



Annasaheb Magar College, Hadapsar Pune-28
Two Days National Level Conference/Workshop
Held on Date: 10th and 11th February, 2023.

**“IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY
–INDUSTRY INSTITUTE LINKAGE”**

Department of Commerce

Conference Proceeding

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INDEX

SR. NO	TITLE	PAGE NO.
1	Vocational Education with NEP <i>Dr. Awate Ganesh D, Prof.Walmiki Shashikala H., Barade Abhijit Ashok.</i>	1
2	THE 5+3+3+4 FORMULA IN THE EDUCATION SYSTEM. <i>Dr. Bhujbal Namdeo N., Dr. DanaiTambhale Sunita D., Poornima Jadhav.</i>	3
3	THE ROLE OF YOUTH FOR DEVELOPMENT <i>Dr. Deshmukh Dhiraj J., Dr. Dhotre S. B., Vishakha Raut.</i>	5
4	IMPACT OF NEP:-Impact of New Education Policy 2020 on Higher Education <i>Dr. Donewar Megha M, Dr. Gandhile Ganesh D., Tanmay Sunil Shelar.</i>	6
5	NEP-Skill Enhancement In NEP <i>Dr. Giramkar Sharad V., Dr. Joshi Ramakant P., Pooja Kudale</i>	8
6	National education policy- A VISION <i>DR. Karande V A, Dr. Khandewale Warsha S., TANMAYI SHEWALE</i>	9
7	New Education Policy 2020 of India : A theoretical Analysis <i>Dr. Khisti Ujwala V., Dr. Kulkarni Savita S., Natu Aniket Pratap</i>	11
8	NEP POLICY IMPLEMENTED IN MOTHER TONGUE <i>Dr. Mene Ravindra U., Dr. More Vilas B. ,Roma Shirish Kulkarni</i>	13
9	IMPLEMENTING CHALLENGES IN NEP IN 2020 . <i>Dr. Ajinath Maruti Doke, Dr. Mundhe Anju Y., Jagnade Aishwarya Sanjay</i>	15
10	Digital Education and the NEP2020 Opportunities and Challenges. <i>Dr. Mulay Prashant P., Dr. Sunil Waghmode, Vhalgade Pratiksha Appaso</i>	17
11	MULTIDISCIPLINARY APPROACH IN NATIONAL EDUCATION POLICY2020 <i>Dr. Shubhangi Auti, Dr. Nimbalkar Annasaheb B., Sadhana Pintu Bade</i>	19
12	NEP 2020 IN PROFESSIONAL EDUCATION <i>Dr. Neeta Kamble, Dr. Narangalkar Rahul R., Shelar Ankita Sudhakar</i>	21
13	New Education Policy <i>Dr. Patil Neha N., Prof. Pratik Kamthe, Sayali Honrao</i>	23
14	ENHANCING THE TEACHING STYLE FOR DEAF AND DUMB STUDENTS USING E-LEARNING <i>Dr. Sarange Ananda R., Prof. Akshay Ugile, Ms. Bhagyashri Nagawade</i>	25
15	New National Education Policy 2022 <i>Dr. Sasane Pravin S., Dr. Shinde Shubhangi R., Tejshree Satish Bhumkar</i>	30
16	National Education Policy of India 2020 (NEP 2020) <i>Dr.Gangadhar P. Satav, Dr. Sonwale Vandana V., Rushikesh Ramdas Sangale</i>	32



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17	NATIONAL EDUCATION POLICY <i>Dr.Zagade Nana S., Prof. .Dangi B. M., DURGA JARICHANDRA LONDHE</i>	36
18	About New Education Policy Consultation <i>Prof. Adling Vaishali L, Prof. Akshata Anand Alhat, Vaibhav Anil Doundkar</i>	37
19	NATIONAL EDUCATION POLICY <i>Prof. Autade S S, Prof. Badgujar Madhuri A., Sanket Vilas Kawade</i>	40
20	New Education Policy 2020 of India: Theoretical Analysis <i>Prof. Bankar Apurva B, Prof. Bhosale Supriya S, Sachin Shamrao Maske</i>	41
21	National Education Policy (NEP) <i>Prof. Bhujbal Savita B, Prof. Borade Uma B., Shreya Raju Atole</i>	44
22	New Education Policy 2020 of India: Higher Education <i>Prof. Deokar Sangita, Prof. Deshpande Mangesh V., Priyanka Audumbar Barde</i>	46
23	INDIA'S NATIONAL EDUCATIONAL POLICY 2020 Prof. Dhangar Urmila S., Mrs. Patil J.M, TIRKHUNDE ADINATH RAVINDRA	50
24	National Education Policy 2020 (NEP 2020) <i>Prof. Dhumal Anita S., Prof. Divate S S, Jagtap Sneha Vikas</i>	55
25	New education policy 20-20 of India: Theoretical Analysis <i>Prof. Erram Varsha S., Mr. Diwate K.K Kakade Roshani Sudhir</i>	59
26	National Education Policy 2020 <i>Prof. Gadekar Anita J., Prof. Gaikwad S.S, Aditya Vijay Moily</i>	62



Vocational Education with NEP

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Abstract:- *Vocational Education* The NEP 2020 proposes the introduction of vocational education from grade 6 onwards. Write an article discussing the benefits of vocational education and its role in preparing students for the job market. The National Education Policy (NEP) 2020 of India proposes to integrate vocational education into the mainstream education system to provide students with practical skills and knowledge that can prepare them for the job market. Vocational education refers to education and training that focuses on practical skills, knowledge, and competencies that are directly related to specific occupations or trades. The NEP 2020 proposes to introduce vocational education from grade 6 onwards and offer it as an elective subject in upper secondary education. The policy aims to provide vocational education to at least 50% of students by 2025 and enable them to acquire industry-relevant skills and certifications. Vocational education can take various forms, including apprenticeships, internships, on-the-job training, and skill-based courses. It can provide students with hands-on experience, technical skills, and practical knowledge that can prepare them for the job market or entrepreneurship.

The NEP 2020 also proposes to establish a National Skills Qualifications Framework (NSQF) that will provide a common reference framework for skill development and recognition of prior learning. The NSQF will also help in the integration of vocational education with general education and provide a flexible and modular system for lifelong learning.

Integration with general education: The policy emphasizes the integration of vocational education with general education to provide students with a multidisciplinary and holistic education. This integration can help students to develop a range of competencies, including critical thinking, problem-solving, communication, and collaboration.

Flexibility and modularity: The policy proposes a flexible and modular system for vocational education that allows students to pursue their interests and passions. The system will enable students to choose from a range of vocational courses and modules and accumulate credits towards a certificate or diploma.

Conclusion:-

In conclusion, vocational education is an essential component of the National Education Policy 2020 that aims to provide students with practical skills and knowledge that can prepare them for the job market or entrepreneurship. The integration of vocational education with general education can provide students with a holistic and multidisciplinary education that meets the needs of the 21st-century job market. The establishment of the National Skills Qualifications Framework can also help in the recognition and validation of skills and competencies acquired through vocational education and lifelong learning.



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THE 5+3+3+4 FORMULA IN THE EDUCATION SYSTEM.

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Abstract:

Explanation of 5+3+3+4 structure – Here is the class and age-wise detailed explanation given. Children will spend five years in the Foundational stage, 3 years in the Preparatory stage, 3 years in the Middle stage, and 4 years in the Secondary stage, according to the new school education system outlined in NEP 2020. The phases have been divided according to the stages of cognitive development that a kid goes through in early childhood, school, and secondary school

INTRODUCTION:

The Union Cabinet of India approved the National Education Policy (NEP) on July 28th, 2020. The 5+3+3+4 system does not mean more school years. The actual number of years that a student spends in a school system is unaffected. The new system incorporates playschools within the realm of "formal education," combining nursery and kindergarten classes with classes 1 and 2. Explanation of 5+3+3+4 structure Here is the class and age-wise detailed explanation given. Children will spend five years in the Foundational stage, 3 years in the Preparatory stage, 3 years in the Middle stage, and 4 years in the Secondary stage, according to the new school education system outlined in NEP 2020. The phases have been divided according to the stages of cognitive development that a kid goes through in early childhood, school, and secondary school. The following is a breakdown of the various stages of the new school education system by age:

1. Foundational stage for 5 years: For Ages-3 to 8 years old
For classes: Anganwadi/pre-school, class 1, class 2, and class 3 According to the national education policy, the foundational level of education will consist of three years of preschool or Anganwadi education, followed by two years of primary school (classes 1 and 2). This stage will concentrate on language development and play-based or activity-based education methods.
2. Preparatory stage for 3 years
For Ages - 8th to 11th years old
For Classes - 3rd to 5th grades The preparatory period will continue to emphasize language development and numeracy abilities. Play and activity-based teaching and learning would be used here, as well as classroom relationships and the aspect of discovery.



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3. Middle stage for 3 years For Ages - 11 to 14 years old
For classes - 6th to 8th grades According to NEP 2020, this level of school instruction will focus on critical learning objectives, which is a significant departure from the rote learning methods that have long been used in our educational system.
Experiential learning in the Sciences, Mathematics, Arts, Social Sciences and Humanities will be the focus of this stage.
4. Secondary stage for four years For Ages -14 to 18 years old
For classes -9th to 12th Classes 9 and 10, as well as classes 11 and 12, will be covered in this level. The most significant change in these classes is the transition to a multidisciplinary system in which students will be able to choose from a range of topic combinations based on their talents and interests rather than being firmly classified into Arts, Science, and Commerce categories.



THE ROLE OF YOUTH FOR DEVELOPMENT

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ABSTRACT: Youth are super important for every nation; they are the pillars of national development and growth of nation is dependent on youth. If a nation's youth is interested in national development, they can make it happen because they have some basic knowledge of development and the courage to take actions for development. A nation without youth can be the threat to the national development of a country, so a country is dependent on youth for development. But why are youths important for national development? Because youth have ideas that can translate into dreams; they have new energy to experience new things; they have time to build things for national development.

Role of Youth In National Development

1) Make Innovation In Country

We have been aware that youth are brilliant in studies and they know how innovation works and that enables them to make innovation. So these products help to recognize globally the potential of a country that eventually drives investment in that country. And that investment directly helps in the nation's development. In India there are dozens of examples of young youth entrepreneurs who had creative ideas to build great products and because of that India is developing. Here one thing to keep in mind is that often there are more young youth folks coming up with innovative ideas than older folks. So the role of youth in national development is that they make innovation for a country.

