SGSPM Yeldari Camp's
Toshniwal Arts, Commerce &
Science College, Sengaon
affiliated to
SRTM University, Nanded

Department of English
organised
one day national conference on

National Education Policy 2020: Adaptability & Challenges
17th Feb. 2024

Volume of Abstracts

Editors
Dr. Datta Sawant &
Dr. Rajesh Gore

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one day national conference on

National Education Policy 2020: Adaptability & Challenges

organized by
Department of English
Toshniwal Arts, Commerce & Science College, Sengaon

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Dr. S.G. Talnikar

Organizing Secretary
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Excerpts from Inaugural Address

Prof. Dr. Shailendra Deolankar

Director, Higher Education
Government of Maharashtra, Pune

First of all, I congratulate Toshniwal College for organizing the conference on NEP. I wished I would have present physically for the conference. In Maharashtra, there are 72 universities, out of which 13 public universities, 25 private universities, 25 deemed to be universities, 3 cluster universities, 3 deemed universities supported by the state of Maharashtra and unitary university like J.J. School of Arts, Mumbai. He mentioned the AISHE report, and according to the report, Maharashtra has second largest student population i.e. 45 lakh students in higher education in India and we have second largest number of colleges in Maharashtra. The reforms in the higher education in Maharashtra have been initiated in the last one and half years. And its result is that there are 1900 colleges which have been accredited by NAAC with good grades. In the last year more than 600 colleges accredited by NAAC. In research, Maharashtra has contributed and tops the list in the entire country. Maharashtra tops in the creation of ABC (Academic Bank of Credits) ids in India. We have 164 autonomous colleges in the state. It is a large system of higher education in Maharashtra as per the expansion is concerned. So the NEP becomes obligatory and mandatory to implement from the academic year 2024-2025 in the state. NEP is a drastic change in the overall education system as compared to the previous policies.

Excerpts from Keynote Address

Prof. Dr. Bhimrao Bhosale

Professor in Centre of Applied
Linguistics & Translation Studies,
University of Hyderabad (Retd.),
Hyderabad & Visiting Professor,
Central University of Karnataka

NEP 2020 claims that holistic approach and interdisciplinarity is the soul of this policy. There is interconnectedness between major and minor subjects and disciplines. To make it success, we have to explore all the available resources and also adopt a triangular methodology including qualitative, quantitative and the combination of qualitative and quantitative as well. The object of study is important and it should not be excluded. It should be top-down, bottom-up, within and around.

Whatever recommendations and provisions made in the policy are not new. The interdisciplinarity and multidisciplinarity is old one e.g. the history of epistemology and knowledge production has begun with philosophy and philology and both are interdisciplinary. The separation of the branches of knowledge took place in 19th and 20th centuries. He referred the social semiotic systems and technology as a new approach that should be adopted in the implementation of the policy. According to him, the real challenge is how are we going to use social semiotics, system and process connecting with technology. The policy advocates very strongly interdisciplinarity and multilingualism which is a correction over earlier policies.

Note: for detailed keynote address, please read the report of the conference on page no. 70

Excerpts from Plenary Address

Prof. Dr. D.N. More

Professor of English,
People's College, Nanded &
Member, Management Council,
SRTM University, Nanded

Consolidation and Restructuring of HEIs: as per the AISHE (2018, 2020-2021) survey of Ministry of Education, there are 1168 universities and 45473 colleges in India. In the NEP, these HEIs need to be consolidated and restructures. There are three basic parameters to restructure these institutions: one the single faculty colleges/ institutions will be phased out in the coming days. There are 61% single faculty colleges in India. If these colleges will be phased out, there will be negative implications on higher education spread in hilly, rural and backword regions. The second parameter is those colleges which have not the student strength of 3000 will be phased out and merged, consolidated in the institutions which are centrally located called multidisciplinary institutions. The third parameter is affiliation system will be completely phased out, colleges will be de-affiliated and given autonomous status. This is a serious concern, challenge before all the stakeholders of HEIs.

The government of Maharashtra passed a resolution in the assembly regarding the cluster universities in which 5 crore rupees need to be deposited by the management for the establishment of such university. Only seven positions are allowed and one crore rupees will be provided as the salary of these positions per annum. This will be provided for five universities and later the university must raise its own resources.

Message by Chairman of Institution

Mr. Brijgopalji Toshniwal

Chairman,
Shri Gajanan Shikshan Prasarak
Mandal, Yeldari Camp, Ta. Jintur, Dist.
Parbhani, MS

Dear all,

I warmly welcome the chief guest, keynote speaker, plenary speaker, resource persons, teachers, researchers and students invited for this national conference. The department of English organized ICSSR, WRC, Mumbai sponsored national conference on National Education Policy 2020: Adaptability and Challenges on 17th February 2024. Our college is one of the leading institutions in Sengaon Taluka. The main motto of our college is to give quality education to the students in rural areas. It gives me immense pleasure to tell all of you that our institution has recently got B++ grade (CGPA 2.98) from NAAC, Bengaluru.

The main objective of this conference is to create an awareness about the new National Education Policy 2020 among the teachers, researchers, and students. This conference will be very useful for the teachers, researchers and students to discuss their issues on the national education policy 2020. In this conference, the fellow participants will get knowledge about the national education policy through the deliberation of eminent speakers. I also strongly believe that we need to make sincere attempts to reach out to the new National Education Policy 2020. There may be certain kinds of issues and challenges in implementing this education policy but we have to overcome these issues and challenges while adapting this policy. It is a great opportunity for all of us to listen to eminent speakers on the national education policy 2020 and make this conference fruitful. This conference provides a grand platform to share, exchange and discuss innovative ideas on the new National Education Policy 2020.

I congratulate the department of English for organizing such a nice event.

Best Wishes!

Message by CDC Chairman

Mr. Ramanji Toshniwal

Chairman,
College Development Committee,
Toshniwal Arts, Commerce & Science
College, Sengaon Dist. Hingoli, MS

Toshniwal Arts Science and Commerce college Sengoan has organised the conference on the topic National Educational Policy 2020.

Myself Raman Toshniwal president college development committee congratulates the organizers..

Today we have the need of National Educational Policy 2020 because the world of education has been growing very fast in all aspects specially digital area so to compete with it.. There is a quick need of changing the education policy we are following till now. There are may new facilities that will improve the educational academic year approved by our government for ex college cluster blended mode of education.. and many more. Implementing this facilities will require less finance that will help the rural students and middle class to afford it. Government should take in action that all infrastructure and well qualified teacher's required for this policy must be appointed to the colleges specially in rural area. From beginning our college has been working to give all the required facilities and well education to all our students like digital classrooms, well developed laboratory, computer lab with Wi-Fi MOU with various colleges etc.. Specially our English department is working hard on National Educational Policy 2020and also giving their all efforts to give English knowledge to rural students

Feeling proud to say that our English department is growing very fast in digital aspects...Again congratulates the team for this organizing this conference.

Principal's Address

Prof. Dr. S.G. Talnikar

Principal,
Toshniwal Arts, Commerce & Science
College, Sengaon Dist. Hingoli, MS

On behalf of Toshniwal Arts, Commerce and Science College, Sengaon, I extend a very warm welcome to all the delegates, participants, research scholars and students present today for the national conference on National Education Policy 2020: Adaptability & Challenges. Our college is expanding the excellence of education in the hilly and remote area. Our institution has excellence of quality education, to ensure the students their own space to learn, grow and broaden their horizon of knowledge by indulging into diverse spheres of learning.

Department of English, Toshniwal Arts, Commerce and Science College, Sengaon has been organized ISSCR, WRC, Mumbai sponsored the National Conference on National Education Policy 2020: Adaptability & Challenges on 17th February, 2024. It is a great opportunity for the researchers, faculty members, academicians, research scholars and students to enlighten and exchange their knowledge on the new national education policy 2020. Education is the mode and medium of cultivating the mind of young learners with the help of education. The national education policy is based on five cardinal pillars such as- access, quality, accountability, equity and affordability. The policy will lead us to innovation in the field of education. While adapting this policy, we have to face certain kinds of challenges like multiple exit, entry, academic bank credit, blended mode of teaching-learning, multidisciplinary approach in higher education. This policy emphasizes on the empowerment of students, teachers and researchers. However, this policy has certain advantages and disadvantages. The conference will be very useful to listen to expert deliberations on the National Education Policy 2020. It would provide a grand platform to discuss, share, and exchange your ideas about the national education policy 2020. Globalisation, privatisation and digitalisation today have dramatically reshaped the education system in India and created tremendous opportunities for internationalization,

Message by Principal Contd.

especially transnational or cross-border education through new national education policy 2020. I wish to discuss and deliberate on the dynamics of National Education Policy 2020.

I wish to welcome and thank of our chief guest and eminent speakers, Shailendra Deolankar, Director, Higher Education, Government of Maharashtra, Pune; Dr. Bhimrao Bhosale, Professor, Center of Applied Linguistics & Translation Studies, University of Hyderabad and Dr. Dnyandev More, Professor, People's College, Nanded and Member of Management Council, SRTM University, Nanded.

The department of English is one of the leading departments of our college. It is actively engaged in organizing different kinds of curricular, co-curricular and extra-curricular activities for all inclusive development of students. The department organized an English Speaking Course for students of different colleges to develop their LSRW skills as an extension activity. The department has organized national conferences, workshops, webinars and seminars for the students and faculty members to enlighten their knowledge. My best wishes with the department of English to make the conference a grand success.

We welcome you all to Toshniwal College, Sengaon and hope that this conference will act as an intellectual feast for all of us present here to ponder upon the topic of National Education Policy 2020, its adaptability and challenges. Thank you!

Organizing Secretary's Address

Dr. Rajesh S Gore

Associate Professor & Head,
Department of English,
Toshniwal Arts, Commerce & Science
College, Sengaon Dist. Hingoli, MS

Education plays a very vital role in the life of human beings. As Mahatma Phule said, "education illuminates the lives of human beings, vice versa illiteracy darkens life". We are following the old traditional education system for teaching, learning, evaluation and research. However, there is a great need for educational reform in India. Time to time, the National Policy on Education was under the process of reformation during the different periods of the different Central Govt. of India. Now the National Education Policy 2020 has been reformed the Govt. of India. The National Education Policy was formed by the Govt. of India to promote and regulate education in India.

The main objective of the conference is to make aware the researchers, faculty members, research scholars and students about the new National Education Policy 2020. Higher education has to adopt the new structure, mode, methods of teaching-learning, evaluation and research. The conference will be a great platform for the faculty, research scholars and students to explore and deliberate innovative aspects of NEP 2020. It also deals with the adaptability and challenges of National Education Policy ahead.

Dr. Shailendra Deolankar, Director, Higher Education, Maharashtra Government, Pune as chief guest for the conference. Dr. Bhimrao Bhosale, Professor, Center of Applied Linguistics & Translation Studies, University of Hyderabad as keynote speaker and Dr. Dnyandev More, Professor, People's College, Nanded and Member of Management Council, SRTM University, Nanded as plenary speaker for the conference. We are thankful to all these distinguished delegates for being a part of this national conference on National Education Policy 2020: Adaptability and Challenges.

We have received huge response from the participants for the conference. The selected papers will illustrate the quality and innovative

Organizing Secretary's Address Contd.

concepts used in the National Education Policy 2020. The researchers have written their papers on the different themes and topics highlighted in the education policy. The conference provides a live platform to the researchers, faculties and students to deliberate their innovative ideas and concepts mentioned in the NEP 2020. Fellow participants shared and exchanged their original ideas and knowledge to reach the aforesaid objectives of the conference. The active involvement of participants' presentations should motivate the fruitful discussions and exchange their ideas in the conference.

We hope that the participants would enjoy this conference a lot. It is meant to be a friendly and fruitful conference for sharing your own experiences and initiating new ideas on National Education Policy 2020. It would be a great experience for the participants to listen to great deliberations on the National Education Policy 2020.

Of course, this conference would not be possible without the moral support of our Mr. B. R. Toshniwal, Chairman, Mr. Ekshingeappa, Vice-Chairman, Mr. Umrao Shelke, Secretary, SGSPM, Yeldari Camp, Mr. Ramanji Toshniwal, Chairman, CDC and Prof. Dr. Shripadji Talnikar, Principal of our college. It is our duty to acknowledge the hard work done by all teaching and non-teaching members of our college in making this conference a grand success.

Convener's Address

Dr. Datta G Sawant

Associate Professor of English,
Toshniwal Arts, Commerce & Science
College, Sengaon Dist. Hingoli, MS

It gives me an immense pleasure to share a few words as the convener of one day national conference sponsored by ICSSR WRC Mumbai entitled National Education Policy 2020: Adaptability & Challenges. The Government of Indian has launched a pilot project in Indian Higher Education System in the form of National Education Policy 2020 (NEP 2020) to bring about the vast reforms in the education sector. The policy-bill has been passed in the Parliament on 29th July 2020 and the roadmap of it's implementation was designed to reach to all the geographical spheres of the continent-country like India. The policy has given rise to a number of deliberations among policy composers, policy makers, implementors, all the educational stakeholders like teachers, students, parents, principals, institution managements and administration, and common people which resulted into the organizations of the same number of workshops, seminars, symposiums and conferences on various levels. The state governments took initiatives in the process of implementation and the state government like Maharashtra began the programmes like School Connect Programme to spread awareness among the students, teachers and parents, so that the policy implementation would be smooth and without flaw. But no policy could be without flaws or challenges. Hence, all the stakeholders of education are conscious about the implementation and results of this policy. The governments are supporting awareness activities and events regarding the policy.

