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NEP 2020

**EVOLVING PARADIGMS: SHAPING
THE FUTURE OF ACADEMIC
THOUGHTS**

CONTENTS

THE

SPIGERIAN

Vol. LXXII, Issue 1

 EDITORIAL4

 **1** Stepping Into a Brighter Future
with NEP 20205
May Myitta
 **2** National Educational Policy
(NEP) 2020: A Comprehensive
Framework for the Indian
Education System9
*Dr. Ashwini Jagannath
Mahamuni*
 **3** NEP 2020 with Special Reference
to Explore Science and
Mathematics Education14
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INDEXING PARTNERS**4**

**National Educational Policy
2020, Mental Health, and
Education18**

Augustine Borge

5

**Research and Innovation in
National Education Policy
2020: Prospects and
Challenges20**

Dr. Santosh Kumar

6

**Embracing Change: NEP
2020's Role in Shaping
Campus Placements24**

***Jharendra Biswakarma &
Seleina Nakka***

EDITORIAL

In the ever-changing landscape of education, the National Education Policy (NEP) 2020 stands as a beacon of hope and progress for the Indian education system. With its visionary approach and comprehensive framework, NEP 2020 has emerged as a catalyst for transforming the way education is imparted and received in our country. Through this editorial, we acknowledge the pivotal role played by NEP 2020 in shaping the future of education in India, as highlighted by various insightful articles. “Stepping into a Brighter Future with NEP 2020” by May Mitta eloquently captures the optimism and enthusiasm that NEP 2020 has instilled in students, educators, and parents alike. The policy’s emphasis on holistic and multidisciplinary education has opened new avenues for students, allowing them to explore their interests and talents beyond conventional boundaries.

In the article titled “National Educational Policy (NEP) 2020: A Comprehensive Framework for the Indian Education System,” Dr. Ashwini Mahamuni provides an in-depth analysis of NEP 2020, showcasing how it addresses the diverse needs of learners. The policy’s focus on flexibility, creativity, and critical thinking is instrumental in nurturing well-rounded individuals capable of facing the challenges of the 21st century.

Suhasini Suryavanshi, in her article “NEP 2020 with Special Reference to Explore Science and Mathematics Education,” highlights the significance of NEP 2020 in promoting scientific temper and mathematical aptitude among students. By encouraging hands-on learning, experimentation, and practical applications, the policy is fostering a generation of innovators and problem solvers.

“Mental Health and Education” by Augustine Borge sheds light on an often-neglected aspect of education. NEP 2020’s recognition of the importance of mental health and well-being is a progressive step toward creating a supportive learning environment. By integrating mental health support within the education system, NEP 2020 is nurturing not just academically proficient individuals but also emotionally resilient ones.

“Research and Innovation in National Education Policy 2020: Prospects and Challenges,” delves into the policy’s encouragement of research and innovation. NEP 2020’s focus on research-oriented learning is fostering a culture of curiosity and discovery, driving India’s progress in various fields.

Lastly, the article “Embracing Change: NEP 2020’s Role in Shaping Campus Placements” by the placement office at SAU underlines how NEP 2020 is reshaping the landscape of employment. By promoting skills-based education and practical training, the policy is ensuring that students are not just degree holders but skilled professionals ready to contribute meaningfully to the workforce.

In conclusion, NEP 2020 is not just a policy; it is a transformative journey that is reshaping the very foundations of our education system. It is fostering a generation of thinkers, innovators, and compassionate individuals who will lead India into a brighter and more prosperous future. As we acknowledge the insights shared by these articles, let us also celebrate the potential and promise that NEP 2020 holds for every learner in the country.

Happy Reading!

Editor-in-Chief



Bright future

Stepping Into a Brighter Future with NEP 2020



NEP
2020

May Myitta
*Student, Department
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Looking back at the history of different civilizations in the world, we find that many societies have traditionally valued and stressed the importance of education. Among the extensive list of things that all peoples of the world are after is “Education.” It is one common ground that most people would agree is a necessity, especially in this modern world, because a nation’s success depends on how much it has invested in education for the growth and development of its people. National leaders consistently aim to develop new educational policies to strengthen the country’s overall educational setting. Educational institutions endeavor to adopt and execute these policies to attain recognition and establish credibility. In response to ever-changing societal needs, educators have diligently employed innovative teaching methodologies and strategies. Furthermore, parents put in a

significant effort to support their children’s education by enrolling them in recognized educational institutions. Ultimately, students gain the necessary knowledge, skills, and competencies to succeed independently and emerge as effective contributors to their communities. The cycle never ends.

Indian Education System—NEP 2020

The education system in India has undergone a huge transformation from students being taught in Gurukuls to the contemporary education system. Spicer Adventist University, one of the many educational institutions in India, also takes the pride that all the courses it provides are aligned with NEP 2020. But what is “NEP 2020?” What is unique about this? NEP 2020, or “National Education Policy 2020,” marks a significant milestone in India’s inaugural. But what is “NEP 2020?”

what is “NEP 2020?” What is unique about this? NEP 2020, or “National Education Policy 2020,” marks a significant milestone in India’s inaugural education policy in the 21st century. It succeeded in the National Education Policy of 1986. On July 29, 2020, the Union Cabinet of India granted approval for the NEP 2020. Its primary objective is to reshape India into an inclusive and dynamic knowledge-based society, ensuring access to top-tier education for all individuals irrespective of their social or economic circumstances. NEP 2020 aims to position India as a leading global knowledge hub. (Source: Ministry of Education) According to the guidelines set forth in NEP 2020, several core principles will serve as a compass for both the broader education system and the individual institutions within it.

1. Nurturing Individual Potential:

This policy underscores the importance of recognizing, identifying, and nurturing each student’s unique capabilities. Teachers and parents are encouraged to facilitate holistic development in both academic and non-academic contexts.