2) Create a Moment for Development of Nation

This role might be for new people, but youth has played this many times. In a country, if there were elected members are not working for development in a region or a country that youth gather together to prevent this happening and force leaders to take action to promote development in a nation. **IMPORTANCE OF NATIONAL DEVELOPMENT**

The term – nation building or national development, is usually used to refer to a constructive process of engaging all citizens in building social cohesion, economic prosperity and political stability in a nation in an inclusive and democratic way. Going by the definition, it is seen that all citizens are to be involved in building or developing a nation. Thus, the involvement of youth in national development is a must. In fact, youths play one of the most important roles in nation building.

Youth are not only the leaders of tomorrow, but also the partners of today. Young people are social actors of change and progress. They are a crucial segment of a nation's development. Their contribution, therefore, is highly needed.

They have bubbling enthusiasm which has to be regulated and utilized the right way. This can surely ensure rapid national development. After all, all the people can only exercise their full potential when they are young and energetic. Youth is that period in which revolutionary thoughts spring to mind and these thoughts shape the world we live in. Bill Gates, the founder of Microsoft Corporation, is a living example. He had a revolutionary thought and he exercised his thought and look, how he has changed the world today!



IMPACT OF NEP:-Impact of New Education Policy 2020 on Higher Education

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Abstract –*The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.*

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. 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. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

Objectives of the study –

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Research methodology –

Research methodology This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.



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Conclusion –

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital prerequisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset.

Analysis –

Regulatory System of Higher Education: A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants

Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system

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NEP-Skill Enhancement In NEP

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NEP 2020 is an important step that will change the face of the Indian educational system. It is due to this initiative that the market will transform significantly and the evolving needs of employers will be catered to effectively.

The introduction of the National Educational Policy 2020 has been a bold move that has revolutionised the Indian education industry. It is expected to improve the educational standards for students both in schools as well as in colleges. The transition of the market from a learning-based approach to a skill-based model has been attributed to the policy.

The proposal to introduce vocational education from sixth grade onwards and create a National Committee for the integration of vocational education (NCIVE) is viewed as a reform that will certainly take the Indian educational market to the zenith in the times to come.

The National Education Policy 2020 also recognizes the importance of soft skills such as communication, team work, problem solving, decision making, analytical thinking, resiliency, etc. as imperative life skills. The initiative works with an approach where academic knowledge is imparted. However, along with it, leadership skills are also inculcated amongst the students so that they can benefit ahead in their career trajectory.

The National Educational Policy 2020 propagates experiential and skill-based learning. Putting forth such a disruptive initiative is indeed a courageous move by the Indian government that definitely deserves our appreciation. However, the fact of the matter is that implementing this strong vision is going to be a key challenge.



National education policy- *A VISION*

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ABSTRACT: *2020 has therefore been transformed into the framework of this reform, which could help to build anew education system in the country, in addition to strengthening those economic and social indicators. That still needs to be improved.NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges.We have critically examined the policy in this paper and proposed changes to ensure a seamless continuum with its predecessor in addition to its predecessor, boosting its importance.The current paper describes the analysis of the requirements for NEP 20 Education has a key and decisive role in this scenario of contingencies.The National Education Policy 2020 has therefore been transformed into a framework of this reform,which could help to build a new education system in the country.That still needs to be improved NEP2020 provides for quality higher education through multidisciplinary universities and autonomous colleges.*

INTRODUCTION

The **National Education Policy of India 2020 (NEP 2020)**, which was started by the **Union Cabinet of India** on 29 July 2020, outlines the vision of new education system of India.

The new policy replaces the previous **National Policy on Education, 1986**. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language.

2020 has therefore been transformed into the framework of this reform, which could help to build anew education system in the country, in addition to strengthening those economic and social indicators. That still needs to be improved.NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges.We have critically examined the policy in this paper and proposed changes to ensure a seamless continuum with its predecessor in addition to its



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predecessor, boosting its importance.

National Education Policy 2020 focuses on ensuring universal access to school education at all levels. Some of the ways to achieve this are:

- Infrastructure support
- Tracking the progress of students and their learning levels
- Facilitating different modes of learning, including both formal and in-formal education modes
- Introduction of counsellors and well-trained social workers into the schooling system.
- Secondary education programmes equivalent to classes 10 and 12.
- The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

CONCLUSION-

- The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital prerequisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic.



New Education Policy 2020 of India : A theoretical Analysis

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Abstract:-The New Education Policy (NEP) 2020 of India is a comprehensive policy that seeks to revamp the education system of the country at all levels, from primary to higher education. It has been designed to meet the needs of the 21st century and aims to provide a holistic, multi-disciplinary, and student-centred education.

Introduction:-One of the most significant changes proposed in the NEP 2020 is the introduction of a 5+3+3+4 structure of school education. This means that the first five years of schooling will focus on foundational learning, followed by three years of preparatory education, three years of middle education, and four years of secondary education. This new structure aims to provide a more flexible and customizable approach to education, allowing students to choose subjects that suit their interests and aptitude.

Another significant change proposed in the NEP 2020 is the introduction of mother tongue or local language as the medium of instruction until at least grade 5. This is aimed at promoting regional languages and creating a strong foundation for learning. It is hoped that this will also reduce the dropout rates of students who struggle with English as a medium of instruction.

The NEP 2020 also aims to promote multidisciplinary learning, allowing students to learn across different subjects and disciplines. It proposes the introduction of vocational education from grade 6 onwards, which will provide students with skills and training that are relevant to the job market. The policy also proposes the establishment of a National Education Technology Forum (NETF) to leverage technology for better learning outcomes.

In higher education, the NEP 2020 proposes the introduction of a four-year undergraduate program, with the option to exit after completing one or two years with a certificate or diploma. This is aimed at providing students with more flexibility and allowing them to customize their learning according to their interests and career goals. The policy also proposes the establishment of a single regulator for higher education, which will bring greater transparency and accountability to the sector.

Conclusion:-The New Education Policy (NEP) 2020 of India is a significant step towards revamping the education system of the country. It proposes a more holistic, multidisciplinary, and student-centered approach to learning, with a focus on foundational education, vocational training, and technology-enabled learning.



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NEP POLICY IMPLEMENTED IN MOTHER TONGUE

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Abstract:- *The National Education Policy (NEP) 2020, which was approved by the government in 2020, but yet to be implemented, gives emphasis on learning mother tongue along with other languages. This will bring a four-language policy wherein a student can learn Hindi, English, a regional language and mother tongue. For educational institutes, the first step will be to invest in teachers speaking multiple languages. Currently, mostly teachers speak English, regional language and/or Hindi.*

The National Education Policy, 2020 has advocated, that "wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language" for both public and private schools.

Introduction:- At the school level, there will be language-preference taken from each student and then teachers will be assigned accordingly. However, it is likely that each language would need a minimum quorum (20-25 percent) for a teacher to be assigned. For instance, if only one student in a class of 35 pupils opts for studying in his/her mother tongue then it won't be feasible for the particular school to appoint a new teacher. At the higher education level, however, things are different. Industry experts and professors at engineering institutes are of the view that the ministry would first need to look at the availability of teachers and applicability in professional jobs.

For students, there are concerns around being able to find relevant schools if parents get transferred or finding jobs after higher education in case, they choose their mother tongue. Many have criticised this as a push to promote Hindi as the mother tongue which is a controversial topic in India. Outside the Hindi-speaking belt, this clause from NEP has not found supporters and is believed to be an agenda of the ruling party.

Another issue in implementing NEP's recommendation is that more and more parents now want their children to study in English medium schools. This is also because not only children are ambitious, so are parents. She pointed out that the new education policy states that whatever common language is spoken by the majority in an area, should be taken as the medium of instruction. Instruction in mother tongue is something that has always existed in every policy document, and it should be hailed. Every researcher will agree that teaching students in their mother tongue is the best way to teach. Many schools in India, mostly in metropolitan cities and tier-two cities, use English as a medium of instruction, but Yadav said instead of that, it should be taught as a language.

Implementation:- A mother tongue subject can be made compulsory for students to promote our community and keep its roots strong, but teaching all the subjects in that language is a big no from my side." Sources said that the government is studying various aspects of the language policy and implementation will be over



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the next two years. The first step will be introducing mother tongue- based instructions up to fifth grade in schools. It is likely that this will be launched in central government schools in the first phase. In the next phase, engineering and technical education institutes will be part of the programme. Here, no student can be denied a seat if he/she wants to study only in their mother tongue.

There is enough research and evidence now to prove that if children are taught in their mother tongue, particularly in the foundational years (ages 3 to 8), then higher retention, higher proficiencies, lesser repetition of grades, and improved test scores are seen. To create a student- centric environment, we cannot allow the "sink or swim' approach of submersion. Given the available resources, bilingual teaching, with the aid of bilingual textbooks and e-content, etc. can be a great beginning too. Parents prefer to send their children to 'English-medium' schools regardless of the quality of education they offer because of the perception that mastery of the English language ensures success in later life.

Conclusion:- On the contrary, in regional schools, implementation of this recommendation is seen to be carried out more smoothly due to homogeneous groups in classrooms. However, Sanyam Bhardwaj, joint secretary and officer on special duty, Central Board Of Secondary Education (CBSE) said that schools with multicultural classrooms can solve this problem by adopting the widely spoken language in the region as the medium of instruction.

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IMPLEMENTING CHALLENGES IN NEP IN 2020 .

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Introduction: The National Education Policy (NEP) 2020 is a comprehensive document that aims to transform India's education system by providing a holistic and flexible learning environment. The policy emphasizes the development of critical thinking, creativity, and innovation among students, and the introduction of technology-enabled learning to enhance the learning experience. However, implementing the NEP 2020 is a challenging task due to the diverse and complex nature of the Indian education system. This article will discuss the implementation challenges of the NEP 2020 and the measures that need to be taken to overcome them.

Language Barrier:

India is a diverse country with 22 official languages and over 1,600 dialects. The NEP 2020 emphasizes the importance of teaching in the mother tongue or regional language up to at least Grade 5 to improve the learning outcomes of students. However, there is a significant shortage of qualified teachers who can teach in these languages. This shortage is more acute in urban areas, where English is the primary language of instruction.