The Government of Maharashtra showed an enthusiastic interest to implement the policy in the academic year 2023-24, but due to the lack of well-preparedness of HEIs and it's stakeholders, it was postponed to the next year i.e. 2024-25. The present conference is one of the results of such deliberations in the higher education to discuss the inherent and fundamental traits and issues of the policy and implementation. The present conference is organised with a few objectives: to discuss and deliberate on the policy, find out the issues in

Convener's Address Contd.

implementation and difficult spots in the policy, to show the reformative measures taken in the policy, tackle the opportunities through the policy, to present and publish the research proposals and papers related to the policy, and further extend the research horizon regarding the implementation and outcome or results of the policy.

Under NEP, the HEIs have to adopt the new structure, mode, and methods of teaching-learning, evaluation, and research. In the light of NEP 2020, the changes that need to be adopted by HEIs are very crucial. Hence the main theme of the conference National Education Policy 2020: Adaptability and Challenges is chosen which is meant to explore and deliberate on various aspects of NEP 2020, its adaptability and the challenges ahead. Some of the sub-themes are extended as: restructuring and consolidation of HEIs, multidisciplinary education, types of HEIs, ethics and values, financial provisions, R & D, technology, promotion of Indian art, culture & languages, online education, previous policies on education, apex bodies, student centric education, regulatory system, equity & inclusion, curriculum & syllabus design, IKS, vocational & skill education, blended mode, etc.

Now, as the convener of the conference, I take this opportunity to express my sincere gratitude to the Director, ICSSR WRC, Mumbai for availing the fund for the conference. I extend the warm thanks to the chief guest Dr. Shailendra Deolankar, Director, Higher Education, Government of Maharashtra, Pune for accepting our invitation and delivering the inaugural address. I am feeling indebted to my Guru Dr. Bhimrao Bhosale for his kind acceptance of the invitation as Keynote Speaker and delivering the address. It is a wonderful opportunity to listen to Dr. D.N. More, a renowned scholar on higher education, I owe to his expertise and address he delivered as plenary speaker.

Further, I thank Mr. Brijgopalji Toshniwal, Ramanji Toshniwal & Prof. Dr. S.G. Talnikar for their constant support in organizing the event. I would like to be in the debt of my colleague and Head of the Department, Dr. Rajesh Gore for his constant support and meticulous efforts in carrying out the event successfully. The event would have not been possible without his encouragement all the time. My vote of thanks goes to all my fellow participants and the chairman of the technical sessions, my colleagues in the college and from out side of the college. Thank you one and all.

Role of Teacher in NEP – 2020

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Abstract

Education is the process of learning or acquisition of knowledge, skills, values, morals, and beliefs for full human potential. National Education Policy 2020 (NEP 2020) has been designed to put the teacher at the center of the fundamental reforms in the education system in India. It is a well-established fact that education is a lifelong process, and the teacher is the most important factor in each citizen's learning journey. NEP 2020 aims for equitable access to the highest-quality education for all learners. NEP ensures that all students at all levels of education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. The NEP 2020 lays emphasis on developing the "creative potential" and "higher-order cognitive capacities" of students. That includes "critical thinking and problem solving" apart from "social, ethical, and emotional capacities and dispositions. Keeping in mind the importance of teachers in the education system, the NEP-2020 has underlined the role of teachers along with the desired attributes of teachers for nation-building. In this policy, the teachers have been put at the center of the most needed fundamental reforms in the education system. The policy has also emphasized re-establishing teachers, at all levels, as the most respected and essential members of our society, as they shape the future generation of the country. As a step forward, the NEP-2020 has also elaborated on the recruitment of good teachers in a transparent method, to give autonomy while also instilling a sense of responsibility and accountability in every teacher.

Key Words: NEP 2020, Teacher's Role, Multidisciplinary Approach, Challenges to teachers

Undergraduate Curriculum Framework in NEP – 2020

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Abstract

The NEP 2020 envisages flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts, including vocational courses. It also envisages multiple entry and exit points and re-entry options, thus, creating new possibilities for life- long learning. The NEP-2020 envisages a student centric educational system with an opportunity to learn multiple courses and programmes and provides a comparable and globally competitive educational system. It transforms the existing Higher Educational System into creative, innovative and research oriented system. To begin with, foundational literacy and numeracy are the key themes of NEP 2020. According to NEP 2020, by the time students complete class 3, they ought to achieve foundational learning standards. According to the revised guidelines, students will now also get a choice between single major and double major and interdisciplinary choices of subjects. Currently, students get an honours degree after three years of college studies. However, now, students will get options of pursuing two types of honours degree — honours and honours with research. The four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirement. However, the students who secure 75 per cent marks and above in the first six semesters but wish to undertake research at the undergraduate level will be allowed to choose a research stream in the fourth year.

Key Words: NEP – 2020, Curriculum Framework, Choice Based Credit System, Principles of Curriculum.

NEP 2020: A Critical Analysis of its Impact on Higher Education in Maharashtra

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Abstract

India's adoption of the National Education Policy 2020 (NEP 2020) marks a significant transformation in its education system, aiming for a learner-centric, inclusive, and innovative approach. This review critically analyzes the impact of NEP 2020 on higher education in Maharashtra, a prominent state with a robust educational sector. While Maharashtra shows enthusiasm for implementing NEP 2020, challenges include financial constraints, coordination hurdles, and resistance to radical shifts. The policy presents opportunities for enhancing education quality, access, and employability. The article emphasizes the need for careful planning, collaboration, and customization to align NEP 2020 with Maharashtra's diverse context. The study includes a comprehensive literature review on policy implementation challenges, objectives of NEP 2020, issues, methodology involving data analysis and educational status evaluation, and a critical analysis of Karnataka's decision to reject NEP 2020. Navigating challenges in Maharashtra involves addressing funding uncertainties, linguistic complexities, curriculum overhauls, infrastructure deficits, equity concerns, and coordination issues. The article concludes with proposed solutions to overcome these challenges, urging policymakers to view obstacles as opportunities for innovation in NEP 2020 implementation.

Key Words: NEP 2020, Higher Education, Policy Implementation, Challenges and Opportunities, Maharashtra.

Exploring the Implications of NEP 2020 for Individuals with Learning Disabilities

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Abstract

The National Education Policy (NEP) 2020, a comprehensive reform initiative in India, seeks to transform the education landscape through substantial alterations in curriculum, pedagogy, and assessment methodologies. This paper delves into the specific repercussions of NEP 2020 on individuals grappling with learning disabilities, emphasizing the necessity of ensuring the policy's inclusivity and overall benefit. Examining the impact on this demographic, the paper identifies potential areas requiring modification to foster an education system that caters to diverse needs. Additionally, it sheds light on the anticipated challenges for individuals with learning disabilities and provides recommendations for policymakers, aiming to facilitate an implementation of NEP 2020 that is genuinely advantageous for all stakeholders. The study underscores the importance of adapting the policy to accommodate the unique requirements of learners with disabilities, promoting equitable education opportunities.

Importance & Work-Procedure of Academic Bank of Credits in NEP 2020

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Abstract

Education is the backbone of the any country on the earth. It implants knowledge in the minds of the youths and converts than mind into a wise citizen them become a new think tank. These think tanks decide the future of our country. The secret of development of developed countries lies in their educational policies. New India is also thinking in the same way, I remember one quote by Alfred lord Tennyson, "The old order changeth yielding place of new, and God fulfils Himself in many ways." This can bring the reality in front as to accept the change is the need of the time. Old national education policy also went from a change. The national education policy 2020 is a inclusive road map for the urban and rural professional training. It is a aim to achieve some changes in the educational methods of India till 2040. The central government also approved this. On 29th July 2020, the ministry of government of India has proposed the outline of the vision of the new education policy 2020. NEP 2020 can make the nation more sustainable and more justice making. This has an aim to give quality education, and improve the education system of the India, this can improve social and economic conditions. The vision of new education policy is to secure the future of India.

Key Words: NEP 2020, ABC ID, Function of ABC, Importance of ABC, Subject Description.

New Education Policy 2020: Implication And Challenges

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Abstract

Education is one of the most important sectors in the development of any Nation. Education plays a pivotal role in strengthening a basement of youth. Now a day, human resource is treated as an asset, which can be considered as an investment, can give return in the form of growth and progression of country. As a time changes, the change in education sector is also required. Current education era should be focused towards skill enhancement and experiential learning. This research is mainly highlighting the historical background of education policy in India. It also focuses on the analysis of the major changes in NEP-2020. This paper is based on the analytical approach for getting the knowledge about the impact of NEP on Higher Education. NEP 2020 is expected to uplift the higher education system in India. The vision of NEP 2020 is to enhance the qualitative education in India through flexibility in master programs, life-long learning and multi-disciplinary educational access and effective governance. NEP 2020 is largely a very progressive document, which influences on the current socio-economic scenario and the prospect to meet future challenges. If it is implemented in proper manner then it will make India global hub in education by 2030.

Key Words: NEP 2020, India, higher education institution (HEI), gross enrollment ratio (GER), employment, experiential learning, effective governance.

Legal Education Through Window of NEP 2020: An Analysis

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Abstract

NEP 2020 is expecting massive transformation in education through its ancient system of education and to bring up an equitable and vibrant knowledge society. The NEP is founded on the five guiding pillars of access, equity, quality, affordability, and accountability. Amidst globalization, higher education in India is passing through transformation phase. To align with global state of affairs present National Education Policy, 2020 has been introduced encompassing pre-primary education to higher education including Ph.D. NEP 2020 focuses on traditional UG, PG Programs as well as professional and technical Programs in its arena. In dealing with professional programs, NEP, 2020 is in the phase of development especially about legal education third party that is regulating authority plays crucial and integral role, the Bar Council of India. The Advocates Act, 1961 empowers the BCI to regulate legal education in India. Hence, while drafting policy for legal education, role and expectations of BCI needs to be taken into account. Similarly, BCI is also expected to look into the NEP for efficient and effective implementation of NEP 2020.

Key Words: Legal education, profession, Program, Role.

An Analysis on Digital Education and Digital Divide

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Abstract

This paper aims at analysing the Digital Education and Digital Divide in view of National Education Policy -2020. New National Education Policy (NEP) – 2020 came into force in India recently with the approval of Union Cabinet. The policy aims at making 'India a global Knowledge superpower'. It is the third major education policy in India since independence. Digital education is the innovative incorporation of modern technology and digital tools to assist in the process of teaching and learning. It is also known as technology enhanced learning, digital learning, e-learning. It means technology is playing vital role in the education. This concept of digital learning is not new but it came to lime light during the Covid-19 pandemic situation. The Digital divide in education is the gap between those with sufficient knowledge and access to technology and those without. The digital divide refers to the gap between demographics and regions that have access to modern information and communications technology and those don't have access. In other words, it is the gap that exists between individuals who have access to modern information and communication technology and those who lack access. Many studies conducted by individuals and experts has presented the digital divide or digital gap across the states, regions, groups, rural-urban etc. a study by the Azim Premji foundation in 2021 showed that almost 60% of school children in India cannot access online learning opportunities.

Key Words: NEP-2020, Digital Education, Digital Divide, Teaching-learning.

The Implementation of NEP 2020 at the Tertiary and Post-Tertiary Level in the West Bengal Education System: Problems and Disadvantages

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College Whole Time Teacher, Department of English,
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Abstract

After almost thirty six years of the last policy, i.e. The NPE 1986, we finally have a new one which aims to change the fundamental framework for elementary education to higher education, as well as vocational training in both rural and urban India. The National Education Policy (NEP 2020) enacts numerous changes in the existing corpus, beginning from the primary, to upper primary, and the higher education system. Several states of India including Karnataka, Madhya Pradesh, Maharashtra, and Uttar Pradesh, have already implemented the NEP 2020. But, is West Bengal Education System ready to accept these changes? We have not fully recovered from the embezzlement caused by COVID-19, and yet another huge change in the existing structure can create an outcry throughout the state. The proposed paper aims to examine the probable challenges West Bengal Education System might face after the implementation of NEP 2020. The problems can be categorized from three major perspectives. First, the problems faced by the teachers in relation to pedagogy and classroom dynamics. Secondly, problems faced by the learners in case of accepting the new structure both externally and internally. And thirdly, the perspective of the 'System' that includes the administration. The paper proposes to identify the probable problems related to the these three sections, and will try to focus on the disadvantages of the proposed changes at the Tertiary and Post-tertiary level [Higher Education] posed through the implementation of NEP 2020 in West Bengal Education System.

Key Words: Classroom Pedagogy, NEP 2020, Problems related to Teachers and Learners, Tertiary and Post-Tertiary Level, West Bengal State Education System.

Transforming Education in the Digital Age: The Imperative of Technology Integration under India's National Education Policy 2020

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Abstract

This paper examines, within the context of India's National Education Policy 2020, the necessity of integrating technology into education reform. The necessity of utilising digital technologies to improve educational access and learning outcomes is becoming more widely acknowledged as a result of their rapid growth. A thorough reform path for the Indian education system is provided by the National Education Policy 2020, which places a strong emphasis on integrating technology into teaching at all levels. The promotion of digital literacy, the adoption of online and blended learning methods, and the creation of digital infrastructure are some of the major policy elements pertaining to technology integration that are examined in this study. It also covers the opportunities and difficulties involved in putting these ideas into practice, including making sure that everyone has access to technology, dealing with digital divide in the education sector.

Key Words: NEP 2020, Imperative, Technology, Transforming, Education, Integration.

