



**National Seminar  
On  
'Higher Education in the New Millennium in the perspective  
of National Education Policy 2020'**

**Abstract Volume**

**Collaborator:**

**Ramakrishna Mission Vidyamandira, Belur Math, Howrah.**

**Organiser:**

**Department of Education & IQAC  
Dr. Kanailal Bhattacharyya College, Ramrajatala, Howrah.**

**Date:  
23<sup>rd</sup> May 2023**

**Venue:**

**Dr. Kanailal Bhattacharyya College Auditorium  
15, Kona Road, Ramrajatala, Santragachi, Howrah-4**

**One -Day National Level Seminar  
On  
'Higher Education in the New Millennium in the perspective of  
National Education Policy 2020'  
Date: 23rd May 2023**

**Abstract Volume**



**Organised by  
Department of Education & IQAC  
Dr. Kanailal Bhattacharyya College  
(Affiliated to the University of Calcutta)  
(NAAC Re-Accredited with 'B' Grade)  
15, Kona Road, Ramrajatala, Santragachi,  
Howrah, West Bengal**

**In Collaboration with  
Ramakrishna Mission Vidyamandira, Belur Math, Howrah**

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**Published on 23<sup>rd</sup> May,2023**

**Published by:**

**Department of Education**

**Dr. Kanailal Bhattacharyya College**

**(Affiliated to the University of Calcutta)**

**(NAAC Re-Accredited with 'B' Grade)**

**15,Kona Road, Ramrajatala, Santragachi,  
Howrah,West Bengal**

**Message from the desk of**  
**Principal, Ramakrishna Mission Vidyamandira, Belur Math, Howrah**

I am extremely happy to know that Dr. Kanailal Bhattacharyya College, Howrah, is organising a One-day National Level Seminar on the National Education Policy 2020. At present, the necessary preparation for all the Higher Education Institutes to implement this new policy is indispensable. This seminar will definitely help all of us to be one step forward to fulfill that objective. I appreciate the wonderful endeavour of the organisers who are keen to address the different aspects of NEP 2020 with titbits, perhaps the most essential need of the hour.

With sincere thanks

Swami Mahaprajnananda

Principal  
Ramakrishna Mission Vidyamandira  
Belur Math  
Howrah

**Message from the desk of**  
**Principal, Dr. Kanailal Bhattacharyya College**

Respected President Governing Body Shri Partha Sarathi Adhikary and other honourable members of the Governing Body, Prof. Prithwish Kumar Roy, Prof.(Dr).Sabuj Kumar Chaudhuri, Prof.(Dr.) Santa Datta (De),Our Guest of Honour and Inaugurator of today's Seminar Revered Swami Shastrajnananda Maharaj Ji, Revered Resource Persons Swami Mahaprajnananda Maharaj Ji, Swami Divyagunananda Maharaj Ji, and Respected Prof. Tarak Nath Pan ,Respected Chair Persons, Dr. Santinath Sarkar, Dr. Mita Howladar, representatives from various academic institutions, my learners colleagues and dear Students, it gives me immense pleasure to extend to you all a very warm welcome on behalf of this College. It is gratifying to note that the Department of Education and IQAC of our College is Organising this One-day National Seminar on 'Higher Education in the New Millennium in the perspective of National Education Policy 2020' in collaboration with Ramakrishna Mission Vidyamandira, Belur Math, Howrah. This Seminar is Multidisciplinary in nature.It covers a wide range of interests regarding National Education Policy 2020' which will help all the listeners of this Seminar to think differently. There is no doubt that the Seminar is going to highlight the changing perspective and crucial challenges to be experienced in the new Millennium.

At last, I, on behalf of Dr. Kanailal Bhattacharyya College, welcome all the resource persons, delegates, participants and wish a happy journey in this National Seminar.

Thank you all.