2. Learner-Centric Flexibility: NEP 2020 advocates for flexibility in learning, allowing students to chart their educational journeys and programs based on their talents and interests, thus empowering them to forge their own paths in life.

3. Multidisciplinary Approach: Embracing a multidisciplinary perspective, the policy seeks to provide holistic education that reflects the interconnectedness of knowledge promoting unity and integrity

various fields.

4. Conceptual Understanding: NEP 2020 prioritizes conceptual understanding over rote memorization and exam-centric learning, thus fostering deeper comprehension of the subjects.

5. Promoting Creativity and Critical Thinking: The policy places a strong emphasis on Cultivating creativity and critical thinking skills, fostering logical decision-making, and innovation among students.

6. Inculcating Values: Ethics and values, such as empathy, respect for others, cleanliness, courtesy, democratic spirit, service orientation, public property preservation, scientific temper, liberty, responsibility, pluralism, equality, and justice, are integral to the education framework.

7. Multilingualism and Language:

Promoting multilingualism and recognizing the power of language in teaching and learning are key aspects of the NEP 2020.

8. Life Skills: NEP 2020 acknowledges the significance of life skills, including communication, cooperation, teamwork, and resilience, in preparing students for real-world challenges.

9. Formative Assessment Focus: The policy encourages a shift towards regular formative assessments that support learning, rather than relying solely on summative assessments that contribute to the prevalent ‘coaching culture’ in education.

“National Education Policy 2020” marks a significant milestone in India



Picture Courtesy: EGW Estate

10. Integration of Technology: NEP 2020 advocates extensive integration of technology in teaching and learning. This includes breaking down language barriers, improving access for Divyang students, and enhancing educational planning and management through technological innovations.

Guiding Principles in Education: Ellen G. White and NEP 2020

Amid our deep engagement with the contemporary education system, it is essential to remember Ellen G. White's timeless educational insights. It is indeed intriguing that over a century ago, Ellen White wrote comprehensively on the education system. Many of her educational principles align with those of the NEP 2020. Let us explore a few of her viewpoints on effective education that mirror the trends in 21st-century education:

1. Individualized Learning: Ellen G. White emphasized the importance of recognizing and nurturing each student's unique capabilities. This individualized approach aligns with the learner-centric flexibility

promoted by NEP 2020. This policy encourages students to choose their learning trajectories and programs based on their talents and interests, echoing the idea of tailoring education to individual needs (1903, 2014).

2. Holistic Development: Both Ellen G. White's guidelines and NEP 2020 emphasize holistic development, encompassing not only academic but also non-academic aspects of a student's growth. This emphasis on well-rounded education aligns with the 21st century trend of fostering life skills, creativity, and critical thinking, as mentioned in policy.

3. Values and Ethics: White's advice on education places significant emphasis on instilling values, ethics, and moral principles in students. NEP 2020 underscores the importance of ethics and values, promoting concepts such as empathy, respect for others, and a democratic spirit. This shared focus on character education highlights the enduring relevance of ethical principles.

4. Multidisciplinary and Integrated Learning: Ellen G. White advocated for a multidisciplinary approach to education, emphasizing the interconnectedness of knowledge. The NEP 2020 echoes this by promoting a multidisciplinary curriculum. This aligns with the 21st-century trend of encouraging students to understand the unity and integrity of all knowledge, transcending traditional subject boundaries.

5. Conceptual Understanding vs. Rote Learning: Both Ellen G. White's NEP 2020 discourage rote memorization and emphasize conceptual understanding. This shared emphasis reflects the contemporary shift towards more effective learning strategies, where students focus on comprehending concepts rather than

memorizing facts.

6. Technology Integration: While Ellen G. White's era did not have the technology we have today, her principles of adapting education to the needs of the time are consistent with the extensive use of technology advocated by NEP 2020. Technology integration is a key component of 21st-century education, facilitating personalized learning, removing barriers, and enhancing access for all students.

Spicer has been Alma Mater for thousands of students in the past and continues to be for its future graduates, providing quality Christian education not only to Indians but also to international students from different parts of the world. Being an international student myself, I am assured and confident that the course I am doing is not only in line with NEP 2020 but also has a touch on Adventist education. What is a blessing to have the best of both worlds?

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NATIONAL EDUCATION POLICY (NEP) 2020:

A Comprehensive Framework for the Indian Education System



*Dr. Ashwini Jagannath
Mahamuni*

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development (Ministry of Education, 2020). With this target, various Committees and Commissions have been established to enhance the standard of higher education and provide Quality Education in the Indian Context considering the demographic dividend of the country. After a gap of 34 years, the Indian Government consolidated feedback from 2.5 lakh village-level stakeholders to two national parliamentary-level committees, over more than 50 months of consultations and workshops (Sharma, M. and Sharma, S. 2020). Previous Policy frameworks released in 1968 and 1986 showed a huge gap in the reform of the education system. The recent reform in the Policy of Education after 1986 was an initiative that endeavored to bring about a transformational change to accomplish the goal of Quality Education. The proposed National Education policy (2020) laid out a range of reforms for primary, secondary, higher secondary, and higher education, encompassing technical and vocational education. This Policy, NEP 2020, has been formulated to position India as a dominant player in the global education

landscape. This policy seeks to enhance accessibility, fairness, and standards of education across all tiers, from pre-primary to tertiary education, and skill-based training. The objective of the policy is to ensure that every child in India receives an education that is both high quality and equally accessible.

Post-pandemic upshots on the economy and other sectors of society, such as education, will linger in the minds of the people until we get relief and recover nicely to develop and excel to the fullest potential. The entire world faced a lockdown that disconnected the society that would perhaps no longer be the same. People not only lost lives, but jobs, basic needs, medical assistance, and education. (Kumar, S. 2020). This policy is a stepping stone towards creating knowledge-based citizens, and the following features help plot the roadmap for this. The NEP maintains the point of view of inclusive education for all students, including those in Class 5, by implementing uniform regulations at all levels of school education. The policy aims to provide education for all students, including those who may have been historically marginalized from such opportunities. The objective of the policy is to enhance the

Gross Enrollment Ratio (GER) in tertiary education, encompassing vocational education, with the target of increasing it from 26.3% (2018) to 50% by the year 2035.