Impact of National Education Policy-2020 on the Tribal Education

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Abstract

The National Education Policy-2020 is a key policy document that raises the expectations of all the people in India, including the tribal communities as it focuses on education for a holistic development. It is necessary to understand the NEP document from the perspective of the tribal communities, traditions and culture, etc. It requires a dialogue between policymakers, practitioners, and all stakeholders to identify the basic issues and suggest changes, if necessary, as per the requirement of the tribal communities. Education among the Scheduled Tribes needs more attention, as the overall presence of their students in higher education remains lowest in comparison to other classes. The issue of education among tribal communities is not only limited to infrastructure or accessibility but also has concerns with quality and representation in the curriculum. For this research article the research scholars have selected secondary data collection methods through Govt. reports, reputed journals, research articles and internet websites etc. The research scholars have implemented exploratory method to explain the data. This paper mainly focuses on impact of NEP 2020 on tribal education.

Key Words: NEP 2020, Tribal Education, Communities.

Exploring the Integration of Home Science Curriculum within the NEP Framework

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Abstract

This paper focuses on integration of Home Science curriculum with the principles and objectives outlined in the National Education Policy (NEP). Home Science education, encompassing various facets of household management, extension, nutrition, textiles, and human development, plays a pivotal role in nurturing comprehensive life skills among learners. However, the seamless integration of Home Science into the NEP presents several challenges, including curriculum alignment, resource allocation, teacher training, perception, assessment methods, and collaborative efforts. Despite these hurdles, the NEP offers promising opportunities to leverage Home Science education's multidisciplinary nature, emphasis on skill acquisition, and commitment to inclusive education. Through strategic measures such as curriculum reform, capacity building, awareness campaigns, and stakeholder engagement, Home Science can effectively complement the NEP's vision of holistic development, practical learning, and equitable access to education. This paper advocates for proactive collaboration among policymakers, educators, and stakeholders to capitalise on the synergies between Home Science and the NEP, thereby maximising their collective impact on educational outcomes and societal well-being.

Key Words: NEP 2020, Home Science, Education, Integration.

Redefining Education: Assessing the Key Components of National Education Policy 2020

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Abstract

The National Education Policy (NEP) 2020 heralds a transformative era in India's education landscape, aiming to revolutionise the system to meet the evolving needs of the 21st century. This abstract provides an overview of the key components, objectives, potential impact, challenges, and implications of NEP 2020. NEP 2020 is founded on the principles of equity, quality, access, and affordability, with a focus on promoting holistic development, creativity, critical thinking, and innovation among learners. The policy emphasises foundational literacy and numeracy, flexible curriculum and pedagogy, competency-based assessments, teacher empowerment, digital education, and higher education reform. The potential impact of NEP 2020 is far-reaching, with the potential to enhance learning outcomes, improve teacher quality, promote inclusive education, and foster innovation and entrepreneurship. However, successful implementation faces challenges such as funding constraints, resistance to change, and socio-economic disparities. NEP 2020 has significant implications for India's education system, signalling a shift towards student-centred learning, personalised education pathways, and a stronger focus on research, innovation, and vocational education. It underscores the importance of collaboration, coordination, and continuous monitoring and evaluation to ensure the policy's objectives are realised. In conclusion, NEP 2020 represents a bold vision for transforming India's education system, with the potential to shape the future of the nation by equipping learners with the knowledge, skills, and values needed to thrive in an increasingly complex and interconnected world.

Key Words: affordability, holistic development, innovation, pedagogy.

National Education Policy 2020: Reforms in Higher Education

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Abstract

National Education Policy 2020 has recommended for both school education and higher education-Section 1-8 for school education and 9-11 for higher education. This policy envisions an Indian centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. Higher education plays an important role in promoting human as well as social well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and younger Indians are likely to aspire for higher education. The present paper focuses on reforms in higher education in National Education Policy 2020.

Key Words: NEP, Reforms and Higher education.

The Crucial Role of India's National Education Policy 2020 in Shaping the Present Era

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Abstract

The National Education Policy-2020 (NEP-2020) in India marks a transformative milestone in the country's education landscape, aiming to address the evolving needs of the present era. This comprehensive review explores the significance of NEP-2020 in shaping a more inclusive, holistic, and globally competitive education system. Drawing upon key provisions and reforms outlined in the policy, this article delves into its potential impact on educational accessibility, pedagogical methods, skill development, and the overall socio- economic development of the nation. India's National Education Policy (NEP) of 2020 marks a significant departure from the traditional approach to education, signalling a paradigm shift that aims to address the evolving needs of the contemporary world. This comprehensive policy overhaul is designed to be a transformative force, impacting every facet of the education system, from early childhood to higher education. The NEP-2020 focuses on multifaceted objectives, such as improving the quality of education, fostering critical thinking, and aligning curricula with global standards. Emphasising flexibility and exclusivity, the policy envisions an educational ecosystem that caters to the diverse needs of learners and prepares them for the challenges of the present era. This abstract provides an overview of the crucial elements of India's National Education Policy-2020 and its far-reaching implications in shaping the present era. Through a holistic and forward-looking approach, the NEP-2020 aspires to redefine education in India, preparing students to thrive in an ever-changing and interconnected world.

Key Words: NEP 2020, Accountability, Higher Education, Flexibility.

An approach to design and development of the Auditory Training App

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Abstract

Hearing loss most often physically occurs in the ear but also affects our brain and how we interpret and understand sounds. Hearing loss is causing the brain to work harder to filter out the pertinent speech information from the background noise.Auditory training is also referred to as "aural rehabilitation" and "hearing exercises". The goal of auditory training is to help improve working memory and increase auditory processing speed. Due to shortage of audiologists affects fight against hearing loss. Smartphone hearing test applications are providing alternative tests in undeserved areas that provide low-cost solutions that can result in early detection. This is particularly important in developing areas where audiology services are unavailable.Auditory training can be done at home with a program set up by your audiologist or completed through apps available on smartphones, tablets, and computers. These programs are designed to act like a game so it is interactive and fun to do. This paper elaborate the approach to design and develop the mobile based auditory training App.

Key Words: Auditory training, AudiTrain, Speech Banana, Hearing loss, Mobile App.

India's National Education Policy 2020 in Higher Education Institutions: A Perspective

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Abstract

The National Education Policy (NEP) 2020 has been designed to bring significant transformation in the Indian higher education. NEP 2020 focuses on Multidisciplinary education, ethics, values Indian Art, Culture & Languages in Higher Education. This policy emphasises the ancient Indian Education System especially known as 'Gurukul System'. The objective of this policy is to develop skilled manpower to make India a developed country in near future. Students learn effectively if they do practical with theory. In NEP 2020 experiential learning has given more importance. The technology will be integrated with education system so that, students can get more exposure to practical. In this article a review about the NEP 2020 has been conducted. This paper also highlights features of policy like nature of higher education institutions, equity and inclusion, etc. This article can be summarized as follows: NEP 2020 emphasises on student centric education.

Key Words: National Education Policy 2020, higher education, multidisciplinary education, equity, inclusion, curriculum design.

Future of a Nation Rests on It's Education Policy

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Abstract

The process of economic, social, and cultural development is built on education. A nation's education policy serves as a road map for its future development. Therefore, it is crucial that an education policy be future-oriented. An education policy represents the direction of a country's future development. The Government of India announced its first education policy of the 21st century. This new education policy comes after 34 years, since the 1984 policy. Currently, there is a lot of discussion surrounding this policy. It is widely accepted that education is a powerful tool for transforming lives. As society becomes more aware of the importance of education, we can all emphasise this point. After the central government formulated the policy, many states have adopted it. Some states have opposed it, while Maharashtra has begun the process of implementing it. The government has also made an announcement regarding this. However, the government faces a significant challenge in implementing this policy. The success or failure of a policy depends on the implementation of the policy by the workforce, considering its expected role. Therefore, if rapid change is to be brought about, it is necessary to have a capable and transformative workforce. This is why the policy suggests significant changes. Some new institutions will be established. To implement the policy, a large amount of funding is required. The availability of funds for this purpose is also equally important.

Key Words: Education Policy, Future of Nation, Equality, Equity.

Building a Sustainable Future: NEP 2020's Role in Advancing the SDGs in Education

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Abstract

The National Education Policy (NEP)2020, hailed as a transformative document, envisions an inclusive, equitable, and quality education system that caters to the diverse needs of learners while aligning with global sustainability agendas. This research article explores the symbiotic relationship between India's NEP of 2020 and the United Nations' Sustainable Development Goals (SDGs) within the realm of education. By examining the NEP 2020's alignment with SDG targets, the study investigates how India's educational policies contribute to the broader agenda of sustainable development. Through interdisciplinary analysis encompassing policy frameworks, stakeholder perspectives, and implementation challenges, the research assesses the effectiveness of NEP 2020 in promoting universal access, quality education, and inclusive practices. By shedding light on the policy implications and opportunities for collaboration, the study offers insights into leveraging educational reforms to address societal challenges and foster a sustainable future. This research underscores the pivotal role of national educational policies in advancing the global sustainability agenda and emphasizes the need for concerted efforts to integrate SDGs into educational practices effectively. It underscores the imperative of collaborative efforts among policymakers, educators, civil society, and international stakeholders to build a sustainable future through education.

Key Words: NEP, inclusive, sustainable, SDG, equitable, collaboration, challenges.

NEP 2020 and Role of Teacher

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Abstract

The National education policy 2019 envisions an Indian-centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The present conceptual research paper is to study the objectives of National Education Policy 2019, features and role of teachers with prime aims (i) To understand the basic element of NEP 2019. (ii) To discuss the Features of NEP 2019. (iii) To discuss the role of teachers as per NEP 2019. (iv) To discuss the basic observations related to NEP 2019.The present conceptual paper based on the NEP 2019: Features of NEP and Role of Teacher. The present paper focuses on the basic elements of national education policy 2019. The present paper discusses the Features of NEP 2019. The present paper focuses on role of teachers for nation building. The present paper studies the National policies and the interrelation to the teachers. Also the present paper focused on role of teacher, as a Teacher is to shape the minds of the younger generation. The students-teacher interaction is very significant in the new education era. Also study the some observations related to NEP 2019.
Key words:

Key Words: Features of NEP, Role of Teacher, Quality Education.

Adopting Multilingualism in NEP-2020: A Gateway of Opportunities in Teaching and Learning

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Abstract

The present paper tries to analyze India's National Educational Policy-2020 and its promotion of multilingualism in teaching and learning process from school education to higher education in order to enhance ample opportunities of students. The NEP-2020 of India is to mesh the new learning outcomes with changing world on the verge of globalization and technological advancement. The 21st century has witnessed a sea change in education especially the promotion of multilingualism in teaching and learning after the adoption of NEP-2020. Adopting multilingualism is a paradigm shift and a gateway of opportunities for learners in their academic journey. The students will empower themselves through the multiple languages to their own choice. Adopting multilingualism proves to be helpful in enriching Indian languages, cultural heritages and national integrity. It will be played a vital role in the promotion and preservation of all Indian languages. With the help of multilingualism, Indian students should be aware of the richness of languages of their country. In all, promoting multilingualism is a quest to strengthen the richness of Indian languages, to reduce dropouts of students among rural and backward communities and to familiarize the students with India's diversity through the richness of different classical languages of our country.

Key Words: NEP-2020, Multilingualism, Cultural Heritage, Ethics and Human Values, National Integrity, Unity in Diversity.

Inclusion of Ethics and Values in Curriculum through Folk Literature

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Abstract

The NEP 2020 aims to provide a holistic and flexible learning experience to students by minimising the school curriculum content and focusing 21 st century skills such as analytical and critical thinking, experimental learning and creativity. The importance of ethics and values to build a society which will be full of responsibility and co-operative citizenship developing respect for every countryman. Inculcating the spirit of patriotism and national integration. Developing a nation whose citizens thinking and approach should be inclusive for all thoughts and living begins. Through this paper we will be collectively thinking about inclusion of ethics and moral values through folk literature. Folk literature is an integral part of our society. From ancient times the folk literature plays a vital role in inculcating the ethical and moral values in the society. ''Dashavatar'' a very renown ancient folk drama performed and presented in Sindhudurg district and North Goa region. "Dashavatar'' a very famous form of folk drama which is mainly based on mythological stories such as Ramayana, Mahabharata, Katha kalpataru, various Puranas and other religious books. Dashavatar plays a vital role in nourishing and enriching the ethical and moral values in society. So the inclusion of Dashavatar drama in curriculum through NEP can easily attract and attach youth generation to our main purpose of NEP to build new generation which will be more responsible and enrich with ethics and moral values.

Key Words: NEP 2020, Folk Literature, Ethics, Values, Dashavtar Katha.

The Physical Education Curriculum's Future and Scope in India's National Education Policy (NEP)

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Abstract

The National Education Policy (NEP) of India represents an ambitious vision for reforming the country's educational system. Fundamentally, the NEP ushers in a reevaluation of physical education by promoting a revolutionary change towards holistic development. The future and scope that are outlined in the NEP's proposed physical education curriculum are explored in this study report. A thorough investigation of this curriculum is conducted, providing insight into its potential impact on students' overall health, academic performance, and the overall fabric of education. In order to uncover insights that align with the policy's revolutionary potential and ensure a nuanced impact on the varied development of India's coming generations, this article will analysis the NEP's physical education paradigm. The NEP's objectives can only be achieved in part by tackling socioeconomic inequality, developing infrastructure, offering thorough teacher preparation, and carefully integrating technology. India is on the verge of a time when physical education (PE) is a way of life rather than merely a subject. Developing well-rounded people with cognitive, social-emotional, and physical fitness is one of the possible advantages.

Key Words: National Education Policy, Physical Education, framework, Development, Curriculum.