To overcome this challenge, the government needs to invest in the recruitment and training of teachers who can teach in regional languages. This investment needs to be significant and sustained to address the shortage of qualified teachers in the country. Additionally, the government needs to ensure that these teachers are adequately compensated and provided with adequate facilities to enable them to teach effectively.

Digital Divide:

The NEP 2020 emphasizes the use of technology in education to enhance the learning experience. However, a significant percentage of the population does not have access to digital devices or the internet. The digital divide is more acute in rural areas, where access to technology is limited. To overcome this challenge, the government needs to provide access to digital devices and internet connectivity to all students, especially those in rural areas. This can be achieved through the development of digital infrastructure, such as broadband connectivity and the establishment of digital learning centers in rural areas. Additionally, the government needs to provide financial assistance to families who cannot afford digital devices or internet connectivity to ensure that all students have equal access to technology-enabled learning.

Funding:

The NEP 2020 aims to increase the spending on education to 6% of GDP, which is a significant increase from the current spending of around 3%. However, increasing spending alone may not be sufficient to implement the NEP 2020 effectively. The funds need to be allocated efficiently and effectively to ensure that they reach the intended beneficiaries.



Annasaheb Magar College, Hadapsar Pune-28

Two Days National Level Conference/Workshop

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“IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY –INDUSTRY
INSTITUTE LINKAGE”

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To overcome this challenge, the government needs to develop a robust and transparent system of fund allocation and monitoring. The system should ensure that the funds are allocated based on need and merit and that they are utilized effectively. Additionally, the government needs to involve all stakeholders, such as parents, teachers, and community leaders, in the decision-making process to ensure that the funds are utilized to meet the specific needs of the local communities.

Quality of Education:

The NEP 2020 aims to improve the quality of education by introducing a competency-based approach to learning. However, the quality of education in India is often hampered by the shortage of qualified teachers, lack of infrastructure, and outdated teaching methods. To implement the competency-based approach effectively, the government needs to address these challenges.

Conclusion:- To improve the quality of education, the government needs to invest in the training and upskilling of teachers. This investment needs to be sustained and needs to focus on developing the teaching skills of the teachers to enable them to deliver the curriculum effectively. Additionally, the government needs to invest in infrastructure development, such as classrooms, laboratories, and libraries, to provide a conducive learning environment for students. Finally, the government needs to encourage innovation and creativity among teachers to enable them to develop new and effective teaching methods that cater to the specific needs of their students.

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Digital Education and the NEP2020 Opportunities and Challenges.

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Abstract:-The potential of the National Education Policy 2020 (NEP 2020) to accelerate the development of digital infrastructure for education in India, while also discussing the challenges and limitations of online learning. The article notes that the NEP 2020 places a strong emphasis on digital education, with a goal to provide universal access to high-quality educational resources and promote online and blended learning. This is seen as a crucial step towards democratizing education in India and addressing issues related to access, equity, and quality.

The article calls for a balanced and inclusive approach to digital education that takes into account the diverse needs and backgrounds of students and emphasizes the role of teachers as facilitators and mentors in the learning process.

- Opportunities:-
- The NEP 2020 aims to leverage technology to enhance the quality of education and increase access to learning opportunities, especially in remote and underserved areas.
- Digital education platforms can provide a range of multimedia resources, including videos, simulations, and interactive tools, which can support more engaging and personalized learning experiences for students.
- Online learning can also promote self-paced and flexible learning, allowing students to learn at their own pace and on their own schedule, which can be particularly beneficial for adult learners and working professionals.
- The NEP 2020 also highlights the potential of digital education to improve teacher training and professional development, by providing access to online resources and enabling virtual collaboration and networking among educators.

Challenges:-

- The digital divide is a significant challenge in India, with many students and teachers lacking access to reliable internet connectivity and computing devices. This can exacerbate existing inequalities in education and limit the reach and impact of digital education initiatives.
- Digital education also requires significant investment in infrastructure, hardware, software, and connectivity, which can be a challenge for resource-constrained schools and institutions.
- Effective implementation of digital education requires well-trained and digitally literate teachers, who can design and deliver engaging and effective online learning experiences. However, many teachers in India may lack the necessary skills and support to effectively incorporate technology into their teaching practice.
- Another challenge is the potential for increased screen time and social isolation among students,



Annasaheb Magar College, Hadapsar Pune-28

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“IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY –INDUSTRY
INSTITUTE LINKAGE”

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which can have negative impacts on their mental health and wellbeing.

• Conclusion:-

In conclusion, digital education has enormous potential to transform the Indian education system, but its successful implementation depends on addressing the challenges mentioned above. The government, educational institutions, and other stakeholders must work together to develop and implement effective digital education strategies that can benefit students and educators.

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MULTIDISCIPLINARY APPROACH IN NATIONAL EDUCATION POLICY 2020

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Abstract:-*The National Education Policy (NEP) 2020 is an ambitious policy document aiming to revolutionize the education system in India. One of the key aspects of the policy is the emphasis on a multidisciplinary approach in education. Multidisciplinary education is a form of educational strategy that brings together multiple disciplines to create a holistic learning experience. It is designed to foster an understanding of the interconnectedness of various fields and how they can be integrated for better problem-solving.*

Introduction:- Multidisciplinary education, if implemented in schools and colleges, allows students to gain a deeper understanding of the subject matter through the lens of different disciplines. This approach encourages creative thinking, critical analysis, collaboration, and communication skills. The NEP 2020 emphasizes the need to incorporate this educational approach into the curriculum from an early age. By giving students exposure to multiple disciplines, we can help them understand their chosen field better and also develop an appreciation for diverse knowledge systems. This will enable them to become more well-rounded citizens and prepare them for the future.

The National Education Policy 2020:- With the recently announced National Education Policy 2020, India has taken a giant leap forward in its journey of modernizing its education system. This type of education aims to promote an individual's holistic development by exploring various facets of knowledge. The NEP 2020 embraces this concept and seeks to strengthen it at all levels. To this end, the NEP outlines several measures that will help facilitate a multidisciplinary approach in education.

- Firstly, it promotes interdisciplinary studies across different educational institutions. This includes collaboration between universities, colleges, research institutions, and other organizations.
- Secondly, it encourages the integration of traditional Indian knowledge systems into modern curricula. This helps enrich the learning experience by providing students with a more holistic view of different topics.

- Finally, the NEP encourages the development of courses and programs that cover diverse disciplines like mathematics, science, arts, technology, and humanities.

Multidisciplinary education is a vital part of India's modern education system. By embracing this concept, the NEP 2020 seeks to give students access to a wider knowledge base and skills and prepare them for a rapidly changing world. What is multidisciplinary education? Multidisciplinary education is an approach to learning that takes into account different disciplines, subjects, and perspectives. It encourages students to broaden their learning beyond traditional boundaries, explore multiple perspectives, and cultivate new skills. This type of learning allows students to develop a more comprehensive understanding of any given



topic and to integrate knowledge from different fields better.

By providing a wider range of learning opportunities, we can provide students with greater flexibility and choice in their studies. For example, a student studying history can choose to pursue a minor in economics or political science, or a student studying math can choose to focus on coding or data analysis. This approach can help them gain new skills and knowledge that they may not have encountered otherwise. In addition, a multidisciplinary approach in education enables students to explore topics from different angles, allowing them to form their own opinions and views. The NEP 2020 aims to make multidisciplinary education the norm across all levels of education in India. By making it part of the mainstream curriculum, this approach to learning will be accessible to more students and can help create a new generation of thinkers and innovators.

The Challenges of Implementing a Multidisciplinary Approach in Education: - As India looks to usher in a new era of education with the National Education Policy 2020, one of its central tenets is the implementation of a multidisciplinary approach. A multidisciplinary approach in education requires significant changes in the way curriculum is designed and taught.

- Schools need to equip themselves with experienced staff who are capable of delivering such an approach and ensure they have the necessary resources.
- Additionally, there needs to be greater collaboration between different departments and institutions to ensure successful implementation.
- Lastly, many school systems lack the infrastructure and support needed to successfully integrate multidisciplinary learning.

In order to make multidisciplinary education a success, it is essential that we focus on improving the quality of instruction and making sure students are engaged with their studies. Students should be given the freedom to explore different topics, develop critical thinking skills and gain a deeper understanding of how different subjects interact with each other. With the right support and resources, multidisciplinary education can revolutionize the Indian education system and provide students with the tools they need to thrive in the modern world.

Conclusion:- Multidisciplinary education is a concept that has been embraced by the Indian government through the new National Education Policy (NEP) 2020. This approach to learning looks at how different disciplines can interact and overlap with each other to create a comprehensive understanding of a subject. A multidisciplinary approach in education is often seen as the ideal way to tackle complex problems and will be essential for India's continued success in the global economy. With the NEP 2020, India is well positioned to build on its current educational system and move towards a more multidisciplinary approach.

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NEP 2020 IN PROFESSIONAL EDUCATION

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Abstract:- Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty.

Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030. Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies. Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated.

Conclusion:-



Annasaheb Magar College, Hadapsar Pune-28

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“IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY –INDUSTRY
INSTITUTE LINKAGE”

*Department of Commerce
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What impact if any might the moral arguments offered herein have on the profession of education? Alan Goldman has offered an observation on this matter.

To the extent that professional behaviour, even ideal behaviour, as viewed from within the professions themselves, is to be casually explained in non - moral terms, we might expect that moral arguments will be ineffective in influencing it.

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Annasaheb Magar College, Hadapsar Pune-28

Two Days National Level Conference/Workshop

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“IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY –INDUSTRY
INSTITUTE LINKAGE”

Department of Commerce
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New Education Policy

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Introduction :

The National New Education Policy was released by the Ministry of Human Resource Development (MHRD) under the guidance of Prime Minister Narendra Modi. The National Education Policy 2020 was released on 29th July 2020, after it was approved by the Union Cabinet. The New Educational Policy 2022 focuses on 5 pillars: Access, Equity, Quality, Affordability and Accountability. The New Education Policy aims to make education more inclusive, equitable, and accessible to all, with a special emphasis on marginalized communities. It emphasizes the development of skills for the 21st century, such as creativity, critical thinking, and problem-solving. The policy also proposed the establishment of new institutions, such as digital universities, as well as the use of technology to support students in learning.

One of the most significant changes introduced by the New Education Policy is the transition from the traditional 10+2 education structure to a new 5+3+3+4 education system. The goal of the new system is to make education more flexible and all-encompassing, with a focus on basic skills, critical thinking, and life skills.