One of the world's largest networks of institutes of higher learning has been found in India. As Indian Society is multicultural and multilingual in nature, the education system should provide a kind of environment that will accommodate the diverse people of society. Keeping this view in mind, NEP 2020 endeavors to establish an adaptable, interdisciplinary, and comprehensive educational framework congruent with contemporary demands. The NEP 2020 aims to foster the use of multiple languages in India. The objective of the policy is to offer instruction in the native language or regional dialect until the completion of fifth grade. The policy also endeavors to facilitate the acquisition of both Indian and foreign languages as part of the educational curriculum.

It also aims to revolutionize the landscape of tertiary education in India by incorporating multidisciplinary approaches, holistic perspectives, and enhanced flexibility. NEP 2020 endeavors to revolutionize teacher education in India by incorporating multidisciplinary, holistic, and flexible approaches. The policy's objective is to augment the number of teacher training establishments in India and to provide teachers with ongoing professional growth opportunities. The policy also endeavors to augment the number of higher education institutions in India, including universities and colleges. It endeavors to foster innovation and unconventional ideas by utilizing autonomy, effective governance, and empowerment. Thus, Indian citizens will achieve more in every field and address future challenges. The National Education Policy aims to create an education system that offers superior-quality education to transform individuals and prepare them to provide quality outcomes. This laid the groundwork for a multitude of noteworthy transformations within the educational framework of India. Hence, it is intended to facilitate India's transformation into a knowledge society that is both equitable and

dynamic on a sustainable basis, thereby enhancing its global standing.

“The most important factor in growth and development is measured by the applicability of knowledge in the real world to achieve good placement in industries or any field.”



Hence, NEP 2020 endeavors to provide children with an increasing number of vocational education opportunities to equip them with skills that are relevant to the job market. The policy aims to offer vocational education to pupils starting in the sixth grade and beyond. Vocational education is very important to develop life skills, which is in line with this aim of establishing a National Committee for the Integration of Vocational Education as NCIVE. It integrates the general stream of education with vocational education, which is the biggest and most influential step that has been prioritized here. Considering the Technological achievements and its role in the growth of the nation, NEP 2020 aims to foster the advancement of digital education within the Indian context. The objective of the policy was to provide digital infrastructure and connectivity to every educational institution in India. By instituting the National Educational Technology Forum, i.e., NETF, this policy sights to achieve the integration of technology in the realm of education.

Things to Review while Implementing the Policy

The NEP aims to make significant changes to the way education is delivered in India, with a focus on making the education system more inclusive, equitable, and holistic (Falak, F. 2022). Despite its implementation, NEP 2020 has encountered various challenges on diverse levels and modes. These challenges can be summarized as follows:

1. To date, there has been poor integration of Early Childhood and Care Education with Elementary education. The new policy does not discuss the availability of teachers and workers (sevika) for Every Anganwadi/pre-primary Learning center. This gap in the system continues with the fresh outlook of NEP 2020.

2. New policy talks about literacy and numeracy skills; however, there is no clarity among the basic standards of literacy and numerical skills with different levels of school education or age appropriation. That is to be decided even for special children, and even if we set the standards, it is difficult to follow, as the Indian societal structure is diverse, multicultural, and multilingual.

3. It is challenging to increase the enrollment ratio at different levels of Education, as Human Resources and counselors are needed in the respective areas. What actions can be taken if we need to tackle dropouts, how to bring them back to schools, and so on? These aspects were considered.

4. This policy encourages the employment of the regional three-language formula, which acts as a crucial point of interest for some sections of society. The three languages learned by children will be the choices of States, regions, and of course the students themselves (LEADSchool, 2023). There is a conflict regarding adding one more language, considering the disparity and viewpoint associated with the region and medium of instruction at the school. Government schools, such as Kendriya Vidyalaya, Army Public schools, Jawahar Navodayalaya Vidyalaya, and many residential schools are now inclusive in nature. In the case of Adivasi schools in tribal areas, it is difficult to get teachers for all languages and to maintain the formula mentioned above. Even adding more languages at early stages would create chaos and confusion as per the development of cognition necessary for basic language skills.

5. Our Indian Education System is upgrading, and we are still struggling to reach the desired student-to-teacher ratio. In such a situation, an expectation from the teachers to incorporate “Indian Knowledge Systems,” inclusive of the all-around development of a student with subjects like yoga, Indian Philosophy and Adivasi/indigenous learning methods embedded in the daily routine curriculum is critical. Many teachers struggle with the basic skills of transacting the curriculum by incorporating a continuous comprehensive evaluation. Upskilling teachers and educators to fit into the new system will take the time and training necessary to digest the concept.

6. The introduction of New Agencies like PARAKH (i.e., Performance Assessment Review Analysis of Knowledge for Holistic Development) and NTA (i.e., National Testing Agency) are good for assessment tasks at the centralized level. These agencies can act as the powerhouses of over-centralization, which could negate the importance of diversity at the regional and local levels. They might act as agencies to cut opportunities for minors and special students to get the chance as per their level or competence. It is difficult for students to maintain Pre-set National standards at the local level because of the availability of resources.

7. With the current state of the GDP of India, an over-ambitious target of public spending at 6% of GDP has been set. Mobilizing and using financial resources is going to be a big challenge (Shivani, 2022). The formula for obtaining funds at the state level is associated with performance and income. If this is the case, then some states will not be able to manage to get good funds due to low income. States that are already facing an issue with poor performance will ultimately get less funds, thereby they will not be getting resources to excel in quality education for their children.

for their children. This is a vicious, unending cycle that will not lead anywhere.

