) and ±7 (Byren, 2010), respectively the results demonstrate the normality of the data.

7.4 Factor Analysis

In factor analysis, consider 26 items in which 12 items are related to NEP 2020 policy, 10 are related to digitalisation, and 4 are related to quality of life. For the analysis purpose used principle component method of exploratory factor analysis. Further for the data analysis, exploratory factor analysis was used, and for the suitability of the data Kaiser- Mayer Olkin and Bartlett's Test of Sphericity was performed (Hair et al.,2010).

Table 4

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.910
Bartlett's Test of Sphericity	Approx. Chi-Square	3164.857
	df	78
	Sig.	.000

Sources: Authors' calculation

Two very important factors were extracted in total variance, which explained more than one eigenvalue. In 26 items after the factor analysis, we consider only 14 items for the analysis purpose. In this analysis, two important factors represent 76.867% of the total variance, which is greater than 60% (Hair et al.,2010), and it is acceptable for the further process as mentioned below:

7.5 Total Variance Explained

Table 5

Initial Eigenvalues			
Component	Total	% Of variance	Cumulative %
1	8.615	61.534	61.534
2	2.147	15.332	76.867

Source: Authors' calculation

In the rotated component matrix varimax method was performed for factor loading, in below table, which shows the factor loading of all used statements. The loading of all given statements are more than 0.5 which considers satisfactory output and makes it's suitable for further analysis.

7.6 Rotated Component Matrix

Table 6

Components	1	2
DG_4 (Educational videos, animations, and picture content are going to be the new mantra of teaching and learning)	.915	
DG_3 (Teaching and critical thinking in the process of learning are going to be compromised in the online mode)	.913	
DG_2 (Online education for regular courses puts financial burden on both providers and users and also on the government)	.881	
DG_1 (The mass online program and computerized network education system will take care of inclusive education.)	.864	
DG_5 (Videos and online demonstration boards are going to be revitalizing various dimensions of the creation and dissemination of knowledge)	.857	
NEP_4(Digital libraries are the future realities and source of considerable information and knowledge for the creative and innovative educational development of individuals.)	.816	
NEP_1(As envisaged by the global education agenda (SDG-4) and subsequently by NEP 2020, it is possible to attain optimal outcomes in the domains of physical, mental, and emotional development)	.775	
NEP_3(The technology-assisted educational system through enjoyable and inspirational books would create an enormous impact on the value system of individuals)	.762	
NEP_2(The professionally qualified educators and continuous assessment could create a strong foundation for early childhood development and quality education for a future paradigm shift in the quality of life.)	.709	
NEP_5(The overall initiatives and comprehensive approach will be undertaken to reduce drop-out rates drastically)	.621	
QOL_4(NEP 2020 would enable, individuals who effectively participate in the digitalized democratic process, to provide appropriate social development and proper functioning of democratic institutions more transparently and equitably. This outcome is expected to be…)		.918
QOL_3(Overall social dynamics in terms of reduction in the social conflict, an amalgamation of social interest, and social development will be….)		.900
QOL_1(After formally going through education based on NEP 2020 your chance of increasing real income is fairly…)		.881
QOL_2(Net consequences of NEP 2020 on individual's ethical, moral, and social practices in day-to-day life will be…)		.860

Rotation Method: Varimax with Kaiser Normalization

Source: Authors' calculation

7.7 Confirmatory Factory Analysis

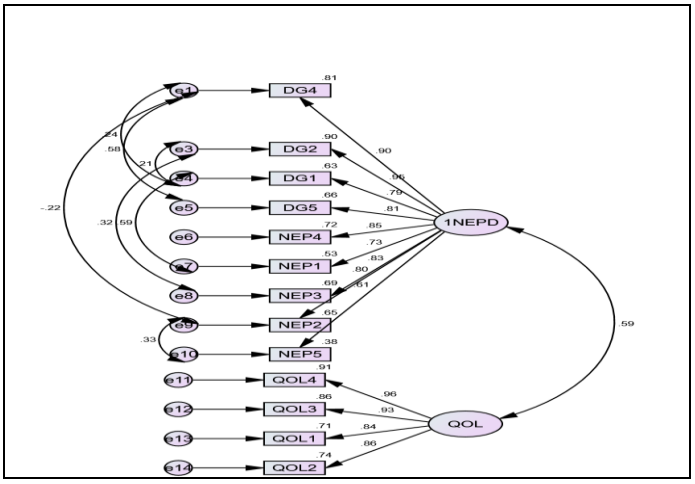

Fig. 2 Measurement Model

The validity of the model in a study considers confirmatory factor analysis with a maximum likelihood process to get the factors loading values, reliability and validity of the scale measurement model. Present model fitness is mentioned in table, which represents the value of threshold limit of fit indices. The main indicator of good model fitness output is chisq/df value which is 2.030 and it consider within the range of acceptable limit which is less then 3 (Hair et al.,2010).