Details of the salient features of NEP 2020 are as follows-

- Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- Ensuring quality early childhood care and education for all children between 3-6 years;
- New Curricular and Pedagogical Structure (5+3+3+4);
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- Establishing National Mission on Foundational Literacy and Numeracy;
- Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- Assessment reforms – Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- Equitable and inclusive education – Special emphasis given on Socially and Economically



Annasaheb Magar College, Hadapsar Pune-28

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INSTITUTE LINKAGE”

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Conference Proceeding



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Disadvantaged Groups (SEDGs);

- A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- Robust and transparent processes for recruitment of teachers and merit based performance;
- Ensuring availability of all resources through school complexes and clusters;
- Setting up of State School Standards Authority (SSSA);
- Exposure of vocational education in school and higher education.

Outcomes of NEP 2020

- Universalization from ECCE to Secondary Education by 2030, aligning with SDG 4
- Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
- 100% GER in Pre-School to Secondary Level by 2030
- Bring Back 2 Cr Out of School Children
- Teachers to be prepared for assessment reforms by 2023
- Inclusive & Equitable Education System by 2030
- Board Exams to test core concepts and application of knowledge
- Every Child will come out of School adept in at least one Skill
- Common Standards of Learning in Public & Private Schools Benefits The students will be provided with proper education so that they have improved their ability to read and write. The students will be provided foundation literacy and numeracy. Also, the teachers will appoint in the areas which are disadvantaged as compared to the basic areas of the country which are developing.

Conclusion Thus, this new policy will strive to make the country of India a global knowledge superpower. Similarly, it also aims to make all universities and colleges multi- disciplinary by the year 2040. Finally, the policy aims to grow employment in India and also bring fundamental changes to the present educational system.



ENHANCING THE TEACHING STYLE FOR DEAF AND DUMB STUDENTS USING E-LEARNING

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Abstract: The term communication is defined as the exchanging of information by speaking, writing or using some other medium. One of the most precious gifts to a human being is an ability to see, listen, speak and respond according to the situations. But about nine billion people in the world are deaf and dumb, so Communications between deaf-mute people have always been a challenging task. In this paper we will discuss a new and enhanced method of teaching for deaf and dumb students that is e-learning.

2. Introduction:

We live in a digital era with advancement in information and communication technology. A New era of education is e-learning, from classroom to anywhere and at any time, from paper to online, from physical facilities to networked facilities. Computers have become an important gadget for the living. The main reason is that they function as an entrance into the World Wide Web. Because of the regular developments in computer technology and Internet available to most teachers, educational technology has become increasingly very important. The Internet has become one of the vital ways to make available resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2009). Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization (February, 2001). E-learning environment mainly uses the techniques for educational purpose, and this includes the education for hearing impaired students. All disabled individuals have the right to obtain the best learning just like normal people. Hearing impaired (HI) females are among those of people with disabilities that deserve the same rights. E-learning represents an extensive range of methods for the electronic delivery of information to provide education or online training. There are many expressions used to describe learning that is delivered online, via the internet, ranging from Distance Education to computer based electronic learning, online learning, internet learning and many others. The concepts of e-learning and e-teaching play significant roles in educational technology applied in different educational conditions. E-learning technology can encourage the inclusion of students with various disabilities in education. E-learning online mode is described as “synchronous”, and offline mode as “asynchronous” the asynchronous allows all participants to post communicate to any other participant over the internet. The synchronous mode permits learners to converse with the mentors and also among themselves via the online facility at the similar time with the help of tools like video conference and chat rooms. (Valentina Arkorful 2014) Deafness and dumbness is one of the commonest congenital disabilities in the world. It is estimated to be 30 times more common than other congenital defects. As reported by WHO, there are



about 250-300 million deaf people in this world, 2/3 of them live in the under-developed nations, of these India has the largest share. From a recent report in the India's leading daily newspaper, The Times of India, Jan 23, 2007; that one out of twelve (1/12) persons in India has hearing loss. Hearing loss has numerous reasons, including ageing, genetics, and prenatal problems and acquired causes like noise and disease. For various kinds of hearing loss, the reason is unknown. Sign languages are different according to the country and nations.

3. Review of literature : (Hadi Salehi, et al., 2014) discussed the quick emergence of computers and related technology. E-learning is a rich and complex theory, as it is the provision of education and training via the World Wide Web for all the types of students. Electronic-learning (E-learning) and Information Communication and Technology (ICT) have been broadly utilised in the education and training field. Accumulation of technology can help to create courses that are easier and more effective for learners. To explain various types of information postures or actions of the body, head, eyebrows, cheeks and mouth are used in range of combination. (Pooja Gupta et al., 2014) (Dragana Bjeki et al., 2013), recognised that students with disabilities have a range of individual learning needs and that they are members of diverse communities. Recognition of goals of hearing impaired student's education depends on the differentiation and individualisation of teaching. In this paper, the author discussed the environment to assist deaf and dumb students in accessing the information accurately. By adding or enhancing some features in the e-learning environment, it should be designed accordingly for deaf and dumb students. He stated some facts like Teachers should be aware of e-learning technology. Schools must have sufficient infrastructure which is necessary for e-learning environment. Deaf and dumb students must be motivated to cope up with the new technology as they are familiar with their traditional classrooms. (Hisyamuddin HASHIM et al., 2013) Making use of networked information and communication technology for teaching and learning purpose is defined as e-learning. E-learning includes computer and electronically supported learning and teaching methods. (N. Vinoth, K. Nirmala 2016) Dragana Bjeki et al., 2013 illustrated the concepts of e-learning and e-teaching which play an important role in the educational technology applied in different educational circumstances. E-learning technology can promote the inclusion of disabled students in education. E-learning is the excellent way to increase the percentage of educated Deaf people by adopting new technology. Many innovative schemes were proposed to help hearing impaired students to access the web for learning and training.

4. Approaches used: In today's scenario, education plays a very significant role, whether it is a common human being or disabled. Keeping in my mind the people who cannot speak and listen, many techniques have been used to simplify their lifestyle so that they will not feel inferiority. I will discuss a few techniques which have been used by researchers for hearing impaired students.

4.1. E-learning through lip synchronisation
This study proposed the new approach called (LMSDS) Learning Management System for Deaf Students. The LMSDS helps with the disability, deaf students to learn Lip movement language and helps hearing impaired ones to communicate properly and also provide more generalized and unchanging signs which will help in nationalizing the language uniformly. [D. Jagdish et al., 2016]

4.2. E-learning through deaf communication interpreter Sign language interpreter is also known as speech to text converter or vice versa. The interpreter helps deaf people to communicate



with others in ease without the need of third-party help of interpretation. This interpreter technology enables translation of spoken words into text or video sign language and vice versa. Communication between the Deaf- mutes and non- deaf mutes has always been a very burdensome task.

The author classified the two broad classifications of the communication methodologies used by the deaf-mute people are -Wearable Communication Device and Online Learning System. Under Wearable communication method, there is Glove based system,

Keypad method, and Handicom Touch-screen.

4.3. E-learning through gesture detection
Gesture recognition is a language technology with the aim of interpreting human gestures via mathematical algorithms. Gestures can be created from any bodily motion or state but commonly created from the face or hand. Many approaches have been made using cameras and computer

vision algorithms to interpret sign language. [Sangeetha, et al., 2014]

4.4. E-learning through sign language
As we know Sign languages are different according to the country and nations. (L. Jayatilake, et al., 2017) Has developed for Sinhala sign language. The Sinhala Sign Language contains the different set of signs, and those signs are studied by the group member. Voice has translated to the text and then translated to the sign language is another component of this project. That component has added for making more efficient real time face to face chatting feature to

this system. Linguistic work on Indian Sign Language (ISL) began in the 1970's. In 1977, Vasishta, Woodward, and Wilson visited India with partial support from the National Science Foundation (USA) and collected signs from four major urban centres (Delhi, Calcutta, Bombay, and Bangalore) for linguistic analyses. (Pooja Gupta et al., 2014) GSL [Greek sign language] is a natural visual language used by the members of the Greek Deaf Community with several thousands of native or non-native signers. GSL is a combination of the older type of Greek sign language dialects with French sign language influence. In the

Learning

System, the needs of deaf learners are satisfied, e.g. bilingual information (text and sign language), high level of visualisation, interactive and explorative learning, and the possibility of learning in peer groups via video conferencing. [A.S Drigas, et al., 2005] N.Vinoth, 2017 used four types of sign languages, single hand sign language (with voice and without voice) and two hand sign language (with voice and without voice) to deaf students in e-learning. The author strongly recommends that two hands with voice method are suitable for learning especially for deaf and dumb students.

4.5. E-learning through Smart Gloves
Smart Gloves was proposed to bridge the barrier of communication between the deaf and non deaf people. The only means of sharing the feelings or thoughts between deaf and dumb people is sign language. Using smart gloves fitted with flex sensors helps them to alter sign language into text. The gap or bridge can be filled up between two different communities with the help of smart gloves.

[Pallavi Verma et al., 2013]

5. Proposed Method:

A Translator for deaf and dumb students is prepared which will help them to study and communicate easily with normal people. A teacher who is not familiar with sign language can teach deaf and dumb people with the help of this tool. My contribution to this work includes the design and implementation of



learning software for deaf students in support of language foundations. This is a proof of concept for a test of language learning material for deaf students. It contains various learning materials, such as letters, numbers, fruits, vegetables, etc. Deaf-mute students do not have natural hearing aids. It is difficult for them to learn subjects taught in school. Therefore, they need to learn basic language skills before going to school. Deaf children have many common language barriers. Conclusion:

E-learning for hearing impaired females can be provided in many ways like by sign language, lip synchronization, deaf-mute communication interpreter. But the growth of an e-learning environment should motivate hearing impaired females and at the same time improving their performance in learning through new technology. Their difficulties in using the conventional Learning method should be taken as an opportunity for the e-learning developers and researchers in helping them by creating a learning environment that could help them in a variety of ways.

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Annasaheb Magar College, Hadapsar Pune-28

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New National Education Policy 2022

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Abstract

A new education policy has been introduced by the minister of human resources management. ISRO Chief Doctor K Kasturirangan supervised this change to improve education. The purpose of this article is to provide you with all the information you need regarding New Education Policy 2022 India, including objectives, characteristics, changes, and all other aspects.