Dr. Kaustubh Lahiri  
Principal  
Dr. Kanailal Bhattacharyya

College

23<sup>rd</sup> May 2023

**Dr. Kanailal Bhattacharyya College**  
**One -Day National Level Seminar**  
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3.	Dr. Santinath Sarkar	Aditi Ray & Dr. Arindam Bhattacharyya	23.05.2023	Value Based School Education in View of NEP 2020.
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5.	Dr. Santinath Sarkar	Dr. Shweta Smrita Soy <sup>1</sup> and Uday Bauri <sup>2</sup>	23.05.2023	A Comparative Study of NPE - 2020 and Kothari Commission Regarding Primary Education.
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7.	Dr. Santinath Sarkar	Abhijit Mondal	23.05.2023	Higher Education and National Education Policy – 2020.
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9.	Dr. Santinath Sarkar	Dr. Madhumita Debnath	23.05.2023	NEP 2020: Making Education Gender Inclusive.
10.	Dr. Santinath Sarkar	Dr. Jayanta Acharya and Susanta Mandol.	23.05.2023	Effectiveness of Multidisciplinary Approach in Teacher Education Programme.
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14.	Dr. Mita Howladar	Srijeeta Adhikary	23.05.2023	Impact of National Education Policy 2020 in the Advancement



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# **Vocational Skill Empowerment in the Emerging Education System.**

**Dr. Kaustubh Lahiri**

**Ex Associate Professor**

**Geography**

**Surendranath College for Women**

**Kolkata : 700 009**

## **Abstract:**

Indoctrination of the thematic contours of vision is being weaved by the policy and its prognosis determines the ability to accomplish the designated mission.

Independent India has witnessed and has withstood paradigm shift in sculpturing the educational system as a derivative of perception transformation for the purpose of the calibrating reliance for the genesis of appropriate human resource through mainstream nontechnical graduation process. Skill emancipation was never overlooked by the policymakers acknowledging its decisive ability to span the knowledge domain and professional opportunities but envisaged as auxiliary

Catalyst in the form of Add on Courses. Curricular integration of skill imparting as unavoidable functional component demands reorientation the deliverance management system for the Higher Education Institution harboring nontechnical graduation system. Obvious prerequisite is skill emancipation by the in house Faculties for onward deliverance to the learners if not being substituted by the easy alternative option of hiring. Another essential that can't be elbowed out is the raising of adequate infrastructure along with the standard of attained skill by the learners in the operational context of discerned professional portfolios. Assuming that all the requisite fundamentals have been adhered to perfect proportion the riddle remains what would be the mindset of the learners. A technologist or artisan by vocational education or a conventional graduate provided completing the process of graduation notwithstanding of the provision of sequential elimination by graduated stiffening of admissibility to hierarchically next upper echelon.

**Challenges and Opportunities in Implementing the  
Multidisciplinary and Holistic Curriculum Framework of National  
Education Policy 2020 in Higher Education**

**Jagadish Samanta,**

**Assistant Professor, Ramkrishna Mandal Institute of Education.**

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**Abstract:**

The paper explores the challenges and opportunities in implementing the multidisciplinary and holistic curriculum framework of the National Education Policy (NEP) 2020 in higher education in India. The NEP 2020 envisions a shift from rote learning to a student-centric approach that fosters critical thinking, creativity, and problem-solving skills. The implementation of this framework faces challenges such as infrastructure and resource limitations, faculty development, funding constraints, resistance to change, and the integration of vocational education. However, it also presents opportunities to promote critical thinking, integrate technology, provide skill-based education, adopt a multidisciplinary approach, enhance employability, offer greater student choice, facilitate interdisciplinary research, and internationalize the curriculum. The paper highlights the need for higher education institutions to adapt their curricula and teaching methods to align with the NEP 2020 framework. The incorporation of flexible and adaptable curricula, credit-based courses, community engagement, and service projects, as well as environmental education, value-based education, and global citizenship education, are crucial for a comprehensive and multidisciplinary education. Furthermore, the establishment of Multidisciplinary Education and Research Universities (MERUs) and the integration of teacher education within multidisciplinary institutions are emphasized. By promoting critical thinking, integrating technology, providing skill-based education, adopting a multidisciplinary approach, and improving employability, the new framework has the potential to produce well-rounded individuals capable of addressing real-world challenges. Moreover, it offers opportunities for greater