7.8 Model Fit Measures

Table 7

Measure	Estimate	Threshold	Interpretation
CMIN	115.711	--	--
DF	57	--	--
CMIN/DF	2.030	Between 1 to 3	Excellent
GFI	0.926	>0.90	Excellent
AGFI	0.883	>0.80	Excellent
NFI	0.964	>0.90	Excellent
CFI	0.981	>0.95	Excellent
TLI	0.975	>0.90	Excellent
RMR	0.35	<0.08	Excellent
RMSEA	0.066	<0.06	Excellent
PClose	0.06	>0.05	Excellent

Source: Authors' calculation

P value of mentioned item is less than 0.001, which shows that all items are significantly loaded on their respective constructs, and all considered items have standardized factor loading, which is above 0.07, which shows composite reliability (CR) and discriminant validity which used for testing the hypothesis.

7.9 Factors loading, validity and reliability of items

Table 8

Items	Estimate value	AVE	√AVE	Composite reliability
NEP with Digitalisation		0.663	0.814	0.946
DG_4	.902			
DG_2	.948			
DG_1	.794			
DG_5	.811			
NEP4	.851			
NEP1	.727			
NEP3	.832			
NEP2	.805			
NEP5	.615			
Quality of life		0.804	0.896	0.942

QOL4	.956			
QOL3	.927			
QOL1	.841			
QOL2	.859			

Source: Authors' calculation

Convergent validity represents the accepted value for all the considered constructs, and it acceptable limit should be more than 0.50 (Hair et al., 2010). The discriminant validity also showed an acceptable value for a given construct; it should be greater than 0.70. In the study, all constructs have more than 0.70 (Nunnally & Bernstein, 1994).

7.10 Regression Analysis

- **Impact of NEP 2020 with digitalisation on Quality of life**

Table 9

Regression (Model Summary)				
Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.726[a]	.528	.527	8.973
a. Predictors: (Constant), Total (NEPD) NEP & Digitalisation				
b. Dependent Variable: QOL				

Source: Authors' calculation

As indicated in above table

- R shows a correlation coefficient among the exogenous and endogenous variables, which is .726, and it shows a very strong and positive correlation between NEP 2020 with digitalisation and quality of life.
- R square as the coefficient of determination which shows the proportion of variance in the dependent variable that can be explained by the independent variable. From the given table value of .528 that our independent variable explained 52% of the variability of our dependent variable, i.e. quality of life.

Table 10

ANOVAa					
Model	Sum of Squares	df	Mean Square	F	Sig.
1. Regression Residual Total	687.903 1709.220 2397.123	1 234 235	687.903 7.336	93.775	.000[b]

a. Dependent Variable: totalqol

b. Predictors: (Constant), TotalNEPD

In the above (table 10) 95% confidence interval or 5% significance level is chosen for study purposes, and the p-value should be less than 0.05. In the output, it is 0.000; therefore result is significant. The value of F is greater than 1, and the model is efficient model and the value 93.775, which is good.

Table 11

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		.000
1	(Constant)	7.610	.873		8.716	
	TotalNEPD	.228	.024	.726	9.684	.000

a. Dependent Variable: totalqol

Statistically significant of independent variable is predicting the quality of life because the P value is less than 0.05, and it is significant. So, we can say that our null hypothesis is getting rejected, and the alternative hypothesis is getting accepted.

8. Finding of the study

In this study, we consider two factors, and after the analysis, we find that digitisation in NEP 2020 affects the quality of life of an individual. This study is also supported by (Muralidharan et al., 2022). So the quality of education and education system largely determines innovations, economic growth, social justice and quality of life (Ball, 2016, Mundy, Green, Lingard, & Verger, 2016). So NEP 2020 emphasizes on important parameters of quality education such as better enrolment in higher education, teaching and learning outcome etc. (Kishore Kumar et al., 2020). In terms of digitalisation and its impact on quality than not only transform the way people interact with the world around them but also changes their internal world: like attitude to the world, to oneself etc. (Fors, A.C. et al., 2010). In various studies point out that the positive or negative impact of digitalisation on quality of life depends on social economic and political conditions and processes (Kryhanovskij et al., 2021).

9. Conclusion and Implications

Education is one of the important parts of life, and the quality of life depends on quality of education. The government plans on digitisation, a multidisciplinary approach and lifelong learning to strengthen the quality of life. Better implementation of NEP 2020 strengthens social well-being, living standards, growth and prosperity. So, the government and policy maker should focus on proper implementation of NEP and also should focus on those things in education which improve the real quality of life of people. It is considered that system will be best and perfect if it produces the desired result, when it is implemented on ground level and in a very practically manner. So, there we have to watch the implemented version of NEP.

10. Limitations and Future Scope of the Study

This study focused on establishing the relationship between NEP 2020 with digitalisation and quality of life. Therefore, we limit the scope of our study. Further, NEP 2020 makes available a variety of other factors. We can relate it to those factors with quality of life. The limitation of the study is that, this study considers only limited data. At the time of data collection, we found out that many people were not aware of NEP 2020 policy. In the further scope of the study, we can work on a better implementation strategy for NEP 2020 in the whole country, which enormously promotes education awareness and improves the quality of life.