Introduction

Before the national education policy was launched, India's education system was only nationalized. Because of this, the learners of India are unable to use their skills on a global scale. As a result, the Indian government revised its old education policy into the National Education Policy. To bring India's education system to a global level, this policy has as its main objective. Through a national education policy, this scheme aims to universalize education. A lot of modifications have been made to the old education policy. Features Of New Education Policy

- A new national education policy has been enacted by the ministry of education.
- It became the ministry of education from the Ministry of Human Resource Management.
- Under the national education policy, education will now be universal, except for medical and law studies.
- The Science, Commerce, and Arts streams have been discontinued.
- They can choose a subject as they wish, for example, they can study accounting and physics or arts
- Students will study coding from the sixth grade onward
- Digital learning will be a part of all schools There will be a translation of all types of content into regional languages as well as the creation of virtual labs.
- 6% of GDP will be spent on implementing the New Education Policy 2022.
- Students can study Sanskrit and other ancient Indian languages if they wish
- In order to reduce the burden on the student, the board exams will take place twice a year.
- To make learning easier, artificial intelligence software will also be utilized.
- M. Phil's from higher education will be eliminated.



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- Students will learn three languages that will be determined by the state
- The National Council for Education Research and Training will prepare the national curriculum framework
- A number of institutions will be established to carry out the National Education Policy.
- Special attention will be paid to the children's education and skills.

Benefits

The students will be provided with proper education so that they have improved their ability to read and write. The students will be provided foundation literacy and numeracy. Also, the teachers will appoint in the areas which are disadvantaged as compared to the basic areas of the country which are developing.

Impact The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically.

Conclusion

The new National Education Policy (NEP) 2020 is a revolutionary policy. It aims to make the education system holistic, flexible, multidisciplinary, aligned with the needs of the 21st century. The intent of policy seems to be ideal in many ways, but it is the implementation where the key to success lies.

Result

The NEP 2022 is expected to put India on the track to attain goal four of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all in the next decade.

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National Education Policy of India 2020 (NEP 2020)

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Introduction

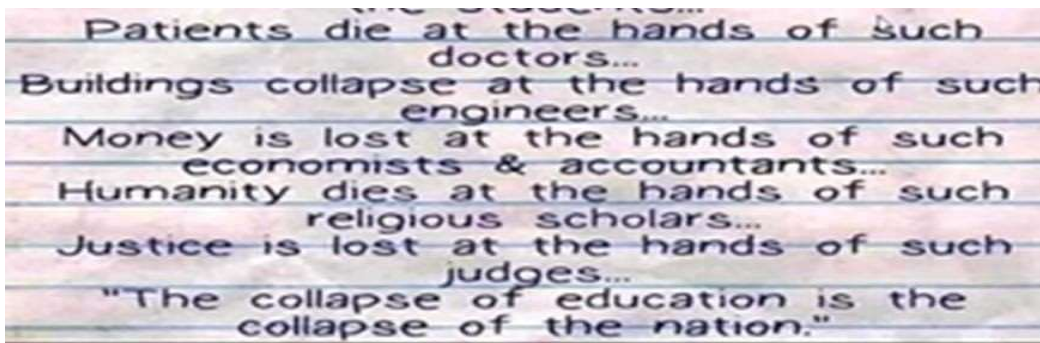
The **National Education Policy of India 2020 (NEP 2020)**, which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of a new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030.

Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad *guideline* and *advisory* in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

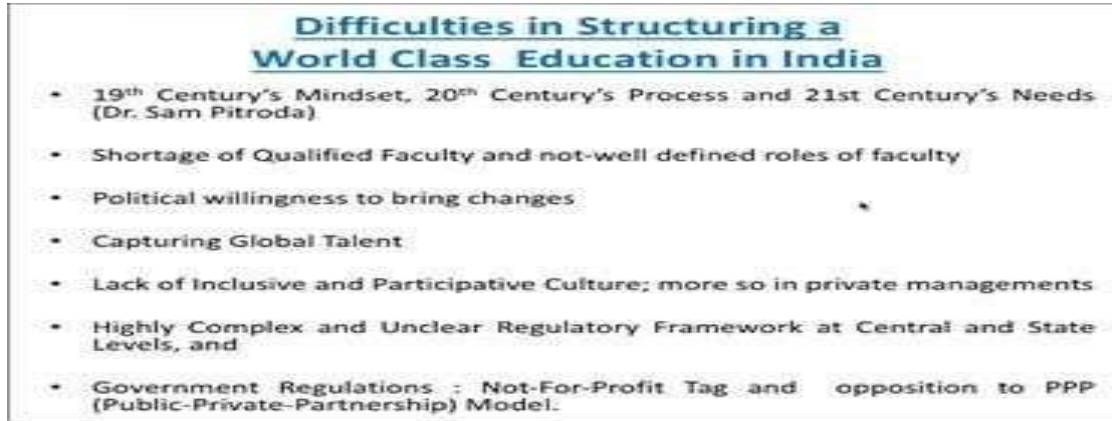
What is the need of NEP-2020

The famous statement of Nelson Mandela is displayed at the entrance of the University of South Africa thus: "Destroying any nation does not require the use of atomic bombs or the use of long-range missiles. It only requires lowering the quality of education and allowing cheating in the examinations by the students."

IMPORTANCE OF EDUCATION



1. What does Education Policy mean?



Education policy refers to the collection of laws and rules that govern the operation of education systems.

2. Why is it important to study education policy?

Policies are important because they help a school/college to establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Without EDUCATION POLICY, educational institute would lack the structure and unable to meet the needs of students.

3. What is the role of policy in education?

Policies are important because they help a school/college to establish rules and procedures in order to function effectively and ensure everyone is connected. Schools/Colleges create standards of quality for learning and safety, as well as expectations and accountability.

4. What are the features of educational policy?

The main characteristics reviewed are problems caused by the intangibility of many educational goals, the inconsistency of educational goals; priority ordering of goals and weighting of educational goals; and the cost of goals.

Two notable observations from the Supreme Court of India

1. "To day's education failed to reform human behavior" and
2. "With increase in literacy level, There is decline in human values in the society".

Hence call for transformation in education system

The Union cabinet in July 2020 approved the New Education Policy (NEP), which aims at universalization of education from pre-school to secondary level.

HIGHLIGHTS OF THE NEP 2020

The new policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 percent by 2025.

NEP 2020 will bring two crore out of school children back into the mainstream.

The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.

It will include 12 years of schooling and three 3 of Anganwadi and pre-schooling.

National Education Policy (NEP) 2020



A WEBINAR ON NEP-2020 @ GPREC, KURHOOL

Hence the need for
National Education Policy (NEP).

NEP Vision

National Education Policy (NEP) envisions an India-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.

A WEBINAR ON NEP-2020 @ GPREC, KURHOOL

Curtiling Dropout Rates and Ensuring Universal Access to Education at All Levels

One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education.

However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students dropout after Grade 5 and



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especially after Grade 8.

Advantages of New Education Policy 2020

The Government aims to make schooling available to everyone with the help of NEP 2020.

Approximately two crore school students will be able to come back to educational institutes through this new approach. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT. One of the merits of NEP 2020 is the formation of National Book Promotion Policy in India. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to redesign the structure with holistic development.

Draw backs of the New Education Policy

In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, that is bringing study material in mother languages.

According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/her diploma degree in two years. This might encourage the pupil to leave the course midway.

CONCLUSION

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

Reference By: -Google



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NATIONAL EDUCATION POLICY

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DURGA JARICHANDRA LONDHE

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The National Education Policy (NEP) of India, which was recently revised and approved in 2020, marks a significant departure from the education policies of the past. The NEP aims to transform the Indian education system into a more inclusive, flexible, and future-oriented one.

One of the major differences between the new NEP and the old policies is the emphasis on equity and access. The new policy seeks to ensure that all learners have access to quality education, irrespective of their social, economic, or cultural background. The policy also prioritizes the reduction of dropout rates and ensuring student retention in schools. It aims to promote universalization of education and the expansion of the education system to all students, regardless of their demographic status.

Another important aspect of the NEP is the focus on multidisciplinary education that aims to promote creativity, critical thinking, and problem-solving skills. The policy encourages the integration of vocational education into mainstream education, providing students with practical skills that can lead to employment opportunities. The policy also seeks to promote multilingualism and the study of Indian languages, including Sanskrit and other classical languages, in addition to the dominant language of instruction. Furthermore, the NEP envisions a major overhaul of the higher education system in the country. The policy proposes the establishment of a National Research Foundation (NRF) to fund and promote research in various disciplines. It also aims to increase the Gross Enrollment Ratio (GER) in higher education from the current level of around 26% to 50% by 2035. This is to be achieved through the establishment of new universities and colleges, as well as by increasing the capacity of existing institutions.

In addition, the NEP proposes several changes to the regulatory framework governing education in the country. The policy envisages the creation of a single regulatory body, called the Higher Education Commission of India (HECI), to replace the existing University Grants Commission (UGC) and other regulatory bodies. The HECI is expected to have greater autonomy and more powers than the existing regulatory bodies, with a focus on promoting excellence in higher education. Overall, the National Education Policy of India is a comprehensive and ambitious document that seeks to transform the education system in the country. Its implementation may pose several challenges, including funding constraints and resistance from vested interests. However, the NEP provides a roadmap for building a modern and inclusive education system that can meet the needs of a rapidly changing world.



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The National Education Policy was framed in 1986 and modified in 1992. More than three decades have passed since previous Policy. During this period significant changes have taken place in our country, society economy, and the world at large. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country. Quality, innovation and research will be the pillars on which India will become a knowledge super power. Clearly, a new Education Policy is needed.

The Government had initiated the process of formulating a New Education Policy through the consultation process for an inclusive, participatory and holistic approach, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

The Committee for preparation of the draft National Education Policy submitted its report to the Ministry on 31.05.2019. The Draft National Education Policy 2019 (DNEP 2019) was uploaded on MoE website and also at MyGov Innovate portal eliciting views/suggestions/comments of stakeholders, including public. The draft NEP is based on the foundational pillars access, affordability, equity, quality and accountability.

Post submission of Draft Report States/UTs Governments and Government of India Ministries were invited to give their views and comments on Draft National Education Policy 2019. A brief summary of the Draft National Education Policy 2019 was circulated among various stakeholders, which was also translated in 22 languages and uploaded on the Ministry's website. Meetings with State Education Secretaries of School Education and with State Secretaries of Higher & Technical Education were held. An Education Dialogue with Hon'ble MPs of Andhra Pradesh, Telangana, TamilNadu, Puducherry, Kerala, Karnataka & Odisha.