**student choice, interdisciplinary research, and internationalization of the curriculum. The successful implementation of the NEP 2020 requires collaboration among educational institutions, policymakers, and other stakeholders. By addressing the challenges and capitalizing on the opportunities, India can transform its higher education system to prepare students for the demands of the 21st century and contribute to the development of a skilled and knowledgeable workforce.**

**Keywords: National Education Policy (NEP) 2020, Multidisciplinary Approach, Holistic Education, Rote Learning, Multidisciplinary Education and Research Universities (MERUs), Curriculum Framework, Technology Integration, Skill-Based Education, Interdisciplinary Research, Internationalization**

## **Value Based School Education In View of NEP 2020**

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**&**

**Dr.Arindam Bhattacharyya**

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### **Abstract:**

Value is a core element of the Indian life. Value based school education is a significant part of Indian school education system from very beginning. In the post-independence period, all committees, commissions and national education policies (NPE-1968, NPE-1986) emphasized on value centred school education in their recommendations. Previous all national curriculum frameworks for school education and latest National Curriculum Framework 2005 (NCF - 2005) suggested for the value added school education. National Education Policy (NEP) 2020 is no exception in this context. Value based school education is an important component of NEP 2020. Now, it is expected that the Indian school education curriculum at different level, must include essential human values. NEP-2020 explored to identify, organise, re-structure and integrate the various human values for school education curriculum. NEP-2020 tried that school education curriculum should develop the value based qualities like regularity, transparency, punctuality, self-respect, self-control, sense of duty, cleanliness, social service, social responsibility and creativity etc. among the school students. Present paper is an attempt to investigate the vision of value based school education in NEP-2020. Different previous literatures have thrown light on the theory and practice of value based school education. This paper has made a theoretical and review based study. Objectives and research method have been framed accordingly.

**Keywords:** Values, Value based school education, School education, NEP-2020;

# **The Use of Educational Technologies in Distance Education—: A Review**

**Mr.Dilip Maiti  
Assistant Professor  
Purba Medinipur B.Ed.College**

## **Abstract:**

The purpose of this paper is to analyse the unique pedagogical work for distance education in the learning process while emphasising the value of technology resources. The study highlights the use of technology for content development while highlighting the significance of instructors as a process mediator. To increase the effectiveness of distant learning, it is crucial to rethink the roles that education and students play in the teaching and learning process.

Today, technology like computers, man-made satellites, digital libraries, telephones, radio, and television broadcasting are demonstrating their promise towards the goal. The foundation is provided by audio, video, and printed materials, with internet becoming a more accessible, quick, and efficient medium. There are already a lot of materials online. Furthermore, technology is hurriedly bringing about a revolution in the field of distant learning. Positive developments may thus be anticipated in the future.

***Keywords:-Education, Distance Education, Technology, Teaching and Learning.***

**A Comparative Study of NPE -2020 and Kothari Commission  
Regarding Primary Education**

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**Abstract:**

***“The destiny of India is being shaped in her classrooms”-Kothari Commission (19964) -This is the main motto of its commission. But this motto cannot achieve without all educational level. Here Primary education is the first level for full fill this motto. Primary education is the main stage for next educational achievement and also human development. Primary education helps to special physical and memory development. 1964 Kothari commission had emphasized on primary education and suggested different recommendation. Where NPE-2020 changed the system of Kothari commission regarding primary education and established new education system and suggested necessary recommendation of primary education. Researchers try to analysis of primary education system of both Kothari and NPE-2020. The New Education Policy addresses challenges faced by current education system such as Quality, Affordability, Equity, Access and Accountability. NEP 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant society filled by knowledge and by providing high-quality education to all.***

**Keywords:** Education, Kothari Commission, NPE-2020, Classrooms, Primary Education



# **Higher Education in the Digital World: Transforming Learning for the Future**

**Dr. Tapas Karmakar**  
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## **Abstract:**

The digital revolution has profoundly impacted various aspects of our lives, including education. In the realm of higher education, the digital world has emerged as a catalyst for transformative change, reshaping the way we learn, teach, and engage with knowledge. This abstract explores the key aspects of higher education in the digital world, highlighting its potential benefits, challenges, and the evolving role of educators and students.