8. Continuous Comprehensive Evaluation (CCE), which is implemented, has flaws and concerns. To develop an effective system for evaluating holistic development, a report card is prepared and assessed using artificial intelligence software to mark the timely development of students. This practice of following systematic evaluation passes through a range of gaps that are not specified by the policy reforms. Hence, there is a dire need to check loopholes wherever possible to ensure effective assessment practices.

9. There is no firm commitment to enhance Special Education, which provides a strong base for inclusion. The policy mentions a course for present special educators, but it is insufficient without an increase in the number of special educators at a ratio that is suitable for pupils. There are just “verbal acknowledgments” that disparities exist; there is a need for action/target points to embrace this fact and work on the same.

10. The approximate ratio of private schools to public schools in India is 5:7 (IndainEra, 2023) Looking at the enrolment ratio of students in private and government schools, parents are attracted to private schools. This might be because of many reasons: one is the inability to accommodate the huge number of students in government schools and the second is the expectation/standard set by private schools by providing good infrastructure and facilities. This scenario is not welcoming for certain sections of society who struggle with the necessities of life. Certainly, there must be a focus on increasing public/government schools that will offer a kind of competing structure to attract the attention of parents towards them.

For every policy to be framed and implemented, there will be a scope of reconsideration and reformation, the process is continuous, and timely actions are required to address the challenges.

Conclusion

If we analyze the current situation of the Indian education system, there are key concerns such as post-pandemic effects on schools, such as difficulty in reading, writing, doing mathematical calculations, comprehension, and basic science process skills. There is a dire need to bridge the education gap that must be concerned with the associated subjects. Our general issues include insufficient student-teacher ratio, lack of integration of technology and pedagogy, gap pre-service and in-service teacher training, neglecting an important stage of education (i.e., pre-primary stage under the state government), poor facilitation of infrastructure, and societal influence over issues such as so-called groups and sub-groups. Talking about the targets set in a specific year/time, the highest priority of the education system will be to achieve Universal Foundational Literacy and Numeracy in primary school by 2025 (Ministry of Education, 2020), the target of the year 2030 for Early Childhood and Care Education, and 100% gross enrolment ratio in preschool to secondary level, the target of the year 2035 for 50% GER in higher education, including vocational education, is challenging. Even the target of high-quality education, irrespective of the socioeconomic background to be achieved by 2040, is quite hard and stretches the limits of human and economic resources of the country. To achieve the aim of the policy, the government must fully commit itself to the policy's implementation with the political will and urgency it deserves (Sahni, U. 2020). Policy needs support, human resources and intellectuals, rigorous training, and strategic action plans; every policy comes with great challenges and expects the outcome within the given framework and timeline. Its achievement is dependent on smooth, comprehensible, and prompt action to be taken by every stakeholder associated. There is a need for continued reform and innovation to bridge the education gap by overcoming the ill effects of the pandemic. If we strive to put our efforts into providing the

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Picture courtesy: <https://leadschool.in/wp-content/uploads/2022/10/LANGUAGE-POLICY-scaled.jpg>



Picture courtesy by Getty Image

NEP 2020 with Special Reference EXPLORE SCIENCE & MATHEMATICS EDUCATION

Suhasini Suryawanshi

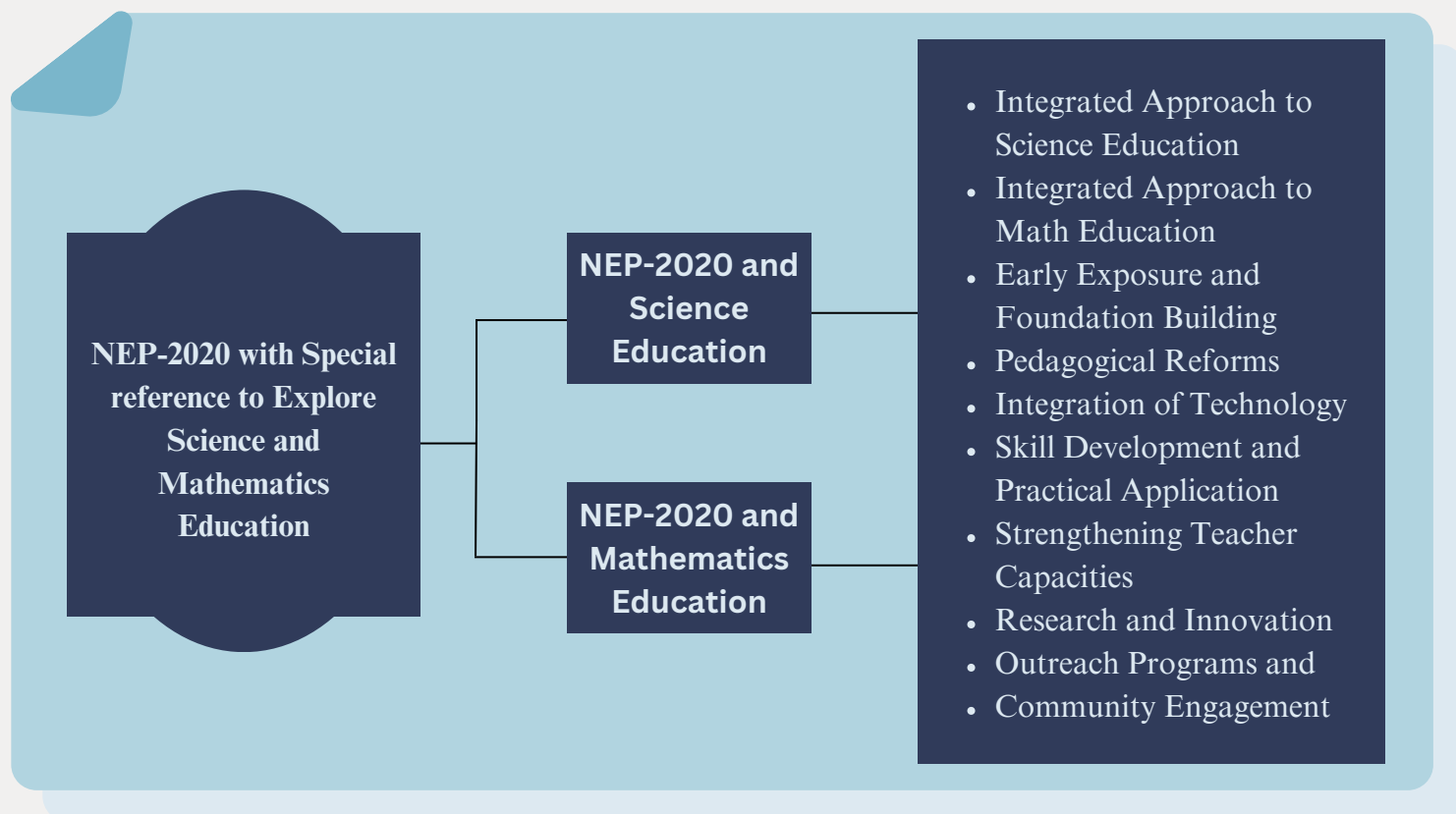
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The National Education Policy (NEP) 2020 is a landmark reform that aims to revolutionize the Indian education system. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, 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 (Ministry of Education, 2020). Among its many