A special meeting of CAGE on National Education Policy was held. In the meeting, 26 Education Ministers of various States and UTs, representatives of States and Union Territories, Members of CAGE, Heads of Autonomous Organisations, Vice Chancellors of Universities, attended the meeting along with senior officials of the Central and State Governments. Around 2 lakh suggestions on the Draft National Education Policy received from various stakeholders. A meeting on Draft NEP 2019 of Parliamentary Standing Committee on Education was held on 07.11.2019.

Currently exercise of formulation of National Education Policy is ongoing and it will be finalised shortly.



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The National Education Policy 2020 (NEP 2020) has emphasised on the use of mother tongue or local language as the medium of instruction till Class 5 while recommending its continuance till Class 8 and beyond. It recommends that all students will learn three languages in their school under the formula. The three languages learned by children will be the choices of States, regions, and of course the students themselves. However, at least two of the three languages should be native to India, one of which is most likely to be the local/ regional language. The rule will apply to both private and public schools. High-quality textbooks, including science, will be made available in home languages. In cases where home-language textbook material is not available, the language between the teachers and students will still remain the home language wherever possible.

The National Education Policy 2020 encourages teachers to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.

THE NEW 5+3+3+4 ACADEMIC STRUCTURE

10+2 refers to two years of schooling post grade 10. According to India's new National Education Policy (NEP) 2020, 10+2 schooling system in India is set to be replaced by a new 5+3+3+4 system. Here is the age-wise breakdown of the different levels of the school education system based on the new education policy 2020

1. 5 years of Foundational Stage:

- **For ages:** 3 to 8
- **For classes:** Anganwadi/pre-school, class 1, class 2
- This stage will focus on teaching in play-based or activity-based methods and on the development of language skills.

2. 3 years of Preparatory Stage:

- **For ages:** 8 to 11
- **For classes:** 3 to 5
- The focus in the preparatory stage will remain on language development and numeracy skills. Here, the method of teaching and learning would be play and activity-based, and also include classroom interactions and the element of discovery.

3. 3 years of Middle Stage:

- **For ages:** 11 to 14
- **For classes:** 6 to 8
- As per NEP 2020, this stage of school education will focus on critical learning objectives, which is a big shift from the rote learning methods used in our education system for years. This stage will work on experiential learning in the sciences, mathematics, arts, social sciences and humanities.



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4. 4 years of Secondary Stage:

- **For ages:** 14 to 18
- **For classes:** 9 to 12
- This stage will cover two phases: Classes 9 and 10, and classes 11 and 12. Concepts will be covered in greater depth in this stage.

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NATIONAL EDUCATION POLICY

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The new policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 per cent by 2025.

NEP 2020 will bring two crore out of school children back into the main stream.

The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.

It will include 12 years of schooling and three 3 of Anganwadi and preschooling.

One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education.

However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students

drop out after Grade 5 and especially after Grade 8. Advantages of New Education Policy 2020

The Government aims to make schooling available to everyone with the help of NEP 2020. Approximately two crore school students will be able to come back to educational institutes through this new approach.

For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.

One of the merits of NEP 2020 is the formation of National Book promotion Policy in India.

Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.

Drawbacks of the New Education Policy

In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem.

Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, that is bringing study material in mother languages.

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New Education Policy 2020 of India: Theoretical Analysis

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Introduction

The New Education Policy 2020 is a comprehensive framework for education in India that was introduced by the Ministry of Education, Government of India. The policy was approved by the Union Cabinet on July 29, 2020, and is the first education policy of the 21st century in India.

The New Education Policy 2020 aims to provide a transformative and holistic education system that is flexible, multi-disciplinary, and research-oriented. The policy emphasizes the need to create a system that is geared towards the overall development of students, with a focus on their cognitive, social, and emotional development.

One of the key features of the policy is the introduction of a new 5+3+3+4 curricular and pedagogical structure, which replaces the existing 10+2 structure. The new structure is based on the cognitive development of children and emphasizes early childhood education, as well as the development of foundational skills in the early years of schooling.

The policy also seeks to promote multilingualism and the use of mother tongue as the medium of instruction until at least grade 5, while also providing opportunities for students to learn other languages. Additionally, the policy emphasizes the need for a flexible and inclusive education system that caters to the diverse needs of all students, including those with disabilities.

Abstract

The New Education Policy 2020 (NEP 2020) of India is a comprehensive framework for the development of education in the country. The policy aims to transform the education system to make it more inclusive, multidisciplinary, and flexible, to cater to the needs of the 21st-century learner. The policy includes several significant changes, such as the introduction of a 5+3+3+4 curricular structure, the promotion of multilingualism, the establishment of a National Education Technology Forum (NETF), and the emphasis on vocational education and skill development.

This theoretical analysis aims to evaluate the NEP 2020 in light of its objectives and implications. The analysis examines the policy's potential impact on access, equity, quality, and relevance of education. It also considers the challenges and opportunities associated with the implementation of the policy.

The analysis finds that the NEP 2020 has several positive aspects, such as its focus on early childhood education, the integration of vocational education, and the promotion of multilingualism. The policy's emphasis on technology integration and teacher professional development is also laudable. However, the



analysis also highlights some challenges, such as the lack of clarity on funding and implementation mechanisms, the potential marginalization of certain social groups, and the possible dilution of academic standards.

Overall, the NEP 2020 is a significant step towards the transformation of India's education system. However, its success depends on effective implementation, stakeholder collaboration, and continued monitoring and evaluation. The analysis recommends that the government and education stakeholders work together to address the policy's challenges and leverage its opportunities to ensure that every learner in India has access to high-quality, relevant, and inclusive education.

What is in New Education Policy in India?

The New Education Policy (NEP) 2020 is a comprehensive framework for the development of education in India. It was approved by the Indian government in July 2020, replacing the previous policy that was in place since 1986. The NEP 2020 aims to transform the education system to make it more inclusive, multidisciplinary, and flexible to cater to the needs of the 21st-century learner.

Some of the key features of the NEP 2020 include:

- Introduction of a 5+3+3+4 curricular structure, replacing the existing 10+2 structure, to provide a more holistic and multidisciplinary education.
- Emphasis on early childhood education and foundational learning in the mother tongue or regional language.
- Promotion of multilingualism and the teaching of at least two languages in schools.
- Increased focus on experiential learning, critical thinking, and problem-solving.
- Introduction of vocational education and skill development as an integral part of the curriculum.
- Encouragement of technology integration in education and the establishment of a National Education Technology Forum (NETF).
- Emphasis on teacher professional development and training, including continuous education and mentoring.
- Introduction of a four-year undergraduate program with multiple exit options, allowing students to complete their education in phases and pursue different career paths.

The NEP 2020 aims to provide a more flexible, inclusive, and relevant education system that prepares students for the demands of the 21st century. The policy also emphasizes the importance of equity and access to education, with a focus on reducing the gender and social gaps in education.

Conclusion

The New Education Policy 2020 of India is a significant step towards transforming the education system in the country. It has been designed to address the gaps and challenges in the existing system and provide a comprehensive and inclusive approach to education.

The policy proposes several changes in the education system, such as the introduction of early childhood education, a 5+3+3+4 curricular and pedagogical structure, emphasis on vocational education, and multidisciplinary education. The policy also focuses on promoting research and innovation, increasing access to education, and improving the quality of teaching and learning.



Overall, the New Education Policy 2020 is a welcome change in the education system in India. It has the potential to transform the education landscape and provide a more inclusive and holistic approach to learning. However, the implementation of the policy will be the key to its success, and it will require significant resources, infrastructure, and commitment from all stakeholders.

In conclusion, the New Education Policy 2020 of India is a step in the right direction towards providing a more comprehensive and inclusive education system. It has the potential to transform the education landscape in India and provide better opportunities for students to learn and grow. However, the success of the policy will depend on its effective implementation, which will require significant resources and commitment from all stakeholders involved.

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National Education Policy (NEP)

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The policy provides for reforms at all levels of education from school to higher education. NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education.

India is about to make significant changes to its education system in order to become a global power. The recent changes were implemented to end 34 years of educational policies. The new system, which is still being implemented, emphasizes online learning, more school hours, and a move away from rote learning.

The New Education Policy replaces the 34-year-old National Education Policy (NEP) that was formulated in 1986. The National Education Policy (NEP) was first formulated in 1986, and subsequently revised in 1992 and 1998.

New National Education Policy (NEP) 2022 Contents show

New Education Policy 2022: The New National Education Policy in India

The New Education Policy is a comprehensive policy issued by the Government of India in July 2020. It is India's first major change to its education system in more than 30 years. It replaces the National Education Policy of 1986.

The New Educational Policy 2022 focuses on 5 pillars: Access, Equity, Quality, Affordability and Accountability. The New Education Policy aims to make education more inclusive, equitable, and accessible to all, with a special emphasis on marginalized communities.

It emphasizes the development of skills for the 21st century, such as creativity, critical thinking, and problem-solving. The policy also proposed the establishment of new institutions, such as digital universities, as well as the use of technology to support students in learning.

One of the most significant changes introduced by the New Education Policy is the transition from the traditional 10+2 education structure to a new 5+3+3+4 education system. The goal of the new system is to make education more flexible and all-encompassing, with a focus on basic skills, critical thinking, and life skills.

Another key goal of the new education policy is to transform India into a global knowledge superpower by promoting research and innovation, improving education quality, and expanding access to education for all. The NEP 2020 also aims to increase the GER in higher education to 50% by 2035, up from around 26% in 2019.

The new education policy 2022-23 represents a significant shift in India's approach to education, with a greater emphasis on flexibility, critical thinking, and skill development. These changes, hopefully, will help prepare the next generation of Indians for the challenges and opportunities of the 21st century.



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Two Days National Level Conference/Workshop

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New Education Policy (NEP 2020) Highlights

The New Education Policy aims to provide quality and equitable education to all children in India. Some of the key highlights of the policy are as follows:

The policy emphasizes providing quality and affordable education to all children in the age group of 3–18 years.

It emphasizes on holistic and multidisciplinary education instead of rote learning.

Students will no longer be graded on how well they remember information from books, but on how well they can use what they know to solve problems in the real world.

It emphasizes that the three-language formula will be followed in schools, focusing on the regional language, Hindi and English.