REFERENCES

[1] Alkire, S., Human development: definitions, critiques and related concepts. Oxford Poverty and Human Development Initiative, Working Paper 36, 2010

[2] Ball, S. J. (2016). *Following policy: Networks, network ethnography and education policy mobilities. Journal of Education Policy*, 31(5), 549–566. https://doi.org/10.1080/02680939.2015.1122232

[3] Baser, D.; Ozden, M.Y.; Karaarslan, H. (2017). *Collaborative project-based learning: An integrative science and technological education project*. Res. Sci. Technol. Educ., 35,131– 148

[4] Bottery, M., 2000. *Education, Policy and Ethics.* A&C Black

[5] Cantwell, B. (2020). Explanatory accounts in international and comparative higher education research. High. Educ. Q., 74, 149–161.

[6] Chakraborty, B. (2022). National Education Policy-2020: Opportunities, Challenges and Implications (Book Chapter). January.

[7] Chen, C.-L.; Wu, C.-C. (2020). *Students' behavioral intention to use and achievements in ICT-Integrated mathematicsremedial instruction: Case study of a calculus course.* Comput. Educ., 145, 103740.

[8] Correa, D.K. Education and Training. In *Digital Quality of Life: Understanding the Personal and Social Benefits of the Information Technology Revolution; Information Technology and Innovation Foundation*: Washington, DC, USA, 2008; Chapter 4.

[9] Fu, J. (2013). T*he complexity of ICT in education: A critical literature review and its implications. International Journal of Education and Development using* ICT, 9(1), 112- 125.

[10] Hair, J.F., Anderson, R.E., Babin, B.J. and Black, W.C. (2010), Multivariate Data Analysis: A Global Perspective, Vol. 7, Pearson Publisher, Upper Saddle River, New Jersey.

[11] Horspool, A., & Lange, C. (2012). A*pplying the scholarship of teaching and learning: Student perceptions, behaviours and success online and face-to-face*. Assessment & Evaluation in Higher Education, 17(1), 73–88

[12] Kryzhanovskij, O. A., & Baburina, N. A. (2021). H*ow to Make Digitalization Better Serve an Increasing Quality of Life* ? 1–11.

[13] Lonescu, D.D.; Lonescu, A.M.; Jaba, E. *The Investments in Education and Quality of Life. J*. Knowl. Manag. Econ. Inf. Technol. 2013, 3, 70

[14] Manstead, A. *The wellbeing effect of education. E*vid. Brief. 2014, 34, 1–2.

[15] Milicevic, M. (2015). *Contemporary education and digital technologies. I*nt. J. Soc. Sci. Humanit., 5, 656–659.

[16] Mundy, K., Green, A., Lingard, B., & Verger, A. (Eds.). (2016). Handbook of global *education policy.* West Sussex, UK: John Wiley & Sons.

[17] Muralidharan, K., Shanmugan, K., & Klochkov, Y. (2022). education sciences The New Education Policy 2020 , D*igitalization and Quality of Life in India : Some Reflections.*

[18] NEP 2020. National Education Policy 2020; M*inistry of Human Resource Development,* Government of India: New Delhi, India, 2020.

[19] Ngelu, J.M.; Omwenga, J.; Mungatu, J.; Iravo, M. *Effect of Free Basic Education on Improving Quality of Life in Kenya:* Evidence from Machakos County. Dev. Ctry. Stud. 2017, 7, 54–62.

[20] Nunnally JC (1978) Psychometric theory, 2nd edn. McGraw-Hill, New York.

[21] Pfeifer, A., *Good Practices in Basic Education in Latin America,* OECD Conference, Istanbul, Turkey, 2007

[22] R. E. Navarro, M. J. Pacheco, Y. N. Rangel, & M. S. Montoya, (2011). I*nterregional research forum on virtual learning environments: Integration of academic and technological networks. México: Redtic.* pp. 154–164.

[23] Saileela, K., Lawrence, A.S.A., & Kalaivani, S. (2020). Technology usage and technology addiction of higher secondary students. Journal of Xi'an University of Architecture & Technology, 12(4), 2588-2602. https://xajzkjdx.cn/gallery/242-april2020.pdf

[24] Shi, J., Orkin, J., Chu, S., Walsh, C., Keilty, K.J., McKay, S., et al., 2020. *Paediatric tracheostomy care: an evaluation of an innovative competency-based education program for home care nurses.* B51. Pediatric Sleep II. American Thoracic Society, p. A3682.

[25] Stiglitz, J. E., Sen, A. K., Fitoussi, J.P., *Report by the Commission on the Measurement of Economic Performance and Social Progress; w*ww.stiglitz-sen-fitoussi.fr, 2*009*

[26] Tilak, J. B. (2018). The Kothari commission and financing of education. *In Education and Development in India (*pp. 255-282). Palgrave Macmillan, Singapore.