New Education Policy - 2020: Opportunities and Challenges in the Higher Education

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Abstract

The National Education Policy (NEP) 2020 is a comprehensive and coherent policy document that gives the vision and road map for the development of education in India over the next few decades. The policy aims to provide universal access to quality education at all levels, from schooling to higher education, and emphasises the importance of holistic development, flexibility, and innovation, in education system. Some of the opportunities presented by the NEP 2020 include the focus on childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of advanced technology for learning, and promotion of research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and emphasise on a more student-centric and flexible education system. However, the implementation of the NEP 2020 has several challenges, such as, the lack of infrastructure, the shortage of trained teachers and the challenge of providing quality education in remote areas. The policy also needs to ensure that education is accessible and affordable for all, regardless of socio-economic background or geographic location. Overall, the NEP 2020 presents an ambitious and comprehensive road map for the development of education in India, but its successful implementation will require a sustained and collective effort by all stakeholders, including policymakers, educators, teachers, students, and parents.

Key Words: NEP 2020, holistic development, equality, equity, vocational education, child education.

Online Education in National Education Policy 2020

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Abstract

Government of India has approved a National Education Policy 2020 (NEP 2020) on 29th July 2020 in the parliament. It is ambitious and its main object is to ensure universal access to high quality education. Its foundational pillars are equity, quality, affordability, and accountability. National Education Policy-2020 is a multidisciplinary education system, there will be no separation between art, commerce and science and between vocational and academic steams. It will promote development of capacities and skills among the students and teachers. NEP-2020 also focuses on the empowerment of teachers and their skills, The National Professional Standards for teachers (NPST) will work for the empowerment of teachers. Schools to be used as a "Samajik Chetna Kendra" in the NEP-2020, it emphasizes on mother tongue as a medium of instruction up to the grade 5. It is also more emphasis on technology to improve multiple aspects of education. Online education and Digital empowerment are significant components targeted in NEP-2020.

Key Words: NEP 2020, equity, quality, affordability, accountability, samajik chetna kendra.

Research on Challenges in Data Analysis and Data Presentations

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Abstract

Data analysis and presentation are two key elements in any research, especially considering the massive data being generated today. As a result, a researcher needs to appreciate why data analysis and presentation are so crucial. Hence, the importance of data representation is brought out in this paper, showing how it can be used as an effective tool for communicating research findings. Further, this paper investigates the equilibrium between qualitative and quantitative ways of analysing data about appropriate techniques that should be selected as per the study aims. Also, it explores different modes of presenting information such as text, tables, and graphical representations. In conclusion, continuous research is being carried out on how to solve the problems associated with data analysis and representation in education.

Key Words: Data, Data Analysis, Data Presentation, Research Methodology

The Influence of AI on English Language Teaching

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Abstract

The present study focuses on the analysis peculiar to the control of expert systems concerning English accent teaching as we can understand that, today universally around the world, the necessity of the English terminology teaching has commanded the need to acquire a high standard of Language which has been prioritised as the technology advances. The investigation comprises the function of Artificial Intelligence (AI) in adopting the English Language through the medium of primary references and literature review. The prime aim of this study is to combine the present analysis and the manuscripts to probe the operation of AI-constructed innovation in the English language teaching domain. All four language skills which are Speaking, Listening, Reading, and writing are highly practice based on methods acquired in AI that contribute to enhancing English Language teaching. The conclusion states that this paper emphasises the life-changing part of AI in developing and bringing about drastic changes for excellently flourishing of learning the English language as it attempts to satisfy the different levels of understanding of the learners. The academicians, educationists, researchers, and policymakers will be provided with great help in understanding the unforeseen situations and handling the complications brought to light.

Key Words: Artificial Intelligence (AI), English Language, Four language skills

NEP 2020 and the Importance of Humanities for Preserving Value System

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Abstract

Humanities encompass the wide range of academic area of languages and social sciences. Emphasising the importance of the humanities in the academics is important for developing the 'civic virtues' and preserving the 'Value System' of the nation. Since the inception of the civilisation the humanities has played a crucial role in establishing the social order and it has contributed in the development of the civilization. The present paper deals with the different critical aspects of the Humanities. It is an attempt to underline the significance of Humanities in the higher education for promotion of human values and civic virtues. This has become crucial due to rapidly changing human interests which are mostly based on economic interests and maintaining power structure. The propagandist ideologies are one of the responsible factors for affecting the inclusive thought process. So, it is the need of the hour to address the importance of humanities in the changing pattern of education.

Key Words: NEP 2020, Humanities, Value System, Civic Virtues.

Role of Educator in the View of NEP 2020

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Abstract

New Education Policy has been implemented in our educational system. It has many new ideas to enrich the knowledge system in order to make the stakeholders efficient and confident. It is student centric policy it has widened various aspects for students and teachers as compared to traditional and older education policies. The role of teacher now becomes more prominent to make sure the correct and smooth effective functioning of the norms mentioned in the policy. Blended teaching-learning, Holistic development, comprehensive learning, curricular, co-curricular and extracurricular activities, No Rigid separation boundaries between Arts, Science and Commerce. To deal with all this new scenario in education, teacher must be competent enough to tackle this all. Teacher must acquire 21 st century skills to improve the standard of teaching. This paper will discuss how the role of teacher has changed from traditional to this new education policy. The qualities the teacher must acquire to be more resourceful to accomplish the demands of NEP 2020.

Key Words: New Education Policy, Teacher, qualities of teacher, teacher as mentor.

Multidisciplinary Education Facts and Directions The Vision of NEP 2020

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Abstract

Education plays an important role in the development of individuals, societies and nations. Everyone expects education to provide sufficient knowledge and training to engage in 'earning' employment or business. However, knowledge and skills are not enough to 'earn money' by learning the outdated curriculum of the prevailing education system. Alternatively, the higher educated are concerned that such courses do not provide education that is useful for employment, employment or business. Such education stunts the development of individuals, society and nations. For that, imparting practical education that enhances knowledge, values , and skills has become the need of the hour. In 'Rastriya Shikshan Dhoran 2020 (NEP 2020)', it has been decided to teach students under one roof the courses in science, technology, social sciences, humanities and professional subjects, giving priority to holistic and multidisciplinary education with an aim to provide 21st-century skills to learners. Along with this, interdisciplinary and multidisciplinary research across disciplinary boundaries has been prioritized. This paper focuses on the reality and directions of existing education and makes suggestions for taking forward multidisciplinary and holistic education by NEP 2020.

Key Words: Education policy, NEP-2020, Multidisciplinary, holistic, reality and directions.

National Education Policy for Students Inclusive Development

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Abstract

In the globalization, if we want all students' inclusive development. Inclusive Development means primarily he should be able to satisfy his and his family hunger and with physically, mentally, socially, educationally, financially morally and vocationally strong. And those students developed inclusively they defiantly became strong our India. Such a country can rule the world. Just as a building has a strong foundation, any number of floors can build on it. The foundation of India depends on teacher's skills and young student's will power. If the foundation of the new education policy is strong, the overall development of this country can definitely take place. The new education policy has four pillars. 1) Access 2) Equity 3) Quality and 4) Accountability. This new strategy will replace the old 10+2 structure with a 5 + 3 +3 +4 structure. Which will include 12 years of school and 03 years of Anganwadi? Change is inevitable in all fields according to time and situation. It is through this transformation that skill-based and quality education has definitely made today's young students self-reliant. Objectives of the study: 01) Increase the maximum knowledge regarding New Education Policy2020. 02) To create awareness, deliberately, focus on skill and Quality education for better India. 03) To encourage the students and teachers for the effective implementation of new education Policy, with inclusive development of nation. 04) To create awareness in the society regarding New Education Policy.

Key Words: NEP 2020, Skill, will Power and Flexibility.

Effect of NEP: 2020 on Higher Education System of India

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Abstract

The Government of India's recent education policy is the first in 34 years to replace the National Education Policy of 1986, which proposes a number of reforms in the Indian education system, including reforms at the central level. One of the key features of NEP 2020 will be a single regulation for higher education institutions with the establishment of Higher Education Commission of India which will eventually replace the existing regulatory bodies like UGC or AICTE. The long-term plan of this new policy is to abolish the current system of colleges affiliated to universities and to merge the numerous small colleges, which are academically unviable and financially expensive, into larger HEIs. The role of higher education is very important for human as well as social welfare. It also plays a very important role in building a democratic, just, socially conscious, civilized and humane nation in developing India as envisioned in the Indian Constitution which upholds liberty, equality, fraternity and justice for all. Higher education plays an important role in the sustainable livelihood and economic growth of a developing country like India.

Key Words: NEP 2020, Higher Education, Indian Education System.

Research and Technological Application for Promotion of English Language in Higher Educational Institutes

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Abstract

Research is a continuous process in search for knowledge and inculcate scientific and inductive thinking and promotes the development of logical habits of thinking. It is the fountain of knowledge for the sake of knowledge and an important source for providing guidelines for different problems in English language and literature. Problems solving is an age old activity. The progress and development of computers, information and digital technology has given added impetus to this activity. Technology is certainly one of the most versatile and ingenious developments of the modern technological age. The chief characteristics such as speed, diligence, storage, accuracy, automation and binary digits of technology can be effective and efficient in understanding the basic concept of comprehension of English language and literature i.e. reading, writing, speaking and listening (comprehension process). After independence, the country makes a progress in literacy by leaps and bounds but yet a lot has to be accomplished. The mushrooming growth of higher educational institutes (HEIs) in general and rural in particular plays a pivotal role in bringing quantitative and qualitative changes in English language and literature. The institutes in spite of having severe problems, there surface is prominent and integration of research and technology can be fruitful in reaching the English language and literature at the door step and makes the India a 'developed country' by 2047 as dream by our successful and honorable Prime Minister, Shri. Narendra Damodar Modi.

Key Words: NEP 2020, Research, Technology, Scientific, Application, Development.

NEP 2020: The Role of Language and Literature

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Abstract

The National Education Policy 2020 aims to promote the Indian languages and literature at various levels from primary to higher education. Language is an essential part of communication. There is linguistic diversity in India. Language is a means of learning literature and knowing culture. It is an effective medium for learning art, culture and literature of the world. The literary tradition of India dominates a major part of Indian culture. Therefore, the thrust of The National Education Policy 2020 is to preserve linguistic diversity to create awareness among all the stakeholders. All the educational institutions providing primary to higher education are expected to take the responsibility to make linguistic literacy and imbibe core values among students and the related stakeholders. Schools in India play a very crucial role in sustaining multilingualism in India. India is gifted with great literature, culture and arts. It is explored through the language of respective cultures and ethos. So the present research article attempts to investigate the role of language and literature in the National Education Policy 2020.

Key Words: NEP 2020, Language, Literature, Culture.

Achieving NEP 2020 Goal of Educational Equality through Artificial Intelligence: Opportunities & Challenges

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Abstract

The objective of this qualitative study is to understand the opportunities and challenges involved in achieving the NEP 2020 goal of educational equality through the implementation of artificial intelligence in the Indian education system. Authorities have introduced a range of policies to promote the use of information technology in the Indian education system to achieve educational equality. Given the potential of the emerging technology of artificial intelligence in actualising educational equality across the globe as recognised by Sustainable Development Goals 2030, it will be relevant to incorporate AI in the Indian education system. Using AI will be beneficial for all stakeholders involved in education, i.e., learners, educators, administrators, and policymakers. However, the challenges involved in integrated AI in a socio-culturally diverse country like India are many, and on-going concerns related to the disruptiveness of the technology also need to be addressed. The research outcomes will contribute to the on-going discussion on incorporating new technology to stimulate progressive changes in the Indian education system.

Key Words: Educational equality, NEP-2020, Indian Education System, AI.

Integrating Technology to Inculcate Research Skills in Undergraduate Learners in India

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Abstract

The objective of this qualitative study is to explore how integrating technology can help inculcate research skills in undergraduate students in India. NEP 2020 lays emphasis on enhancing the Indian research ecosystem. This highlights the need to prepare competent researchers by cultivating critical thinking, logical reasoning, data collection, organisation, and analysis, problem identification and solving, communication, and ethical research practices in undergraduate learners. The use of scientific knowledge for practical applications in day-to-day life is called technology. Technology is a crucial tool in all walks of human life, including research, because it allows the researcher to work efficiently and effectively. Technology allows the researchers to save time, effort, and costs. It increases creativity and enhances the quality of research. It is a challenging task to inculcate research skills in undergraduate learners because research is difficult to execute. Technology plays an important role in easing the research process and simultaneously developing research skills. The outcomes of the research will be beneficial for educators and learners alike. The research outcomes will contribute to the on-going discussion on incorporating new technology to stimulate research skills in the Indian education system for sustainable development.

Key Words: Technology, research skills, NEP, Indian education, Pedagogy.