To make it easier for students to learn regional languages, instruction in the first five grades will be taught in those languages instead of English.

The school curriculum has been changed to teach more fundamental ideas and skills.

The policy is mostly about how to use technology to make education more accessible and useful.

It envisages a system where there is no distinction between rural and urban areas and all children have access to quality education.

The policy proposes several measures to improve the quality of teaching, such as mandatory teacher eligibility tests, teacher professional development programmes, and teacher education programmes at the elementary, secondary, and tertiary levels.

The policy also focuses on giving students vocational and technical education so that they are better prepared to work when they leave school.

The policy proposes to set up a National Higher Education Regulatory Council to oversee the regulation of higher country.

National Education Day 2022 in India

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New Education Policy 2020 of India: Higher Education

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ABSTRACT

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system. A viewpoint on the National Education Policy 2020 is presented with respect to higher education. This review is sequenced in the following fashion for better clarity of the readers. Why this policy? – The background, aim & problems in the existing system; What is the new policy? – The general reforms, vision; Which are the areas changed? – The School and higher education sectors; How to align with the policy? – The Steps in implementation; When should it be achieved? – The time span; Where are we? – The Strength and the Scope of the higher education institutions/universities.

INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

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. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The



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Draft NEP had 484 pages. The Ministry undertook arigorous consultation process in formulating the draft policy: "Over two lakh suggestions from

2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is: “National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing

high-quality education to all.” Quality higher education must aim to develop individuals who are excellent, thoughtful, well- rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education. Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well- rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students. WHAT IS IN NEW EDUCATION POLICY IN INDIA ?

In the next 18 months, the National Curriculum Framework for the 5+3+3+4 system Y— that will replace the traditional 10+2 schooling system — will come up. Textbooks will accordingly be developed by the National Council of Educational Research and Training, and the framework will be shared with the States, said Sanjay Kumar, Secretary, School Education, Ministry of Education, Government of India. As per the 5+3+3+4 system under the National Education



Policy 2020, the children will spend five years in the foundational stage; three years in the preparatory stage; three years in the middle stage and four years in the secondary stage. As per the NEP, a new National Curriculum Framework — a comprehensive framework to guide the development of education in the country — is being developed. As per the framework, all the books will be rewritten to reflect the spirit that is part of the NEP. “We have already come out with the teaching learning material for three years of preschool and classes 1 and 2. It should be launched soon in Delhi. We will send the framework to State Council of Educational Research and Training in all the States, and they will be requested to look at it and customise it as per their needs,” he told newsmen. Teachers’ education is extremely important. The online platform NISHTA — a capacity-building programme for improving the quality of school education through integrated teacher training - is used to train teachers. Similarly, the NEP talks about Integrated Teachers Educational Programme wherein the various B.Ed programmes of two or three years, there will be a single B.Ed programme across the country of four years duration by 2030.

“Only when we have the best teachers, only then will we be able to achieve the best outcomes,” he said at the end of the First G20 Education Working Group Meeting on ‘The Role of Digital Technologies in Education’ on Tuesday. The Education Working Group, under India’s Presidency of G20, has a key objective to identify areas/themes to promote possible research and academic collaboration among educational institutions in G20 member countries. Asked for the timeline of an action plan based on the outcomes of the meetings, K Sanjay Murthy, Secretary, Department of Higher Education, Ministry of Education, said at Chennai the first working group meeting is being held, and this will be followed at Bhubaneswar, Amritsar and Pune. At the final meeting in Pune, the Ministerial meeting will happen and the final outcomes of the deliberations of the meetings will be agreed, which will in turn feed in to the Presidential Declaration in September. While the Chennai meeting was on technology-enabled learning, the meeting at Amritsar will be research and richer collaboration; a whole day seminar on skill and future at work will be discussed at Bhubaneswar and foundational literacy and numeracy at Pune, he said.

CHALLENGES RELATED TO EDUCATION POLICY

While the NEP has begun gathering a fair degree of momentum, the road to its realisation is filled with endless potholes. First, the sheer size and diversity of India’s education sector makes implementation an uphill task. For example, sample the size of the school education system alone. With more than 15 lakh schools, 25 crore students, and 89 lakh teachers, India remains the second largest education system in the world. The size of the higher education system is massive too. As per the AISHE 2019 report, India’s higher education sector consists of 3.74 crore students in nearly 1,000 universities, 39,931 colleges, and 10,725 stand-alone institutions. Thus, a countrywide implementation of this mega education policy is going to be a mammoth exercise involving multiple stakeholders at the state, district, sub-district, and block levels. Creating a shared responsibility and ownership amongst key stakeholders, including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge for the education leadership. Second, the NEP’s eventual realisation is critically linked to state capacity. As rightly pointed out by the NEP Drafting



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Committee led by K. Kasturirangan, India's education system is underfunded, heavily bureaucratized, and lacks capacity for innovation and scale up. The internal capacities within the education ministries (centre and states) and other regulatory bodies are grossly inadequate to steer the magnitude of transformations envisaged in the NEP. For instance, moving away from a rigid content-driven rote learning system to experiential learning and critical thinking would require nothing short of a revolutionary change in the attitudes of the people running the education system, let alone the attitudinal changes amongst the teachers, students, and parents.

CONCLUSION

The observations and recommendations of NEP 2020 are indeed progressive in nature. It gives a fresh look to the educational system which is inbuilt with flexibility and mark of quality that is capable of moulding India to a vibrant society which matches our rich cultural heritage. The NPE 1986, which created a pool of educational system and trained human resources who contributed to the value chain of development but NEP 2020 aspires of creating human resources who will generate value propositions. With the implementation of the new NEP 2020, the Indian education system is poised to



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INDIA’S NATIONAL EDUCATIONAL POLICY 2020

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INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country’s rich talents and resources for the good of the individual, the society, the country, and the world.

India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

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

The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

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



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discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable.

PRINCIPLES OF NATIONAL EDUCATION POLICY

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- ❖ Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres
- ❖ According the highest priority to achieving foundational literacy and numeracy by all students by grade 3;
- ❖ Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- ❖ No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. In order to eliminate harmful hierarchies among, and silos between different areas of learning;
- ❖ Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- ❖ Emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- ❖ Creativity and critical thinking to encourage logical decision-making and innovation;
- ❖ Ethics and human & constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice; • promoting multilingualism and the power of language in teaching and learning;
- ❖ Life skills such as communication, cooperation, teamwork, and resilience;
- ❖ Focus on regular formative assessment for learning rather than the summative assessment that encourages today’s ‘coaching culture’;
- ❖ Extensive use of technology in teaching and learning, removing language barriers, increasing access for divyang students, and educational planning and management;
- ❖ Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- ❖ Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- ❖ Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- ❖ Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- ❖ A ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- ❖ Outstanding research as a corequisite for outstanding education and development;

AIMS OF NATIONAL EDUCATION POLICY 2020

- Making India a global knowledge superpower.
- It wants 100% achievement of gross enrolment ratio in school education by 2030.
- This policy have a vision of equitable and inclusive access of education to all under goal 4 of sustainable development adopted by India in 2015.



Annasaheb Magar College, Hadapsar Pune-28

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- To bring 2crore out of school children back to school by means of open learning platforms in rural and urban areas by providing infrastructure support and innovative education centres.
- To develop good human beings with rational thinking, compassion, resilience, scientific temper, creative imagination and ethical values.
- Urgency to achieve universal foundational literacy and numeracy in primary schools by 2025.
- To get 6% of GDP for education sector.
- To follow more authentic and comprehensive curricula and pedagogies for conceptual learning.
- Holistic development of the learners.
- Recognizing that the teachers will require training in high quality content as well as *pedagogy, teacher education will gradually be moved by 2030.*

THE VISION OF THIS POLICY

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

The vision of the Policy is to among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

STEPS TO BE TAKEN BY GOVERNMENT TO PROVIDE HIGHER EDUCATION

National Education Policy 2020

- (a) Mitigate opportunity costs and fees for pursuing higher education
- (b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
- (c) Conduct outreach on higher education opportunities and scholarships
- (d) Make admissions processes more inclusive
- (e) Make curriculum more inclusive
- (f) Increase employability potential of higher education programmes
- (g) Develop more degree courses taught in Indian languages and bilingually
- (h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- (i) Develop bridge courses for students that come from disadvantaged educational backgrounds
- (j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
- (k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- (l) Strictly enforce all no-discrimination and anti-harassment rules



- (m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items

Online and Digital Education: Ensuring Equitable Use of Technology

Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

- (a) Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.
- (b) Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India’s scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.
- (c) Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user- friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and twoway-audio interface for holding online classes are a real necessity as the present pandemic has shown.
- (d) Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e- content to students will be provided.
- (e) Addressing the digital divide: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.
- (f) Virtual Labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPBABA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.
- (g) Training and incentives for teachers: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher’s role in facilitating active student engagement with the content and with each other. National Education Policy 2020 60
- (h) Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and



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implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) Blended models of learning: While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

(j) Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e- learning by States, Boards, schools and school complexes, HEIs, etc.

CONCLUSION

The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India, if it is implemented successfully, this new system will make India one of the world's leading countries.

Equivalent Under the new education policy, 2020, children from 3 years to 18 years have been placed under the Right to Education Act, 2009. The aim of this new education policy, which came after 34 years, is to provide higher education to all students, which aims to universalize pre-primary education (age range of 3-6 years) by 2025.

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National Education Policy 2020 (NEP 2020)

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National Education Policy 2020

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

What is National Education Policy 2020

The National Education Policy of India 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of the new education system of India. It replaces the previous National Policy on Education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high-quality education to all, thereby making India a global knowledge superpower.

National Education Policy (NEP 2020) for school education

1. Focus on Early Childhood Care and Education (ECCE) & Foundational Literacy and Numeracy (FLN)
2. Curtailing dropouts and ensuring universal access at all levels of school education
3. Learning Should be Holistic, Integrated, Enjoyable, and Engaging
4. Teacher Empowerment
5. Equitable and Inclusive Education: Learning for All
6. Standard-setting and Accreditation for School Education
7. Adoption of pedagogically sound teaching & learning practices



8. Adoption of technology in teaching, learning and assessments THE NEW 5+3+3+4 ACADEMIC STRUCTURE

10+2 refers to two years of schooling post grade 10. According to India's new National Education Policy (NEP) 2020, 10+2 schooling system in India is set to be replaced by a new 5+3+3+4 system. Here is the age-wise breakdown of the different levels of the school education system based on the new education policy 2020

1. 5 years of Foundational Stage:

- **For ages:** 3 to 8
- **For classes:** Anganwadi/pre-school, class 1, class 2
- This stage will focus on teaching in play-based or activity-based methods and on the development of language skills.