objectives, the NEP 2020 places special emphasis on enhancing the quality of science and mathematics education. This article explores the provisions and initiatives proposed by the NEP 2020 to promote and advance science and mathematics education in India. NEP 2020 is a transformative framework for education in India. With a special focus on science and mathematics education, NEP-2020 aims to foster inquiry-based learning, critical thinking, and problem-solving skills. It promotes early exposure to these subjects, encourages experiential learning, and emphasizes the integration of technology. The policy emphasizes the need for teacher

**NEP-2020 AIMS TO
FOSTER INQUIRY-
BASED LEARNING
THINKING, &
PROBLEM-SOLVING
SKILLS**

training and professional development to enhance the quality of education. NEP 2020 also highlights the importance of community participation, research, and innovation in science and mathematics education. It envisions a holistic approach that equips students with the skills and knowledge to thrive in the modern world.



NEP 2020 and Science Education

The NEP 2020 emphasizes the importance of science education and aims to promote scientific temper among students. The policy aims to introduce science education from the early stages of schooling and provide hands-on experience to students through experiments and projects. The NEP 2020 also aims to promote research and innovation in science education and establish a National Research Foundation (NRF) to fund and promote research in all disciplines (Sankpal, D. 2020)

NEP 2020 and Mathematics Education

The NEP 2020 recognizes the importance of mathematics education and aims to strengthen foundational literacy and numeracy skills among students. The policy aims to introduce mathematics education from the early stages of schooling and provide hands-on experience to students through activities and games.

Integrated Approach to Science Education

The NEP 2020 emphasizes the adoption of an integrated approach to science education. It recognizes that science is not limited to individual subjects like physics, chemistry, and biology, but rather a collective pursuit of knowledge. The policy encourages schools and higher education

institutions to offer a multidisciplinary curriculum that integrates various scientific disciplines. This approach enables students to develop a holistic understanding of scientific concepts and promotes critical thinking, problem-solving skills, and creativity.

Integrated Approach to Math Education

The NEP 2020 in India proposes an integrated approach to math education through a curriculum and pedagogy overhaul, as well as a paradigm shift from content-based to experience-based learning. NEP 2020 also focuses on early childhood care and education and aims to achieve 100 percent proficiency and numeracy skills in children up to the 3rd grade until 2026-2027. The NEP 2020 recognizes the need for a paradigm shift in pedagogical practices in mathematics classrooms to enhance mathematical thinking.

Early Exposure and Foundation Building

The NEP 2020 underscores the importance of early exposure to science and mathematics. It recommends introducing science and mathematics concepts from an early stage, ensuring a strong foundation. The policy encourages schools to implement interactive and hands-on teaching methodologies, such as practical experiments and projects, to make learning more engaging and

experiential. This early exposure fosters curiosity, develops a scientific temperament, and lays the groundwork for a lifelong interest in these subjects.

Pedagogical Reforms

The NEP 2020 recognizes the need for pedagogical reforms in science and mathematics education. It promotes active learning methodologies, such as inquiry-based learning, problem-based learning, and collaborative learning. These approaches shift the focus from rote memorization to conceptual understanding, application, and critical analysis. Teachers are encouraged to act as facilitators, guiding students in their exploration and encouraging them to ask questions, seek solutions, and experiment with ideas (Malakar, Sita. April 2022).

Integration of Technology

To enhance science and mathematics education, the NEP 2020 emphasizes the integration of technology in teaching and learning. The policy encourages the use of digital tools, simulations, educational apps, and online resources to make these subjects more interactive, engaging, and accessible. Technology enables students to visualize complex concepts, conduct virtual experiments, and explore real-world applications. It also facilitates remote learning, especially in challenging circumstances like the ongoing COVID-19 pandemic.

Skill Development and Practical Application

The NEP 2020 emphasizes the development of practical skills and the application of scientific knowledge. It encourages schools and higher education institutions to



provide laboratory facilities, hands-on experiments, and field visits to expose students to real-world scientific practices. The policy also promotes internships, industry collaborations, and research opportunities to bridge the gap between theory and practice. Such initiatives equip students with the necessary skills for scientific inquiry, data analysis, problem-solving, and innovation.

Strengthening Teacher Capacities

Recognizing the critical role of teachers in science and mathematics education, the NEP 2020 emphasizes the importance of strengthening their capacities. The policy recommends comprehensive teacher training programs that focus on subject knowledge, pedagogical skills, and the integration of technology. Continuous professional development opportunities, workshops, and collaborations with experts and scientists are also encouraged. By empowering teachers, the NEP aims to improve the quality of science and mathematics education and inspire students to pursue careers in these fields (Bhowmik, S. 2022).