NEP 2020: PROMOTION OF INDIAN ART

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Abstract

India expresses herself through the medium of Art: the dancing Nataraja bronzes, the resplendent Taj Mahal, the paintings of Ajanta, her magnificent temples and mosques, reflect the soul of India. Her visual and performing arts along with her literature, have evolved over thousands of years and are unparalleled in their eloquence. From the steatite seals and the glazed pottery of the Indus civilisation to the abstract contemporary styles, Indian art has carved a niche for itself. Indeed, it's a great responsibility of the Higher Educational Institutes of India to promote this legacy among her youth. Our priceless heritage needs to be passed down...gently, lovingly and proudly, by integrating it dexterously in the curriculum. Indology as a distinct branch of study needs to be promoted in Higher Educational Institutions through an inter disciplinary approach. There should be a deliberate attempt to create an ambience for visual as well as performing arts, which is sadly lacking in our campuses and separate departments for these, need to be set up in our universities. Excursions to heritage sites, museums, local craft centres, painting exhibitions etc help in understanding Indian art from close quarters. Organisations like the SPICMACAY need to be encouraged in the small towns and rural areas. The syllabus should focus on art forms and literature of the different regions of India; from the Thanka paintings of the Himalayas to the Thanjavur paintings of Tamilnadu ;from Kathak to Kathakali; from Santoor to the Sitar; from Ghoomar to the Bihu; from the Tabla to the Mridangam; from the papier mache of Kashmir to the Kondapalli toys of Andhra Pradesh ....we need our youth to discern the beauty and the relevance of Indian art; It will expand their aesthetic sensibilities and help them to grasp the enormity of its value. The connoisseurs need to visit our universities and to teach our youngsters the nuances of their art forms. This will help us to realize the vision for promoting arts and culture through NEP 2020.

Key Words: Indian Art, Indology, dance, Kathak, painting, NEP.

Significant Role of English language and literature in the New Education Policy

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Abstract

This article explores the significance of English language and literature within the framework of NEP particularly its role, application and involvement. The New Education Policy (NEP) focuses holistic approach to education, encompassing not only core subjects but also languages and literature. English language essential for global communication and participation in the modern workforce. Within the NEP, position of English language is to inculcate the critical thinking and interacting with world where as literature in English plays a crucial role in cultivating socio-cultural awareness among students. The NEP encourages the inclusion of diverse literary works to enrich students' understanding of society and humanity. This article also finds the practical implementation of English language and literature in the NEP, including curriculum development, teacher training, and assessment strategies. It also discusses challenges and opportunities in integrating English language and literature effectively within the broader educational framework outlined in the NEP. English language now became tool for accessing global knowledge. It provides competencies for students necessary for modern world. In this way, English language and literature plays pivotal role in NEP which can equipped students and teachers with linguistic, cultural and cognitive abilities.

Key Words: NEP, English, language, literature, role, new policy.

National Education Policy 2020- Critical Overview

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Abstract

National Education Policy 2020 marks a ground breaking move in the history of India's education system. It aims at making India 'Atm-nirbhar' (self reliant) and 'global education destination' and knowledge superpower by restructuring education from the pre-primary level to post graduation level by introducing student centric , holistic and multidisciplinary education. It envisions future- ready education with integration of technology in teaching learning and evaluation. It introduces a number of new things like Academic Bank of Credits, Credit System, Professional and skill based holistic education etc.It foregrounds the role and importance of local vernacular languages, Indian Knowledge system, Sanskrit and use of technology in education.It welcomes foreign universities in Indian land. However, the policy is funnily contradictory in its schema that boasts of becoming self- reliant and inviting foreign universities on its ground. The policy ostensibly aims at internalisation of education in India and foregrounding outdated past indigenous myths as glorious legacy and old knowledge system. It is silent on issues like mobilisation of funds for higher education denying government's constitutional responsibility to provide its people with free, quality, affordable and employability building education. Ridiculously, it tries to marginalise international lingua-franca like English in preference to the local languages that fail to meet the existential and career related requirements of the students. So, it calls for serious reconsideration of its contrasting features. Implementation of the policy is quite challenging task for the fumbled teacher fraternity.

Key Words: NEP 2020, Atmanirbhar, ABC, implementation, quality.

Institutional Restructure and Consolidation of Colleges: An overview

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Abstract

National Education Policy 2020 is the most important document that speaks of overall planning, quality, management and execution of Indian educational system. National education policy talks about value education, quality education, moral and ethics in business and service sectors. These are some important features regarding National Education Policy- 2020. The president of this National Education Policy-2020 was K. Kasturirangan. This committee received more than 2 lakh suggestions from the different stakeholders, educationist and social thinkers within India and outside India as well. After 34 years new education policy is going to implement, superseding the old one. National Education Policy 2020 has given stress on multi disciplinary universities and colleges; there will be higher education institution clusters and college hubs if necessary. Ancient Indian Universities like Takshashila, Nalanda, Vallabhi and Vikramshila are the model universities before this National Education Policy 2020.

Key Words: Indian education system, Higher education, Quality in higher education, transparent accreditation, Multidisciplinary approach, College hubs and Quality research.

AN INSIGHT INTO THE CHALLENGES OF IMPLEMENTING THE NEW EDUCATION POLICY (NEP)

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Abstract

This research paper explores the complex dynamics and obstacles surrounding the implementation of the New Education Policy (NEP). It aims to provide a comprehensive understanding of the potential challenges including practical, socio-political, and economic dimensions. It provides a comprehensive analysis of several barriers including resource allocation, infrastructural deficiencies, political variables, and socio-cultural factors. Furthermore, it investigates the potential implications of these challenges on students, educators, and education administrators.

Key Words: New Education Policy, Implementation, Challenges, Strategies, Inclusive Education, Skill Development, Educational Reform, Policy Adoption, Resource Allocation, Infrastructural Issues, Political Factors, Socio-cultural Factors, Policy Strategizing, Stakeholder Involvement.

Hurdles in the implementation of India's National Education Policy

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Abstract

National Education Policy 2020 widens the platform to introduce and implement a sea of changes covering all the hierarchy of the education system of India. It also spotlights to implement changes in the way that the facilitator shall adopt the holistic approach of being trained for the various skill sets and then impart the skills to give students. The motive behind enforcing the NEP in the education system is to develop good human beings with high emotional quotient and with the touch of rational thoughts and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination and also with sound ethical moorings and values. With this motive Government of India launched its new National Education Policy, various discussions have been made in all sections of society about its proposed structure and proper implementation. There is no denying that the NEP 2020 is indeed a comprehensive and holistic document, which caters to all facets of children's growth rather than just being focused on academic intellectualism like the previous education system. Although the NEP envisions an inclusive, learner-centric, and globally competitive education framework, some believe that it is an overambitious policy document that may remain only on paper. There are many loopholes in the successful implementation of such a transformative policy. The present study is also related with the hurdles in the successful implementation of National Education Policy.

Key Words: NEP 2020, holistic approach, implementation, barriers.

Maharashtra Higher Education in AISHE and the NEP2020 Challenges

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Abstract

The proposed paper attempts to discuss the standing of the higher education of Maharashtra on the basis of AISHE Report for 2020-21 in the light of the NEP2020. It discusses the targets set by the Policy to be achieved in its span in terms of GER, in terms of the present number of HEIs in the state. It aims at taking into consideration the gender and social diversity. It also discusses transforming of the present universities into multidisciplinary institutions to reduce the affiliation burden on the state universities. It also discusses the challenges of colleges of the state while turning them suitable to holistic and multidisciplinary education. It also tries to view the challenge of creating cluster universities in the state in the given nature of management prevailing in the state. At the end, it offers some possible solutions to these issues.

Key Words: NEP 2020, AISHE, GER, Cluster Universities, RUSA.

Reforms in Indian Higher Education: Adaptability and Challenges

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Abstract

The Indian higher education system is one of the third largest systems in the world after America and China. It has gone under so many drastic changes since ancient times. National Education Policy, in nutshell, NEP 2020 is a stepping stone in the reformations in Indian higher education system. The NEP document is based on an ambitious vision to envision the total reformation in teaching, learning, evaluation, research, administration, faculty development, financing, autonomy to higher education institutions (HEIs), and so forth. The present paper is a systematic study of various aspects of the policy viz. Awareness and understanding of the policy by its stakeholders, challenges and concerns in the implementation, institutional autonomy and its impact on HEIs, impact and assessment of the policy on its various stakeholders, provisions in the policy, student centredness, digital education, inclusion of technology, flexibility for students, etc. The main aim of the paper is to discuss the reforms in the Indian higher education system with its adaptability and implementation challenges and to suggest remedies, if needed.

Key Words: HEIs, NEP 2020, multidisciplinary education, ABC Ids, Adaptability, Challenges.

Recent Advance in Educational Pedagogies

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Abstract

Educational pedagogies or methods of teaching are becoming completely advanced day by day. This study focuses on advanced or innovative Pedagogies with educational domains. It also focuses on the content and reviews of pedagogies within the research context and the significance of methods for educational success. This study delves the essential knowledge and enables contemporary instructors to employ new technologies and ideas. The essential phase of advanced educational pedagogies is to empower learners currently with a profound understanding of subjects, equipping them to apply their knowledge in real-life situations beyond the confines of the classroom. Innovative pedagogies and their approaches to contemporary technology are explored in this study. Findings from studies conducted between 2015 and 2023 have been gathered from a variety of academic databases to accomplish the goals of this research.

Key Words: Pedagogies, Innovation, Educators, Technologies, Database.

NEP 2020: Quality Enhancement in Higher Education

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Abstract

Education is a basic element for attaining full human potential. Universal access to high quality education is one of the key feature of progress and leadership to India in a global world. This progress and leadership can be in terms of economic development, social justice and equality, scientific development and preservation of culture and tradition. Highest number of students taking primary and higher education belongs in India than any other country in the world and high quality educational opportunities must be provided to them which will determine the future of India. This National Education Policy aims to provide the developmental requirements of this country and creating unbiased society. This Policy has proposed the revision of all aspects of the education structure, including its regulation and governance. Along with value systems, culture and traditions of India, this policy is aligned with the aspirational goals of 21st century education. The gap between current state of educational outcomes and what is required to world in 21st century is bridged through this policy by taking major reformation in quality, equity and integrity from primary to higher education. To fulfil requirements of the 21st century, the purpose of higher education should be to develop creativity, skill based, and leadership quality among the university or college students. The higher education must be not only to enable the students to focus on one specialized subject but along with this it should also develop life skills, employability skills, constitutional values, scientific temper and creativity. It must prepare students for more meaningful and satisfying lives and work roles, and enable economic independence.

Key Words: Higher Education, NEP 2020, Quality Enhancement.

Academic Bank Credits: Adaptability and Challenges

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Abstract

Academic Bank Credits is closely associated with the University Grants Commission (UGC) and National Education Policy (NEP) 2020. UGC is a governing body in Higher Education that has played an important role in developing and implementing Academic Bank Credits in India. The NEP 2020 is a comprehensive policy framework mainly aimed at transforming the education system in India. It has contained the concept of Academic Bank Credits as means of promoting flexibility and credit mobility in higher education. It promotes new national education policy 2020s vision creating a flexible and student-centric education that enables them to pursue their academic interests and career aspirations as per their own interest. It allows students to accumulate and transfer credits. The Academic Bank of Credits system enables them to access a wider range of educational opportunities and helps them to save their time and money in the process of education.

Academic Bank Credits (ABC) is a virtual (digilocker) platform where students can see his/her academic credits. It is a kind of formal system through which a student can recognize his/her credits and credit can transfer from one institution to another and redemption of his/her earned credits in their educational life. It is accountable for students in opening, closing and validation their academic bank credits using digilocker app from playstore. It offers freedom to the learners in choosing their courses in education. Students can access his/her credits anywhere without manual help because it is available in virtual mode. Both online and offline courses are included in the academic bank credits. The credits accumulated by the students in ABC will be valid for only seven years for his/her educational or academic purpose. Academic Bank of Credits is promoting flexibility and credit mobility in higher education. The research paper is trying to discuss the various dimensions and challenges in adapting the Academic Bank Credits

Key Words: NEP, UGC, ABC, flexibility, credits, mobility, digilocker.

NEP 2020: A Transformational Effect on Higher Education in India

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Abstract

Recently, the Government of India introduced the New Education Policy 2020 based on the recommendations of a committee headed by K. Kasturirangan, the former chairperson of ISRO. This was done after a long gap of 34 years. This is the third amendment to the education policy to make a positive impact on future generations through the education system. The present research paper focuses on the transformational effects of the NEP-2020. Higher education plays a vital role in nation-building and the thorough development of the country envisioned in the Constitution of India. The new education policy envisions the holistic development of the younger generations through a high-quality education. It focuses on various issues, such as multi-disciplinary education, institutional economy, multilingualism, research and innovation, digital education, use of technology, equity and inclusion, vocational education and skills, teacher training, global integration, and effective governance and leadership.

Key Words: NEP, UGC, ABC, flexibility, credits, mobility, digilocker.

NEP2020: Impediments to implementation in Higher Education

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Abstract

The National Education Policy 2020 aims to transform the old education system of the nation into a modern, progressive, and technological one. It also aims to introduce a new shift from the old structure to the 5+3+3+4 structure. It focuses on reducing the syllabus content to make a space for critical thinking to develop the students with the latest technical skills. Thus, the aspects of the curriculum an pedagogy need to be restructured to achieve the goals as mentioned earlier. The challenges in successfully implementing these changes include modifying the curriculum under the National Curriculum Framework. Also, educators must rethink the learning content rubric and modify the textbooks accordingly.

Key Words: NEP, Higher Education, Multi-Disciplinary, Modern, Life Skills.

PLACE OF LANGUAGES IN NATIONAL EDUCATION POLICY: 2020

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Abstract

Humans are endowed with the gift of language. Proficiency in speaking, listening, reading, and writing is necessary for effective communication. The home language, mother tongue, local language, or regional language should be used as the medium of instruction in schools until at least Grade 5, and ideally until Grade 8 and beyond, according to the National Education Policy (NEP) 2020. According to the "formula" every student in the school will study three languages. India should be the native speaker of at least two of the three languages. However, the strategy discusses doing away with the English language and places more emphasis on the value of multilingualism, which is very beneficial to young children's cognitive development. The student gains greater well-roundedness, utility, and fulfillment from modern education.

Key Words: languages, school, grade, NEP 2020, mother tongue.