2. 3 years of Preparatory Stage:

- **For ages:** 8 to 11
- **For classes:** 3 to 5
- The focus in the preparatory stage will remain on language development and numeracy skills. Here, the method of teaching and learning would be play and activity-based, and also include classroom interactions and the element of discovery.

3. 3 years of Middle Stage:

- **For ages:** 11 to 14
- **For classes:** 6 to 8
- As per NEP 2020, this stage of school education will focus on critical learning objectives, which is a big shift from the rote learning methods used in our education system for years. This stage will work on experiential learning in the sciences, mathematics, arts, social sciences and humanities.

4. 4 years of Secondary Stage:

- **For ages:** 14 to 18
- **For classes:** 9 to 12
- This stage will cover two phases: Classes 9 and 10, and classes 11 and 12. Concepts will be covered in greater depth in this stage.

Principles of this policy

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- emphasis



Annasaheb Magar College, Hadapsar Pune-28

Two Days National Level Conference/Workshop

Held on Date: 10th and 11th February, 2023.

“IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY –INDUSTRY
INSTITUTE LINKAGE”

Department of Commerce

Conference Proceeding



ISBN: 978-2-12-345620-9

on conceptual understanding rather than rote learning and learning-for-exams;

- creativity and critical thinking to encourage logical decision-making and innovation;
- ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- promoting multilingualism and the power of language in teaching and learning; • life skills such as communication, cooperation, teamwork, and resilience;
- focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- a 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- outstanding research as a corequisite for outstanding education and development;
- continuous review of progress based on sustained research and regular assessment by educational experts; National Education Policy 2020 6
- a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- education is a public service; access to quality education must be considered a basic right of every child;
- substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

The vision of this policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Conclusion



Annasaheb Magar College, Hadapsar Pune-28

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The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India, if it is implemented successfully, this new system will make India one of the world's leading countries. Equivalent Under the new education policy, 2020, children from 3 years to 18 years have been placed under the Right to Education Act, 2009. The aim of this new education policy, which came after 34 years, is to provide higher education to all students, which aims to universalize pre-primary education (age range of 3-6 years) by 2025.

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New education policy 20-20 of India: Theoretical Analysis

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Introduction :-

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

Advantages :-

1. The government aims to make schooling available everyone with the of NEP 2020.
2. Approximately two crore school students will be able to come back to educational institutes through this new approach.
3. According to the national education policy 2020, the Education Ministry is to set up a National Mission on foundational literacy and Numeracy.
4. For children up to the age of 8, a National curricular and pedagogical framework for Early childhood care and Education will be designed and developed by NCERT.
5. One of the merits of NEP 2020 is the formation of the National Book promotion policy in India.
6. Appropriate authorities will conduct the school examination for grades 3,5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.
7. Parikh nation policy is to be set up by the government.

Disadvantage:-

1. In the national education policy 2020 language is a negative factor as there is a problematic to teacher student ratio in India,thus introducing mother languages for each subject in academic institutes is a problem. Sometises , finding a compound 10 teacher become a problem and nowanother challenge comes with the introduction of NEP 2020 , which is bringing study materialin mother languages.
2. According to national education policy 2020, students willing to complete the graduation having studied to for 4 years while one can easily complete his her diploma degree into years. Its might encourage



the people level to the course Midway.

3. According to national education policy 2020, students of private schools will be introduced to English at a much earlier age than the students of the government schools. The academic syllabus will be taught in respective regional languages of government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus the gap between sections of societies.

Implementation:-

The new education policy in 2020 came after 30 years and all set to change the existing academic system of India with the purpose of making it at par with the International standard of academic. The Government of India Aims to set up to NEP by the year 2040. Till the target year, the key point of plan is to be the implemented one by one.

1. In early August 2021, Karnataka became the first state to issue an order with regard to implementing NEP.
2. On 26th August 2021, Madhya Pradesh implemented NEP 2020.
3. said the National Education Policy-2020 will be implemented in phases by 2022.
4. The Telangana State government has decided to implement the newly announced National Education Policy 2020 (NEP 2020) in the State.
5. Maharashtra CM Uddhav Thackeray directs to appoint experts' committee for implementation of new education policy.
6. Andhra Chief Minister Y.S. Jagan Mohan Reddy has directed officials of the Education Department to implement the National Education Policy 2020 in letter and spirit across the State.
7. Rajasthan Governor Kalraj Mishra said that NEP 2020 will be implemented in phased manner.
8. The Chief Minister of Assam, Himanta Biswa Sarma said that NEP 2020 will be implemented from 1 April 2022
9. In April 2022, the UGC (University Grants Commission) approved simultaneous dual degrees, both in physical and online modes.
10. In October 2022, Ministry of Education released New Curriculum Framework for 3-8 years children and National Credit Framework inline of NEP 2020.

Salient Features:-

1. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
2. Ensuring quality early childhood care and education for all children between 3-6 years;
3. New Curricular and Pedagogical Structure (5+3+3+4);
4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
5. Establishing National Mission on Foundational Literacy and Numeracy;
6. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
7. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;



Annasaheb Magar College, Hadapsar Pune-28

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8. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
9. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
10. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups

School education:-

Focus on Foundational Literacy and Numeracy : The policy accords the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3. The policy states, "The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Education on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.

Conclusion:-

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



National Education Policy 2020

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Introduction

0.1. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to economic growth, social justice and equality, scientific advancement, national integration and cultural preservation; and for India's continued ascent, progress, and leadership on the global stage. India will have the highest youth population in the world over the next decade, and our ability to provide high-quality educational opportunities to them will shape the future of our country.

0.2. The world is undergoing rapid changes in the knowledge landscape. With the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for skilled labour, particularly involving mathematics, computer science and data science, in conjunction with multi-disciplinary abilities across the sciences, social sciences and humanities, will be in rapidly increasing demand. With climate change and rapid depletion of natural resources, there will be a sizeable shift in how we meet the world's energy, water, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, and climate science. There will be a growing demand for humanities and art, as India moves towards becoming a developed country and among the three largest economies in the world.

0.3. Indeed, with the quickly changing employment and global ecosystem, it is becoming increasingly important that children not only learn but learn how to learn. Education must thus, move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multi-disciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. While learning by rote can be beneficial in specific contexts, pedagogy must evolve to make education more experiential, holistic, integrated, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects of learners' brains and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

0.4. The aim must be for India to have an education system that ensures equitable access to the highest-quality education for all learners regardless of social and economic background. To achieve this, actions must be taken now and with urgency.

0.5. The gap between the current state of learning outcomes and what is desirable must be bridged through undertaking major reforms to bring the highest quality and integrity into the system, from early



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childhood education through higher education.

0.6. This National Education Policy is the first education policy of the 21st century, and aims to address the many growing developmental imperatives of this country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, while remaining consistent with India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual, in all its richness and complexity. It is based on the principle that education must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem solving - but also social and emotional skills - also referred to as 'soft skills' - including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

0.7. The rich heritage of ancient Indian Knowledge has been a guiding light for this Policy. The aim of education in ancient India was not just the acquisition of knowledge, as preparation for life in this world or life beyond schooling, but for complete realisation and liberation of the self. World-class institutions of ancient India, such as Takshashila, Nalanda, Vikramshila and Vallabhi set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced scholars like Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Madhava, Patanjali, Panini and Thiruvalluvar, among numerous others. They made seminal contributions to world knowledge in diverse fields, such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy has had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced and put to new uses through our education system. For instance, they can be integrated into a holistic education to help develop the creativity and originality of students and to encourage them to innovate.

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

0.9. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalised, disadvantaged, and under-represented groups. Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are presented with (and are made aware of) various targeted opportunities to enter and excel in the educational system.

0.10. These elements must, of course, be incorporated in an Indian manner and style, taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. An instilling of knowledge of all of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is



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considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration – and thus, consequently, its continued progress and ascent.

Previous policies

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

Principles of this Policy

0.12. The foundational pillars of this Policy are access, equity, quality, affordability and accountability. It believes that the purpose of education is to develop good human beings -capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

0.13. The principles on which this Policy is based are: flexibility, for learners to choose their learning trajectories and programmes, and thereby choose their paths in life according to their own talents interests; no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic, etc., to ensure the integrity and unity of knowledge and eliminate harmful hierarchies among, and silos between, different areas of learning; multi-disciplinary and a holistic education (across the sciences, social sciences, arts, humanities, and sports) for a multidisciplinary world; emphasis on conceptual understanding (rather than rote learning and learning-for-exams), on creativity and critical thinking (to encourage logical decision-making and innovation), on ethics and human & Constitutional values (e.g., empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, scientific temper, liberty, responsibility, pluralism, equality and justice), and on life skills (e.g., cooperation, teamwork, communication, resilience); regular formative assessment for learning rather than the summative

assessment that encourages today's 'coaching culture'; a respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject; full equity and inclusion as the cornerstone of all educational decisions, to ensure all students are able to thrive in the education system; resource efficiency without any compromise on equity and quality; teachers and faculty as the heart of the learning process – their rigorous recruitment and preparation, continuous professional development, positive working environments and service conditions must be assured; a 'light but tight' oversight and regulatory system to ensure integrity and transparency of the educational system (through audit and public disclosure) while simultaneously encouraging innovation and out-of-the-box ideas through autonomy, good governance and empowerment; outstanding research as a prerequisite for outstanding education and development; continuous policy-making based on regular assessment of realities on the ground by educational experts; a rootedness and pride in India and its rich, diverse, ancient and modern culture and knowledge systems and traditions, and its forward-looking aspirations, to be incorporated where relevant in an accurate manner, and form an anchor and source of inspiration for all education; finally, education is a public service and not a commercial activity or a source of profit; access to quality education must be considered a fundamental right of every citizen; substantial investment in a strong, vibrant public education system - as well as the encouragement and facilitation of true philanthropic private participation.

The vision of this Policy

0.14. This National Education Policy aims at building a global best education system rooted in Indian ethos, and aligned with the principles enunciated above, thereby transforming India into a global knowledge



Annasaheb Magar College, Hadapsar Pune-28

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