Research and Innovation

The NEP 2020 promotes a research-oriented approach in science and mathematics education. It emphasizes the integration of research and innovation into the curriculum at higher education levels. The policy encourages

students to undertake research projects, participate in science fairs, and engage in scientific discourse. It also aims to establish research centres, innovation hubs, and science laboratories within educational institutions to foster a culture of curiosity, exploration, and discovery.

Outreach Programs and Community Engagement

To increase the accessibility and inclusivity of science and mathematics education, the NEP 2020 emphasizes the need for outreach programs and community engagement. The policy encourages schools and higher education institutions to organize science exhibitions, public lectures, and community-based projects. These initiatives aim to create awareness, generate interest, and ensure equitable access to quality education in science and mathematics among diverse populations.

Implementation of NEP-2020 in Science and Mathematics Education

The successful implementation of NEP-2020 in science and mathematics education will depend on various factors such as adequate funding, effective governance, and the availability of skilled human resources. The policy also faces challenges such as resistance from existing regulatory bodies and the need for a change in mindset among stakeholders. To implement the NEP-2020 in science and mathematics education, the government has taken various initiatives such as the launch of the National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) program. The program aims to train teachers in foundational literacy and numeracy

skills and promote the use of technology in teaching and learning. The government has also launched the Atal Tinkering Labs (ATL) initiative to promote innovation and entrepreneurship among students.

In Conclusion, The NEP-2020 is a comprehensive framework for education in India that aims to make education more accessible, egalitarian, and inclusive. The policy emphasizes the importance of science and mathematics education and aims to promote scientific temper and strengthen foundational literacy and numeracy skills among students. The successful implementation of the policy in science and mathematics education will require the collective efforts of all stakeholders, including the government, academic institutions, and civil society. It is only a policy, not a law; implementation of its proposals depends on further regulations by both States and the Centre as education is a concurrent subject (Jebaraj, P. 2020). The government has taken various initiatives to implement the policy, such as the launch of the NISHTHA program and the ATL initiative. The NEP-2020 has the potential to transform the education system in India and prepare the next generation to thrive and compete in the new digital age. The National Education Policy 2020 places significant importance on science and mathematics education. By adopting an integrated approach, promoting pedagogical reforms, integrating technology, strengthening teacher capacities, fostering research and innovation, and engaging communities, the NEP strives to transform science and mathematics education in India. These reforms not only aim to improve academic outcomes but also nurture a generation of scientifically literate citizens who can contribute to the nation's progress and address global challenges.

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The policy emphasizes the importance of science and mathematics education and aims to promote scientific temper and strengthen foundational literacy and numeracy skills among students.

NATIONAL EDUCATION POLICY 2020, MENTAL HEALTH AND EDUCATION

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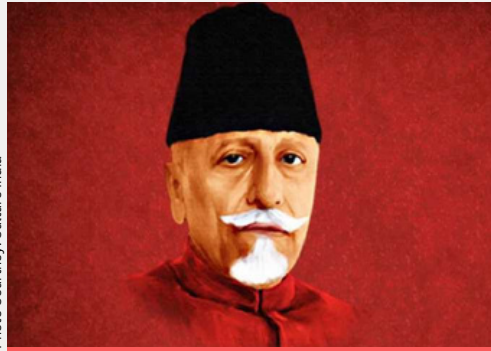


Photo Courtesy: Culture India



"Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their role model."

—Maulana Abdul Kalam Azad



In India, National Education Day is celebrated every year on the 11 th of November to celebrate the Birthday of Maulana Abdul Kalam Azad, the first Minister of Education of Independent India. The New Education Policy (NEP, 2020), which was revamped after almost 34 years, this new policy is expected to transform the educational system. Some of the few highlights of the New Education Policy, 2020 include allocating almost 6% of the GDP towards education, emphasizing vocational programs, and integrating Indian Sign Language (ISL); the most intriguing part is that students' mental health screening will be a part of routine physical checkups, which makes it appealing. The new educational policy is in the budding stage, but the idea of monitoring each student's psychological well-being is welcome because mental health is an important component of overall well-being. Every stage of an individual's development right from conception to adulthood is important, and factors such as environment, genes, and cultural and social interactions can influence how a child thinks and

behaves factors such as environment, genes, and cultural and social interactions can influence how a child thinks and behaves.

Students can find it difficult to express themselves, but psychologists can identify it by observing how a child behaves when they are with their parents, teachers, and classmates. Sophisticated emotions, such as anger, happiness, hope, guilt, and pride, can be prominent as the child grows older and develops. Therefore, it is imperative to teach children how to manage their emotions.

Students can experience problems ranging from sleeping issues and performing badly on examinations to serious issues such as violence and physical abuse. Many schools in Western countries assess students' psychological health and inform their parents of the results. In this way, the students were regularly monitored. If put into practice, this can be a deal breaker because the psychologist can identify the issues faced by the students, and they can be provided

with appropriate guidance.

The government's initiative through NEP 2020 to improve and promote students' mental health can only be successful with schools, colleges, and universities' ardent cooperation. This initiative must be undertaken by schools, colleges, and universities at various levels. Schools can host online workshops. The best result can be attained by hiring a full-time psychologist or counselor instead of a visiting counselor or psychologist, as this can allow students to talk about their issues freely, and psychologists or counselors can follow up with them on a regular basis.

Education level can be associated with a lack of perseverance and a poor sense of direction. Individuals who are not educated can lack psychosocial resources (such as communication skills, self-control, and emotional intelligence), and can be exposed to everyday stressors such as unemployment and inadequate finance, which can have a strong association with the onset of depression.