National Education Policy 2020: A Mirage

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Abstract

India has a tradition to set up an education commission to restructure the education or to bring about a new policy before the independence. The fundamental objective of this policy is that these commissions have suggested a number of changes right from the primary education to higher education. In the same way, the National Education Policy 2020 is not a mirage. We have to accept the challenges in the way of the implementation the present policy, and find out the solutions to the issues in the policy. The aims and objectives will not be fulfilled unless we find the problems or issues in the implementation of the policy on the ground level.

Key Words: objectives, aims, challenges, NEP 2020, issues.

Digital Education in India

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Abstract

Historically, usage of digital education in India can be tracked from the early 2000. But it is now undergoing rapid transformation due to technological advancements as well as increasing adoption of digital tools and platforms after outbreak of COVID-19 pandemic. Digital education means learning through use of digital tools and technology, including the internet and other ICT based devices in an innovative and interactive manner. Digital education improves the teaching and learning experience in order to make education more interactive, immersive, far-reaching and all inclusive. Thus, the digital education increases the quality as well as accessibility of education. The Indian Government launched the Digital India campaign to render electronic access of the government services to citizens by improving infrastructure and internet connectivity. As an initiative towards digital education, Ministry of Education in India has started Digital Infrastructure for Knowledge Sharing (DIKSHA), Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), National Digital Educational Architecture (NDEAR), National Digital Library (NDL), National Repository of Open Educational Resources (NROER), National Programme on Technology Enhanced Learning (NPTEL), e-Pathshala, Pragyatah, Virtual Labs, Vidya Daan, E-textbooks, Shiksha Vani, Swayam Prabha, OLabs etc. The digital education empower students and offer many opportunities to emerging technologies in new era of digital world. Despite having enormous potential, it has many challenges such as creation of efficient online content, infrastructure and technology, high speed internet connectivity, teachers training, students-teacher relationships, blended mode of teaching, assessment and evaluation, behavioural and psychological imbalances of students etc. Furthermore, investment strategy, research and innovation in technology will also revamp the digital education system in India. Digital education in India is evolving rapidly, driven by technological innovation, government initiatives and the changing needs of learners. It holds the potential to transform the education landscape by making learning more accessible, engaging and personalized. Digital education is now effectively supporting the classroom teaching and it will be of prime importance in future also.

Key Words: India, Digital education, NEP 2020, Opportunities and Challenges, Future trends.

Implementation of New Education Policy In India : An Insight

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Abstract

The new National Education Policy (NEP) 2020 brings in ambitious changes that could transform the education system. But the key here is good implementation and execution. The National Education Policy 2020 is a welcome and ambitious re-imagination of India's education system in to a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision. Making structures and re-priortization of budgetary resources in months and years to come. Given that there are around 350 million Indians today in school-going or college-

going age groups, the NEP calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. The present paper try to focus on the challenges before NEP-2020, and its implementation.

Key Words: implementation, transform, re-priortization, budgetary.

Fostering Inclusive Education in India: A Critical Analysis of the National Education Policy 2020

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Abstract

The National Education Policy 2020 (NEP 2020) in India represents a significant step towards achieving inclusive education for all children, emphasizing the need to dismantle barriers and create welcoming learning environments for students with diverse abilities. This paper critically examines the promises and challenges associated with NEP 2020's vision for inclusive education. It explores key policy provisions aimed at improving access, equity, and quality of education for Children with Special Needs (CWSN). Specific areas analyzed include curriculum adaptations, teacher training, assistive technologies, and infrastructure development. The paper further acknowledges the potential benefits of NEP 2020 in fostering empathy, collaboration, and a diverse learning environment for all students. However, it also sheds light on potential challenges in implementing the policy effectively, including resource constraints, societal attitudes, and the need for robust monitoring and evaluation mechanisms. By drawing on existing research and policy documents, the paper contributes to the ongoing dialogue on making inclusive education a reality in India. It offers valuable insights for policymakers, educators, and stakeholders dedicated to ensuring equitable access to quality education for all children, regardless of their abilities.

Key Words: National Education Policy 2020 (NEP 2020), Inclusive Education, Disability, Children with Special Needs (CWSN), Equity, Access, Challenges, Implementation.

Language Policy in NEP 2020: Implications and Challenges for Linguistic Diversity

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Abstract

The National Education Policy (NEP) 2020 in India introduces significant reforms in language policy, aiming to promote multilingualism and preserve linguistic diversity. This research paper critically examines the language policy outlined in NEP 2020, analyzing its implications and addressing the challenges it poses for linguistic diversity in the Indian education system. Key aspects explored include the promotion of multilingual education, the role of regional languages, the implementation of language teaching methodologies and the implications for cultural preservation. The paper discusses the potential benefits of a multilingual approach in enhancing cognitive development, fostering inclusivity, and promoting cultural understanding. However, it also highlights challenges such as resource allocation, curriculum development, teacher training, and the need for effective implementation strategies at the grassroots level. By synthesizing existing literature and policy documents, this paper contributes to the ongoing discourse on language policy in education and offers insights for policymakers, educators, and researchers seeking to navigate the complexities of linguistic diversity within the framework of NEP 2020.

Key Words: National Education Policy 2020, language policy, multilingualism, linguistic diversity, cultural preservation, education reform, regional languages, implementation challenges.

Problem and Prospects of the National Education Policy (NEP) 2020: An Analysis

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Abstract

The National Education Policy (NEP) 2020 marks a significant overhaul of India's education system, aiming to address long-standing challenges and align with the evolving needs of the 21st century. This research paper critically examines the NEP 2020, delving into its promises, pitfalls, and potential impact on the Indian education landscape. Through a comprehensive review of literature, policy documents, and empirical evidence, this paper identifies key problems such as implementation challenges, equity issues, linguistic diversity, and the digital divide. Furthermore, it explores the prospects of NEP 2020, including its potential to foster innovation, promote holistic development, enhance skill-based education, and strengthen research infrastructure. By analyzing both the opportunities and challenges presented by the NEP 2020, this paper seeks to provide insights for policymakers, educators, and stakeholders to navigate the complexities of education reform in India.

Key Words: National Education Policy 2020, NEP 2020, education reform, India, challenges, prospects, implementation, equity, innovation, holistic development, research infrastructure.

Restructuring and Consolidation of HEIs in India's New Education Policy 2020: A Bold Move with Challenges

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Abstract

India's New Education Policy (NEP) 2020 boldly reimagines the higher education landscape, proposing the restructuring and consolidation of Higher Education Institutions (HEIs). This ambitious plan envisions transforming HEIs into large, multidisciplinary universities or colleges, fostering cross-pollination of ideas and offering wider academic choices. Research-intensive universities will be nurtured, while teaching-focused institutions and degree-awarding colleges will find their niches. HEI clusters are encouraged, aiming to create regional hubs of excellence. However, challenges loom. Implementing such a large- scale transformation across diverse regions will be complex. Merging institutions, upskilling faculty, and ensuring equitable access require careful planning and substantial resources. Maintaining quality and inclusivity in larger settings raises concerns. Despite the challenges, the potential is undeniable. A more vibrant, efficient, and globally competitive higher education landscape could empower future generations. Addressing implementation hurdles, investing in faculty development, ensuring equitable funding, and prioritizing quality and inclusivity are crucial for this bold move to succeed. The NEP 2020 has sparked a necessary conversation, and the coming years will determine the trajectory of this transformative initiative.

Key Words: Restructuring of HEI's, Adaptability, Consolidation, research, Academic Ecosystem, upskilling, Challenges.

Multilingualism and NEP 2020

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Abstract

National Education Policy 2020 prioritizes Multilingualism and the power of Indian Languages. In our country, the practice of learning multiple languages both in schools and within society is widespread, and it has contributed to making most Indians proficient in multiple languages. All languages are equally systematic and fluid. Every language has its glory, culture and literature. There is need to abandon the elite concept of 'Standard' language, and must learn and speak all languages with the same respect. NEP 2020 focusses on 'Multilingualism and the power of language' (sections 4.11 to 4.22) underlining the policy's commitment to promoting and embracing linguistic diversity in the educational landscape. NEP suggests multilingualism to be incorporated across both teaching and learning processes. The present article aims to highlight on how the NEP 2020 acknowledges the intrinsic value of language as a powerful tool that enhances communication, cognition, and cultural understanding among students, paving the way for a more inclusive and enriched educational experience by advocating multilingualism.

Key Words: NEP, Multilingualism, Culture, Power, Adaptability.

Reflection of Ethics and Values in National Education Policy (NEP) 2020

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Abstract

The present paper aims to reflect the role of Values and Ethics in National Education Policy (NEP) 2020. The Government has applied NEP 2020 in education for instilling the fundamental values among students through various educational tools and experiences. In this technological and digital scenario, students always keep themselves engaged in handling E-equipment. Unknowingly, they reduce their own moral and ethical power day by day. So, it is the need of the hour to provide the proper channels of education for them to protect against bad practices. National Education Policy caters to skill-based as well as ethical learning in education for the overall development of individuals. Through the NEP, students will be able to adopt modern technologies in education while preserving moral and ethical values. These values play an important role in the life of individuals. It also creates a strong positive approach among young generations to create innovative ideas and opportunities for the welfare of human beings. It also promotes moral principles such as relationship, responsibility, respect, compassion, sympathy, equality, and integrity which are essential for personal growth as well as social well-being.

Key Words: Ethics, Values, Technology, NEP, Welfare.

The Intersection of Music Therapy and Artificial Intelligence: Applications and Challenges

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Abstract

Music therapy has emerged as a powerful intervention for addressing various mental health conditions, offering personalized and holistic approaches to healing. Anxiety and depression are prevalent mental health disorders globally, impacting individuals' well-being and quality of life. Music therapy has emerged as a promising adjunctive intervention for alleviating symptoms of anxiety and depression, offering a non-invasive and accessible approach to mental health care. With recent advancements in artificial intelligence (AI) technology, new opportunities have arisen to enhance the practice of music therapy. The integration of music therapy and AI, discussing its potential benefits, challenges, and future directions. Drawing on existing literature and recent advancements, this research paper aims to provide insights into how AI can augment traditional music therapy techniques, improve personalized interventions, and expand access to mental health support through innovative technologies.

Key Words: Music Therapy, AI, EEG, Mental Health, Anxiety, Depression, Healthcare.

Advantages, Opportunities and Scope for the Learners in National Education Policy (NEP):2020

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Abstract

Education is in the real sense, backbone of the human society. We are living in the 21st century where nobody can be survived without education. In the ancient days people were not literate due to various circumstantial situations. Indian society was under the dominancy of religious authorities and various types of caste based social systems were promoted by the then religious people. Even the king and their kingdom have to follow the decisions given by the religious authorities. As the result of this situation, a few learned people established their hierarchy and keep the entire society under their control and command. After the Independence of India, education became free for all people. Indian government focused on Education system and provided various educational policies for their countrymen. The present research article will try to focus on the various educational policies run by Government of India. The intention behind this writing is to explore the advantages, opportunities and Scope for the Learners in National Education Policy (NEP): 2020.

Key Words: advantages, opportunities, scope, NEP 2020, learners.

National Education Policy – 2020: Key aspects and challenges

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Abstract

The national Educational policy 2020 is planned to restructuring the India's education system into modern and progressive approaches. This policy is essential to make the different changes in existing system of education. As per the demand of the present scenario in Higher Education we need drastic changes. We adopt different education structures by considering the tradition and cultural aspects of our society. Education is the key source for the development of the country. Any approach of education and its policy works on to bring the new changes in our society and socio and economic development of the nation. The new policy replaces the previous National Policy on Education, 1986. The New Educational Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July, 2020. This policy shows the vision of India's new education system. This policy is a frame work of elementary education to Higher Education as well as vocational education. This policy also focuses on the problems of higher education in our country. This policy emphasizes on the multi-disciplinary system and focuses on skill development, vocational training and life skills training programmes.

Key Words: NEP, higher education, multi-disciplinary, modern, implementation, challenges, strategies, vocational life skills, training programmes.

The National Education Policy 2020, A Comparative Review of India's Experience and Case Studies

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Abstract

The National Education Policy (NEP) 2020 is an important milestone in India's quest for educational excellence and equity. While the new policy promises to improve educational outcomes in India, its success will ultimately depend on effective implementation, continuous monitoring and continuous adaptation to address emerging challenges. This paper aims to research the details of NEP 2020, its objectives and its possible implications for the future of education in India. A comparative analysis with previous policies and international precedents highlights both the strengths and challenges of the new policy. Furthermore, it becomes clear that successful educational reform requires a delicate balance between academic rigor, student well-being, and teacher professionalism. In addition, case studies from countries such as Finland and South Korea provide valuable insight into best practices and potential pitfalls in educational reform efforts.

Key Words: NEP, Education in India, New Policy, Case Study.

Implementation of Academic Bank of Credits: A Study

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Abstract

Well defined and futuristic education policy is essential for the development of a country. From pre-primary school to university levels best education should be provided to make country self-reliant as education leads to economic and social progress. Each country adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and university education levels to make it effective. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. This new policy replaces the previous National Policy on Education, 1986. It is a comprehensive framework for elementary education to higher education as well as vocational training in both urban and rural India. It aims to transform India's education system and provide quality education for the better future of the nation.

Key Words: Higher Education, National Education Policy 2020, Implementation Strategies, Approaches, Challenges, Pros and Cons, Academic Bank of Credits.

Tech-Driven Transformation: Exploring the Intersection of National Education Policy and English Language Teaching for Inclusive and Innovative Learning Experiences

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Abstract

This research paper delves into the dynamic intersection of technology integration and English language teaching within the context of the National Education Policy (NEP). With the NEP emphasizing the transformative role of technology in education, this study focuses on its implications for enhancing English language learning outcomes. The paper begins with a comprehensive overview of the NEP's vision, specifically highlighting its emphasis on leveraging technology to democratize access to education. Acknowledging the importance of technology in English language teaching, the paper explores its potential to revolutionize traditional pedagogical approaches. From multimedia resources and online platforms to AI-powered language learning tools, technology offers a diverse array of resources that engage learners and facilitate authentic language use. The significance of personalized learning experiences, collaboration, and communication skills development is underscored within the digital landscape. The research paper's purpose is to provide a thorough analysis of literature, case studies, and empirical evidence, examining the nuanced relationship between educational policy and the practicalities of integrating technology in English language classrooms. Strategies for effective integration, considerations for implementation, and challenges are discussed, drawing on real-world examples and best practices. The study concludes by presenting a compelling thesis: that the strategic use of technology, aligned with the NEP's goals, has the potential to transform English language teaching. By providing learners with personalized pathways, fostering collaboration, and offering immersive language experiences, technology emerges as a catalyst for achieving the NEP's vision for inclusive and innovative education.

Key Words: Technology integration, English language teaching, (NEP), Transformative role of technology, Educational innovation.

Thought provoking aspects of NEP-2020

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Abstract

The National Education Policy 2020 finalized on 29th July 2020 ensures new era for progressive India. The NEP-2020 reforms both college as well as school education. The NEP-2020 changes education system and shift to learning centric, mentor mentee system. The NEP-2020 draft provoked all stake holders to think about future of New India. The changes in education system of entry as well as exit of students as per their need and situation, switching of learners from one academic learning to other become easy that revolutionise the education of New India. The NEP-2020 help learner to identify when they can go for job depending up on their capabilities. Learner need not to complete degree, rather they can apply for job and after getting experience from industry and learner can continue the course or as per need learner can switch to respective course. The NEP-2020 promote mentor to think about designing curriculum that will fulfil the need of learners to become industry ready. The NEP-2020 help to develop research and innovative thinking in schools, colleges and research institutes. The research which will not only develop theoretical concepts as well as used for practical purpose. Thus NEP-2020 ensures the growth of Nation.

Key Words: National Education Policy, Cluster, multiple exit and entry, National Skills Qualifications Framework (NSQF).

New Education Policy, Culture And Languages

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Abstract

The National Education Policy 2020 articulates the enrichment of the creative power of every individual. Language, being a weapon to attain this advancement, stands at the core of the implementation of the National Education Policy 2020. Besides, language diversity in India adds to the continuum of cultural resemblance of the nation. Culture, reflected through innumerable characteristic traits, is unavoidably conducive to veracity of languages. Moreover, since times immemorial, India poses itself as a multilingual and a multicultural heritage at global scenario. Different states in India poise different mother tongues in addition to other tongues and dialects. National Education Policy of India 1968, in accordance with its philosophy of multilinguality, focused regional languages and three language formula with due weightage to Indian languages. The 1986 policy recapitulated the preceding stance. In the same vein, yet with noteworthy vigour added to the previous education policies, National Education Policy 2020 framed a structure of regional language oriented education until Grade 5 preferably till Grade 8 and beyond with an intention to make education easily accessible to every Indian. How far this policy is going to obtain outcome based results in the implementation of regional/local/mother tongues as mediums of education will be the venture of the present research endeavour.

Key Words: Culture, Local language, Mother tongue, NEP2020, Regional language.

MYTH, MODERNITY AND KARMIC RETRIBUTION IN POPULAR CULTURE: A STUDY OF MIKE FLANAGAN'S THE FALL OF THE HOUSE OF USHER

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Abstract

Throughout the course of history, mythology has played a crucial and significant role in the development of human societies. Its purpose has been to provide explanations for the mysteries of the world and to establish a framework for understanding our existence. However, as time has progressed and society has evolved, a new influential force has emerged to fulfil a similar purpose: popular culture. In today's world, popular culture has become a powerful means of generating awareness and initiating discourse on a wide range of social issues. With its widespread reach and profound influence, popular culture is actively shaping the behaviour, beliefs, and overall fabric of our communities. The objective of this paper is to explore how popular culture integrates elements of mythology and modern sensibilities to create a sense of karmic metaphysics, specifically through an examination of the gruesome Usher family from Mike Flanagan's horror series, The Fall of the House of Usher.

Key Words: Myth, Modernity, Popular Culture, Karma, Horror.

National Education Policy 2020: Transforming Commerce Education

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Abstract

The National Education Policy was launched on July 29 2020, after the Union cabinet approved it. The NEP replaces the 34 Years old policy of 1986 and aims to pave way for transformational reforms in class and better education systems within the country. This paper aims to focus various key features introduced by NEP 2020 such as the establishment of a single regulatory body for higher education, multiple entry and exit options for students, technology-based adult learning, foreign universities setting up campuses in India, a common entrance exam and the creation of the Higher Education Council of India (HECI). It delves deeper into the impact of NEP on the regulatory system of higher education, graded accreditation, graded autonomy, internationalization, emphasis on holistic and multidisciplinary education, and changes in the structure and lengths of degree programs.

Key Words: NEP, Higher Education Institution (HEI), Skills-Set, IKS.

Indian Knowledge System: A Way of Learning

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Abstract

National Education Policy, 2020 (NEP) anticipated a massive transformation in education through – "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, thereby making India a global knowledge superpower." The UGC has released "Guidelines for incorporating Indian Knowledge in Higher Education" and "Guidelines for introduction of courses based on Indian heritage and culture" recently. The NEP 2020 recommends that knowledge from ancient India, the indigenous ways of learning, the knowledge traditions, would be covered in all disciplines at both schools and higher education levels. India has a rich tradition of teaching-learning. Students should be aware about ancient Indian scholars and their invaluable contributions for the betterment of the society as well as various scientific and non-scientific domains. The aim behind introducing Indian Knowledge System into NEP2020 is to revive the knowledge of great Indian scholars like Aryabhata, Bhaskaracharya, Brahmagupta, Sushrut, Charaka, Panini, Kanad, Chanakya, Gautama, Maitri, Gargi, Apala, Lopamudra, Rutumbhara, etc and the multidisciplinary teaching and research places like Nalanda, Takshshila, Vallabhi, Vikramshila, etc, should be introduced to all students so as to take this rich legacy of knowledge forward by preserving it, nurturing it and apply it to current day system. The present article is an attempt to throw some light on an Indian ancient 'Gurukul' system and modern education system. The paper will try to highlight the importance and relevance as well as key differences between the said systems in the modern era.

Key Words: NEP 2020, Indian Knowledge System, Gurukula, Ashram System, Brahmacharya, Modern Education System.

Report of the Conference

The department of English of Toshniwal Arts, Commerce & Science College, Sengaon has organised a one-day national conference entitled National Education Policy 2020: Adaptability & Challenges on 17th February, 2024 in Sant Namdev Auditorium sponsored by Indian Council for Social Science Research, Western Regional Centre, Mumbai. The conference was divided into five sections: inaugural function, keynote address, plenary session, paper presentation session and valedictory function.

Inaugural Function:

The conference began with inaugural ceremony including garlanding the image of the freedom fighter Swami Ramanand Teerth, lighting the lamp and felicitation of guests on the stage. The chairman of the inaugural function was Mr. B.R. Toshniwal, Chairman, Shri Gajanan Shikshan Prasarak Mandal, Yeldari Camp; chief inaugurator Dr. Shailendra Deolankar, Director, Higher Education, Government of Maharashtra, Pune; both were virtually present through Google Meet conferencing app. Chief Guests Dr. D.M. Netke, Director, Board of Examination and Evaluation, Swami Ramanand Teerth Marathwada University, Nanded; Dr. D.N. More, Professor of English, People's College, Nanded and Member, Management Council, Swami Ramanand Teerth Marathwada University, Nanded; Keynote speaker Dr. Bhimrao Bhosale, Professor in Centre for Applied Linguistics and Translation Studies, University of Hyderabad (Retd.), Hyderabad and Visiting Professor, Central University of Karnataka, Kalaburgi; Mr. R.G. Toshniwal, Chairman, College Development Committee, Toshniwal Arts, Commerce & Science College, Sengaon; Prof. Dr. S.G. Talnikar, Principal, Toshniwal Arts, Commerce & Science College, Sengaon; were present on the stage. Dr. R.A. Joshi, Coordinator, Internal Quality Assurance Cell, Toshniwal Arts, Commerce & Science College, Sengaon; Mr. R.M. Shelke, Member, Senate, Swami Ramanand Teerth Marathwada University, Nanded; Dr. Rajesh Gore, Organising Secretary and Dr. Datta Sawant, Convener of the conference were present for the function.

Dr. Deolankar, officially inaugurated the conference through online mode using Google Meet. In his inaugural address, he spoke on the implementation of the NEP 2020 that in Maharashtra the policy has been already implemented for PG programmes. In Maharashtra, there are 72 universities, out of which 13 public universities, 25 private universities, 25 deemed to be universities, 3 cluster universities,

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3 deemed universities supported by the state of Maharashtra and unitary university like J.J. School of Arts, Mumbai. He mentioned the AISHE report, and according to the report, Maharashtra has second largest student population i.e. 45 lakh students in higher education in India and we have second largest number of colleges in Maharashtra. The reforms in the higher education in Maharashtra have been initiated in the last one and half years. And its result is that there are 1900 colleges which have been accredited by NAAC with good grades. In the last year more than 600 colleges accredited by NAAC. In research, Maharashtra has contributed and tops the list in the entire country. Maharashtra tops in the creation of ABC (Academic Bank of Credits) ids in India. We have 164 autonomous colleges in the state. It is a large system of higher education in Maharashtra as per the expansion is concerned. So the NEP becomes obligatory and mandatory to implement from the academic year 2024-2025 in the state. NEP is a drastic change in the overall education system as compared to the previous policies. India went ahead to the policy of liberalisation in 1992 and reformed the education system. Now, we have 64 crore people between the age group of 25-35, our most valued asset. Hence NEP emphasises on the skill component in the higher education.

Further, he asserted that it is a collective responsibility of universities and colleges to implement the policy and bring about the positive changes in the sector of education. At the end of his speech, he said, "I personally, the conferences like this which organised by Toshniwal College on the theme of National Education Policy: Adaptability and Challenges will definitely contribute in the discourse, in ongoing discourse on National Education Policy and the second highest system of education state government to make some important changes in their course of reforms in higher education". He congratulated the college, coordinators, and ICSSR for funding the conference.

In his introductory remarks, Dr. Talnikar shared the achievements of various departments including English, History, Geology and Microbiology that have organised one-day national conference. He shed light on the historical background of the college, it's faculty, departments and programmes run by the college. He also explained the various activities conducted by the college and various departments. He congratulated the conveners, co-conveners and organising secretaries of the conferences on this occasion.

Dr. Y.S. Nalwar, while introducing the chief guest Dr. D.M. Netke

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shed light on his career and problem solving skills in examination department. In his address, Dr. Netke elaborated on the conferences organised, especially on NEP 2020. According to him, the real stakeholder of NEP the students, till this time are not involved in the process of NEP, students are ignorant about NEP. No proper and authentic discussions and deliberations have been held in the field. At various levels we are talking about NEP but the actual implementation is difficult. No one is going in the depth of NEP and talking about it except a few likes Dr. D.N. More. No one is talking about the beneficiaries or students, what they are thinking about or what kind of difficulties they are facing? He questioned on the seriousness of teachers about the work. What are the solutions of the difficulties faces in rural areas? The government is asking to open various Ids like digilocker, ABC Id, and APAR (Automatic Permanent Audit Registration). Implementation of NEP is mandatory from the coming academic session as said by Hon. Chandrakant Patil, Minister, Higher Education, Government of Maharashtra. All these deliberations must reach to the students.

It was followed by the publication of volume of abstracts received for the conference and the book authored by Dr. Rajesh Gore called English: NTA-UGC, NET, JRF, SET, SLET and Other Competitive Exams. The soft copy of the volume of abstract unveiled by clicking on the link on college website where the volume published. The hard copies of the book English: NTA-UGC… unveiled by the hands of dignitaries present on the stage.

The publication ceremony followed by the address of Mr. Ramanji Toshniwal. In his address, he focused on the conferences organised by the various departments of the college. Through the platform of this conference, he requested the government that the difficulties faced by rural students and urban students are totally different, in rural colleges, we do not have basic infrastructure to cope with the NEP and hence the government should pay special attention on the needs of rural students. It is the responsibility of government to strengthen such colleges in rural areas.

It is followed by the chairman's address. Mr. Brijgopalji Toshniwal emphasised on the implementation and challenges before the NEP. According to him, the policy is very good but the challenges on ground level must be solved by the government. The government should recruit the teachers as early as possible so that the implementation

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would be smooth. He congratulated all the organisers and participants who took part in the conference.

The inaugural function was concluded with offering of vote of thanks. The programme was coordinated by Dr. D.G. Sawant and vote of thanks offered by Dr. R.S. Gore.

Keynote Address:

In the second session, the convener of the conference, Dr. Datta Sawant shared his views. He conveyed the objectives behind organisation of the conference: to discuss and deliberate on the policy, find out the issues in implementation and difficult spots in the policy, to show the reformative measures taken in the policy, tackle the opportunities through the policy, to present and publish the research proposals and papers related to the policy, and further extend the research horizon regarding the implementation and outcome or results of the policy. He also explained why the theme of conference i.e. National Education Policy 2020: Adaptability and Challenges chosen. Because from the coming academic year, the policy will be implemented and it is crucial to discuss its adaptability and challenges ahead.