An individual with better education and wages can be spared from various stresses that come long with financial adversity, economic adversity, etc. Individuals with little or no education have less or no resources, such as social support, financial support, and control over life, to overcome the consequences of stress.

Individuals with a proper education are more likely to learn about better lifestyles and are well equipped for a better life and career. Educated individuals tend to react well in times of adversity, such as a medical emergency, follow guidelines,

understand medical needs, and interact with medical personnel in an effective manner.

The techniques used by psychologists/school counsellors are as follows:

1. Parent-teacher meetings: Educating parents on the difference between normal and abnormal behavior. Explaining how parents communicate and connect with their children is the most suitable option. In addition, parents and teachers should be guided in recognizing and addressing children's needs.

2. Educating students: Teaching students to acknowledge and respect their bodies. Students should be educated about the difference between good and bad behavior to prevent harassment.

3. Students should be informed of their child's helpline number 1098. Students should also be told about various acts, such as the Protection of Children from Sexual Offences Act (POCSO) and The Prohibition of Child Marriage Act. According to the National Crime Records Bureau (NCRB) 2018 reports, approximately 109 children are sexually abused daily in India.

4. Explaining students that it is okay to make a mistake or fail in an exam or project and committing suicide is not a solution.

5. Spreading awareness about the importance of self-defense by learning martial arts, karate, etc.

6. Promoting team-building activities among students to enhance positivity, compliance, creativity, and communication.

7. Therefore, education on

menstruation must be provided.

8. It is quite natural to develop an affinity towards someone or having a crush and make students realize that psychologists or counselors can better handle students' feelings without judging them.

9. Thus, alcohol and drug prevention programs should be organized.

10. It is imperative for students to understand that we live in a diverse community and teach them to respect differences in opinions.

11. Teaching self-management, time management, and social skills.

12. Assisting students in shaping their behavior, personality, thought process, and instilling obedience, respect, and patience.

13. We live in a world where we have access to the Internet, technology, AI, and so on. However, if we want to live a high-quality life, we should prioritize happiness, emotional well-being, and mental well-being. We can achieve greater heights in the field of education, and if we all rise to the occasion by working together, we are certain to witness and be part of an amazing transformation.

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The policy recognizes that research and innovation are essential for developing a knowledge-based economy and for the growth and development of the country.

Research and Innovation in National Education Policy 2020: Prospects and Challenges

Dr. Santosh Kumar

Introduction

The worldwide pandemic of COVID-19 has had a significant adverse effect on the field of education worldwide. Educational institutions, such as schools, colleges, and universities, have been shuttered to prevent the spread of the virus. The outbreak of the pandemic has resulted in considerable interruptions to the educational system, leading to a range of challenges encountered by students, educators, and parents (Kumar 2021, p.348). India's National Education Policy (NEP) 2020 offers a promising outlook for research and development in education. The National Education Policy (NEP) 2020 is a comprehensive policy framework aimed at reforming and revitalizing India's education sector. The NEP emphasizes the need for equitable and all-inclusive education and emphasizes the importance of delivering quality education regardless of socioeconomic background. NEP 2020 has several segments and features, each requiring separate analysis and commentary. This article discusses the role of research and innovation in NEP 2020 and the challenges that must be addressed to achieve policy goals.

The Role of Research and Innovation in the NEP 2020

NEP 2020 highlights the importance of research and innovation in education. The policy recognizes that research and innovation are essential for developing a knowledge-based economy and for the growth and development of the country. NEP 2020 intends to promote research and innovation in education by establishing a National Research Foundation (NRF) and fostering a culture of R & D in educational institutions.

As per India's National Education Policy 2020 (NEP 2020), the National Research Fund (NRF) is a proposed centralized entity that seeks to provide funding, coordination, and encouragement for research and innovation in the field of education, encompassing all

domains. The National Research Foundation (NRF) is anticipated to serve as a comprehensive framework to enhance connections between Research and Development, academia, and industry. The primary objective of the NRF is to facilitate the proliferation of research-oriented ethics across institutions of higher education and scholarly establishments. NRF's main objectives entail providing financial support for grant proposals that undergo rigorous peer review processes and encompass diverse fields of study. Additionally, the organization aims to foster research initiatives at academic institutions, from their inception to maturation, while acknowledging exceptional research and advancements. Through a Board of Governors that alternates frequently, the government plans to autonomously govern the National Research Foundation (NRF). The board is comprised of distinguished researchers and innovators from various disciplines. The National Research Foundation (NRF) is anticipated to enhance the research ecosystem in India and address the dichotomy between education and research that has been artificially created.

The National Research Foundation (NRF) is an important component of NEP 2020. The NRF is a centralized agency that funds and supports research and innovation in all sectors of education. The NRF funds research initiatives, fellowships, and scholarships for students and researchers. The NRF will also promote collaboration between educational institutions and industries to facilitate knowledge and technology transfers.

NEP 2020 also aims to create a culture of R & D in educational institutions. The policy recognizes that educational institutions are crucial for endorsing research and innovation. It aims to provide training and personality enhancement for teachers and researchers to promote research and innovation. The policy also aims to establish research and incubation centers in educational institutions to promote research and innovation.

Challenges in Implementing the NEP 2020

NEP 2020 is an ambitious effort that aims to revolutionize India's education system. However, policy implementation faces various problems that must be addressed in order to fulfill policy objectives.

1. Funding: To achieve its objectives, NEP 2020 will necessitate a considerable investment in education. The initiative intends to expand public education spending to 6% of GDP. However, present public spending on education amounts to about 3% of GDP. To fulfill its objectives, the government must raise its educational investment.

2. Infrastructure: NEP 2020 requires significant investment in infrastructure to achieve its goals. The policy aims to establish new educational institutions, upgrade existing ones, and provide modern facilities and equipment. The government must invest in infrastructure to achieve its goals.