It was immediately followed by the keynote address. Before that Mr. Vijay Kolhe introduced the keynote speaker Dr. Bhimrao Bhosale and his career in linguistics and translation studies. Dr. Bhimrao Bhosale elaborated the place of languages in National Education Policy 2020. At the beginning of his speech, he put the general frameworks of the policy. NEP 2020 claims that holistic approach and interdisciplinarity is the soul of this policy. There is interconnectedness between major and minor subjects and disciplines. To make it success, we have to explore all the available resources and also adopt a triangular methodology including qualitative, quantitative and the combination of qualitative and quantitative as well. The object of study is important and it should not be excluded. It should be top-down, bottom-up, within and around.

Whatever recommendations and provisions made in the policy are not new. The interdisciplinarity and multidisciplinarity is old one e.g. the history of epistemology and knowledge production has begun with philosophy and philology and both are interdisciplinary. The separation of the branches of knowledge took place in 19th and 20th centuries. He referred the social semiotic systems and technology as a new approach that should be adopted in the implementation of the policy. According to him, the real challenge is how are we going to use social semiotics,

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system and process connecting with technology. The policy advocates very strongly interdisciplinarity and multilingualism which is a correction over earlier policies. But the major challenge in implementation is the scarcity of resources. What about systems and institutions? Right now we are facing the problem of medium of instruction in higher education. The three language formula which strongly supported by the state is failed. Now it should be multilingualism starting with bilingualism. He advocated the bilingual method with some strong observations. He adhered the importance given to languages in NEP as a paradigm shift for a language is not only a means of communication but viewed as knowledge, perception, behaviour, cognition, interaction, exchange, system, art and creative. Interdisciplinarity is inherent in the nature of a language. There is an issue of applying the framework of a discipline to another, e.g. applying the framework of Psychology to English or vice-versa. But the work of interdisciplinarity can be carried only through language. He referred to some linguists in this regard.

"Language needs to be studied holistically, comprehensively with trinocular perspective, bottom-up, top-down and within-around". - M.A.K. Halliday.

"Language is a system and process". -Elam Slive.

"Language is system of systems and text is always a process, a continuous instantiation". -J.R. Firth.

According to him, "Central core of culture is institution and language is most important institution, especially social institution".

"Growth of a child simultaneously takes place with the growth of the language". M.A.K. Halliday.

"Language and literature cannot be separated". –Roman Jacobson.

The first and foremost challenge before NEP in implementation of language policy is lack of trained teachers. The pre-condition of language interdisciplinarity is to train teachers to make them linguist. There is unity, integrity and continuity in language, literature and culture and it possible only through language. Languages are the source of multiple things in the society. For the effective implementation of the policy, it is very important to start with two languages in Indian states. One native language and other English. According to Halliday, "Language is a probabilistic system of choices".

Language influences our worldview, our ideologies, our thoughts. Sapir says, language proficiency is a key in education. It determines the

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power of advancement. Teachers capacity must be developed in multilingualism to begin with bilingualism. In Maharashtra, it is very crucial to develop the capacity of faculty. Firstly, and fore mostly, the teachers must be given training in bilingualism. It is also important to note how infrastructure is available in our state. Languages are resources hence it is used so. We have many issues in implementation of the policy like infrastructure, training to teachers, not opening our minds, not deviating from traditional methods, not applying the formula of bilingualism as a method, not using technology effectively, no coordination, research funding or promotion, student-faculty ratio, dropout ratio, enrolment, etc. One cannot blame to faculty, students or government, it is a collective endeavour.

The keynote address session was over with vote of thanks expressed by Dr. Tukaram Hapgunde. The session was coordinated by Dr. Rajesh Gore.

Plenary Session:

After lunch, the plenary session took place with the formal felicitation of the guests on the stage including plenary speaker Dr. D.N. More, session chairs Dr. Bhagwan Gunjalwad and Dr. Sandu Paigawan. Mr. Arvind Naik introduced the plenary speaker in detail adhering his achievements in the field of education and recent mastery and strong hold on the NEP 2020, the policy and challenges in implementation.

Dr. D.N. More elaborated on the theme of his plenary talk National Education Policy 2020: Opportunities and Challenges in detail. According to him, there are less opportunities and more challenges in the implementation of the policy. At the beginning he started with the challenges in implementation of NEP 2020 as follows:

Consolidation and Restructuring of HEIs: as per the AISHE (2018, 2020-2021) survey of Ministry of Education, there are 1168 universities and 45473 colleges in India. In the NEP, these HEIs need to be consolidated and restructures. There are three basic parameters to restructure these institutions: one the single faculty colleges/ institutions will be phased out in the coming days. There are 61% single faculty colleges in India. If these colleges will be phased out, there will be negative implications on higher education spread in hilly, rural and backword regions. The second parameter is those colleges which have not the student strength of 3000 will be phased out and merged, consolidated in the institutions which are centrally located called multidisciplinary institutions. The third parameter is affiliation system

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will be completely phased out, colleges will be de-affiliated and given autonomous status. This is a serious concern, challenge before all the stakeholders of HEIs.

The government of Maharashtra passed a resolution in the assembly regarding the cluster universities in which 5 crore rupees need to be deposited by the management for the establishment of such university. Only seven positions are allowed and one crore rupees will be provided as the salary of these positions per annum. This will be provided for five universities and later the university must raise its own resources.

Foreign HEIs in India: permission will be given to foreign universities in India. The capitalists can establish such universities in India. If so happens, the condition of higher education will be like English schools of today. It is the privatisation and commercialization of higher education. There is no control on design of curriculum and appointment of teachers or any staff in these universities. Full autonomy will be given to them. Free-ship and scholarship will not be provided to the needy or backward students. Reservation policy will not be implemented in these institutions. It is serious challenge before the public funded institutions in India. The private universities have power to decide their fee structure and no interference will be made in that.

Online and Digital Education: teaching and learning will be in blended mode. 60% delivery will be in physical mode and 40% delivery will be in online mode. There is grave concern regarding the availability of resources, technology, infrastructure and gadgets. Will the government provide all these things? Is there any provision of funds or financial assistance? The answer is negative. UGC released a draft in May 2020 A Concept Note on Blended Mode of Teaching Learning, on the page no. 33, it is said "the financial support required to develop infrastructure and technological gadgets must be taken care of", in this regard who is going to take care of students, principal, teachers or management or citizens. He says, "the draft is dumb and tongue tight so far as the financial assistance is concerned".

Financial Assistance: in the article 21(A) of Indian Constitution it is stated that the education is the fundamental right of the citizens. The government should provide free and affordable education to one and all. In 1966, the Kothari Commission recommended 6% of the GDP should be spent on education. Still we are spending only 2.5% of GDP on education. The government is not ready to fund the education. This a serious challenge before Indian education system.

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In the later part of his address, he explained a few opportunities in the new policy.

Multidisciplinary HEIs: through the establishment of multidisciplinary institutions, the holistic development of students is possible. The students can take part in the newly designed curriculum including major and minor courses, co-curricular courses, cultural activities, NSS, Yoga, NCC, etc. This can be a golden opportunity for students if implemented well and properly. Such institution will be centrally funded.

Research and Innovation: it is the foundation and core of development of any nation. The policy will establish research and innovation universities or institutions at par IIMs, IIITs, IIScs, etc. It will provide the opportunities to researcher. Ratio of research and innovation will be increased in forthcoming years. National Research Foundation (NRF) will be established to promote research in India. The private providers will provide financial assistance to the NRF.

Gross Enrolment Ration: as per the survey conducted by Ministry of Education in 2020-2021, the GER is only 28.4%. Almost 72% of students are out of higher education. The policy document envisions that the GER will be increased up to 50% in 2035.

Redesigning of Curriculum and Restructuring of Pedagogical Practices: it is the urgent need of the hour to redesign the curriculum as per local needs, regional needs and global needs. Practical knowledge should be provided to the students. At the same time, the pedagogical practices should be evolved and developed. It should be two way practices on the part of students and teachers. Students will be the centre of education, active involvement of students will provide more and more knowledge and opportunities to the students. This provision is really appreciable.

Autonomy to Students: the freedom is given to students to choose their subjects or courses. This is important on the part of students. The students must utilise this autonomy for their development.

In the next part, Mr. Sandu Paigawan made a few random observations. He said that Dr. Manmohan Singh should be considered as the father of 1990 Policy of privatization and liberalization. In this policy, the role of languages is curtailed on the basis of vocational or skill education. There is another problem in implementing the online or blended mode in rural areas. The process of saffronization of education has been began and the minority ideologies are suppressed. He

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supported his views by providing the references of Laxman Yadav, Romila Thapar, etc.

After that Dr. Bhagwan Gunjalwad offered comments on the plenary address. He agreed with the views expressed by Dr. More. According to him, issues and challenges expressed by Dr. More are really serious and grave concerns in the higher education system.

The plenary session was coordinated by Dr. Kumar Wani and vote of thanks expressed by Dr. Pandit Nirmal.

Paper Presentation Session:

The plenary session followed by paper presentation session. The chairman of the session was Dr. Pandit Nirmal and Dr. S. Marithai. The first paper was presented by Dr. Nagnath Phad entitled "Importance & Work-Procedure of Academic Bank of Credits in NEP 2020". He elaborated on the ABC and its importance, how it works, the process, triangular system, transfer of credits, etc. The second paper was presented by Dr. B.B. Chincholkar entitled "An Insight into the Challenges of Implementing the New Education Policy (NEP)" in which he presented the challenges at various levels in the implementation of the policy. The next paper was presented by Deepshikha Chaudhari on the theme of "NEP 2020: Promotion of Indian Art". She spoke on the various Indian arts that need to be focused in the policy and should be given rejuvenation like classical dance, paintings, sculpture, regional literatures, etc. It is followed by the presentation of Durva Mandrekar on "Tech-Driven Transformation: Exploring the Intersection of National Education Policy and English Language Teaching for Inclusive and Innovative Learning Experiences" which highlights the use of technology in NEP in relation to English language teaching and learning. Next, Jyothi Gedela spoke on "The Influence of AI on English Language Teaching". In her paper, she emphasised on the use and functioning of AI in language teaching and learning, especially English language. Mr. Arup Kumar Bag presented the paper "The Implementation of NEP 2020 at the Tertiary and Post-Tertiary Level in the West Bengal Education System: Problems and Disadvantages". The focus of the paper is on the broad system of education in the state like West Bengal and it demonstrates the issues pertaining in rural and urban parts of the state. Mr. Vikram Sharma delivered his paper on "Indian Knowledge System: A Way of Learning" with special mention of ancient Indian traditions in all the spheres of life. He presented the examples of great sages like Maharshi Kanad,

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Aryabhatta, Charakha, Bhaskaracharya, Sushrut, Brahmagupta, Panini, Gautama, Maitri, etc. India had a great traditions of teaching and learning that need to be reviewed and rejuvenated. The last paper on the theme "Transforming Education in the Digital Age: The Imperative of Technology Integration under India's National Education Policy 2020" was presented by Mr. Vikrant Madnure where he shed light on the technology and education, the duo of the system that can change the face of entire education in India.

Dr. Pandit Nirmal commented on all the papers presented in brief and accepted all the papers for publication. Then, Dr. S. Marithai also provided her important comments on the papers and suggested a few changes that to be made in some papers while publishing. She congratulated all the presenters and wished them all the best for future. The session was coordinated by Dr. Rajesh Gore and vote of thanks presented by Dr. Datta Sawant.

Valedictory Function:

It was the last session of the day. The chairman of the function was Dr. S.G. Talnikar, Principal of the college, chief guest Dr. Pandit Nirmal, Head, Department of English, Sant Tukaram College, Parbhani and Dr. Rajesh Gore, Organizing Secretary were on the stage. The session was coordinated by Mr. T.U. Kendre and vote of thanks presented by himself. The session was over with the national song.
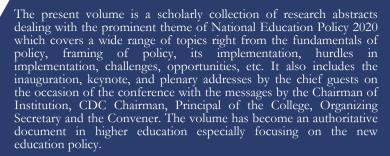
Snapshots of the Conference

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Report prepared by Dr. Datta Sawant, Convener of the Conference

The present volume is a scholarly collection of research abstracts dealing with the prominent theme of National Education Policy 2020 which covers a wide range of topics right from the fundamentals of policy, framing of policy, its implementation, hurdles in implementation, challenges, opportunities, etc. It also includes the inauguration, keynote, and plenary addresses by the chief guests on the occasion of the conference with the messages by the Chairman of Institution, CDC Chairman, Principal of the College, Organizing Secretary and the Convener. The volume has become an authoritative document in higher education especially focusing on the new education policy.

Dr. Datta Sawant (MA (English), NET, DBM, PGCTE, PhD) is an Associate Professor of English having 14 years of experience. He completed his PhD research in translation studies especially on the problem of equivalence in translation from English into Marathi and vice-versa. He authored two books and edited one entitled *Translating Fiction, An Easy Introduction to Literature* and *Glimpses,* an anthology of select articles and essays respectively; and a book on Marathi dialect is in the process of publication. He completed two research projects one in translation and another based on dialects of Marathi. He is a prolific translator who translated modern Marathi epic like *Devdoot the Angel Canto IV & V*. He has a keen interest in creative writing- a short story and a few poems in English are published and currently engaged in writing a novel. Apart from this, he has delivered a number of speeches and talks on various topics and issues at local and national level. He also attended a number of national and international conferences and presented scholarly papers. He published research papers in acclaimed journals like Elsevier and ELTAI's JELT.

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