3. Teacher Training: The importance of teacher training and professional growth is emphasized in the NEP 2020. The purpose of this policy is to improve the quality of teaching and learning in schools and colleges. To fulfill its policy objectives, the government must invest in teacher training and professional development.

4. Implementation: NEP 2020 is a broad concept that necessitates considerable reforms in the educational sector. To fulfill its objectives, the policy must be efficiently implemented. The government must ensure that the policy is implemented efficiently at all levels of schooling.

5. Cooperation: Cooperation among the federal government, state governments, educational institutions, and other stakeholders is required for NEP 2020. The policy must be implemented in a coordinated manner to achieve its goals. The government must ensure that all stakeholders cooperate to implement the policy effectively.

NEP 2020 is an ambitious effort that aims to revolutionize India's education system.



Prospects in Implementing the NEP 2020

NEP 2020 is a comprehensive policy framework aimed at overhauling and revitalizing India's education sector. The National Education Policy of 2020 is founded on the fundamental principles of "Access, Quality, Equity, Affordability, and Accountability." The proposed initiative addresses prevalent issues in the Indian education domain, including suboptimal literacy levels, elevated student attrition rates, and the absence of a comprehensive interdisciplinary framework. The following are the prospective outcomes of the implementation of the NEP 2020:

1. It prioritizes a multidisciplinary approach to education that can facilitate the acquisition of diverse skills and knowledge among students. This methodology has the potential to facilitate student adjustment to the evolving demands of the economy and society.
2. It aims to foster equity and inclusion in the realm of education, with the objective of guaranteeing that each student has the opportunity to receive quality education, irrespective of their socioeconomic status or other personal factors. The objective of the policy is to ensure that education is accessible to all individuals, including those who belong to marginalized or disadvantaged groups.
3. It advocates for the integration of technological tools into the educational process. This initiative aims to facilitate the delivery of digital learning modules to students, enabling them to access education remotely, particularly during the current pandemic and in the future. The policy's objective was to facilitate research and innovation in online learning by providing training and personality enhancement opportunities for teachers and researchers.
4. It facilitates NRF to be instituted to provide financial assistance and facilitate research and innovation across all domains of education. NRF allocates financial resources to facilitate research undertakings, fellowships, and scholarships for scholars and students. It facilitates knowledge and technology transfer by fostering collaboration between educational institutions and industry.



Figure: Prospects in Implementing NEP 2020

5. It emphasizes the significance of teacher training and professional development. The policy's objective is to enhance educational delivery and acquisition standards in educational institutions. To attain the policy objectives, it is imperative for the government to allocate resources to teacher training and professional development.

Conclusion

According to Dalal (2018), academic research is a fundamental innovation method. Research can add weight to innovation, or in simple terms, it is the method of creating innovation. NEP 2020 is a visionary strategy that highlights the importance of research and innovation in education and intends to foster research and innovation in educational institutions. This policy faces multiple challenges that must be addressed to fulfill its objectives. The government needs to invest in education, infrastructure, and teacher training to achieve its policy goals. The policy must be implemented effectively and coordinated to achieve its goals. NEP 2020 has the ability to completely transform India's education system and build a knowledge-based economy that will drive the country's growth and development.

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Academic research is a fundamental innovation method. Research can add weight to innovation, or in simple terms, it is the method of creating innovation.

Embracing Change: NEP 2020's ROLE IN SHAPING CAMPUS PLACEMENTS

Jharendra Biswakarma and Seleina Nakka



NEP 2020 aims to promote a multidisciplinary approach to education, enabling students to explore diverse subjects and interests.

The New Education Policy (NEP) 2020 introduced by the Government of India has brought about significant reforms in the country's education system. One of the key aspects of NEP 2020 is its emphasis on empowering students to make informed career choices. The policy recognizes the importance of aligning education with the evolving job market and equipping students with the necessary skills and knowledge to excel in their chosen careers. 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.

To assist in developing holistic individuals, it is of utmost importance to focus on their skill sets and have them exposed to the constantly changing market so that they can contribute to society. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

NEP 2020 is the policy that highlighted several key issues with the higher educational system in India and sought to address them with an upgraded education system that benefits everyone in the system. It addressed issues like rigidity of disciplines and the early specialization and streaming of students, a subpar undergraduate education, inadequate emphasis on the importance of research or progression of faculty, and developing the cognitive skills of the young generation.

Holistic Education: NEP 2020 aims to promote a multidisciplinary approach to education, enabling students to explore diverse subjects and interests. The policy encourages schools and colleges to offer a wide range of subjects, including vocational courses, arts, humanities, and sciences.

Skill Development and Experiential Learning: The policy encourages students to gain practical exposure through internships, apprenticeships, and industry collaborations by combining theoretical knowledge with hands-on experience, students can develop the skills and competencies required in the professional world.

Career Counseling and Guidance: The need for effective career counseling was highlighted and therefore NEP 2020 emphasizes on the establishment of robust career guidance and counseling centers in schools and colleges that will provide students with valuable insights into various career options, job trends, and skill requirements.

Providing Exposure to Career Options: Placements give students important exposure to a variety of career paths and work functions. They give students the chance to investigate numerous sectors, identify their interests, and obtain knowledge about various professional fields. Students can evaluate their abilities, strengths, and preferences through internships and placements, assisting them in making educated career decisions.

Networks and Industry Connections: Making contacts in the field not only increases student's visibility but also creates prospects for future employment. Strong industry ties create a welcoming environment where students can learn important lessons, find internships or jobs, and get advice

and mentorship from seasoned experts.

Integrating Vocational Education Into Academic Education: Since students can pursue vocational courses in addition to their regular academic courses, NEP 2020 aims to incorporate vocational education into mainstream education.

The various initiatives mentioned above will also contribute to an increase in the number of international students studying in India and will provide opportunities to Indian students who wish to study, visit, transfer credits to, or conduct research at institutions abroad, as well as vice versa.

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