The digital world offers an array of opportunities that have revolutionized higher education. Online platforms, virtual classrooms, and digital learning resources have democratized access to education, enabling learners from diverse backgrounds to pursue knowledge remotely. Flexibility in scheduling, personalized learning experiences, and the ability to learn at one's own pace are now at the forefront of the digital education landscape. Furthermore, the integration of multimedia, interactive tools, and gamification techniques has enhanced engagement and fostered active learning among students.

However, the digitalization of higher education also brings forth several challenges. Adapting to digital technologies requires institutions to invest in infrastructure, faculty training, and ongoing technical support. Ensuring the quality and credibility of digital learning resources and assessments is crucial for maintaining educational standards. Additionally, the digital divide among students, arising from varying levels of access to technology and internet connectivity, poses a significant equity concern that needs to be addressed for an inclusive education system.

**In the digital world, the role of educators has evolved from traditional knowledge transmitters to facilitators of learning experiences. Educators now need to embrace technology, cultivate digital literacy skills, and employ innovative pedagogical approaches that leverage digital tools effectively. Collaborative learning, peer-to-peer interactions, and multidisciplinary collaborations have become integral components of the digital higher education experience.**

**Students, on the other hand, are empowered by the digital world to take charge of their learning journey. They have access to a vast pool of resources, global networks, and interactive learning platforms that cater to diverse learning styles. However, self-discipline, time management, and digital literacy skills are essential for students to thrive in the digital learning environment. In conclusion, higher education in the digital world presents immense possibilities and challenges. Embracing the transformative potential of digital technologies can revolutionize learning, making it more accessible, engaging, and personalized. However, it necessitates careful considerations regarding infrastructure, equity, and evolving roles of educators and students. By navigating these challenges, higher education can harness the full potential of the digital world to empower learners and prepare them for the complex demands of the future.**

**Key words: Digital revolution, Opportunities, Multidisciplinary, Skills, Transformative, Empower**

**Higher Education and National Education Policy – 2020**  
**Abhijit Mondal**  
**Assistant professor, South Calcutta Girls' College**

**Abstract:**

The Indian higher education system is one of the largest education systems in the world. It aims to develop knowledge, wisdom, leadership ability and vocational skills among learners. The National Educational Policy-2020 emphasised multidisciplinary and diversified approaches for the Indian higher education system. It recommended a drastic structural and functional change in the higher education system. It is becoming inevitable to restructure higher education institutions into multiple outlooks. The paper highlighted the aims, structure and functions of Indian higher education institutions as emphasised in the National Educational Policy-2020. It also disclosed various challenges and issues of National Educational Policy-2020, with special reference to the higher education system. Based on secondary sources, opinions and suggestions have been communicated for the better implementation of National Education Policy-2020 regarding higher education.

**Key Words:** Higher education, India, National Educational Policy-2020.

**Opportunities and Challenges**  
**Tusar Kanti Dwari**  
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**Howrah, 711104**

**Abstract:**

It is necessary for a country is to high quality education system for the future progress of that country. So that the young generation of that country can become qualified Global citizens by learning appropriate knowledge, skill and creative thinking. For fulfill this vision and future growth of our country Indian government published a new education policy on July 2020, which is first education policy of 21st century named National Education Policy-2020. The new education policy is a comprehensive framework of Indian education system from elementary level to higher education both rural and urban areas. The policy aims to achieve 100% GER by 2030 in pre-primary to secondary education and 50% in Higher Education by 2050. However it is known from the experts and educationist that the policy is high potential and far sighted. This education policy affected school education as well as higher education especially its impact in reflected more seriously on higher education. Where the policy has made recommendations for changes various areas of higher education to bring higher education to international level and make India as knowledge superpower. This paper undertakes an overview of National Education Policy 2020 and highlights main features of NEP-2020 related to higher education also express the opportunities, merits and challenges in implementation of NEP-2020.

**Keywords:** NEP-2020, Higher Education, National Educational Policy, opportunities, challenges of NEP 2020.

## **NEP 2020: MAKING EDUCATION GENDER INCLUSIVE**

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**Dr. Kanailal Bhattacharyya College, Howrah.**

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### **Abstract:**

Education is one of the most significant means for empowering women in general. It is instrumental in strengthening the spirit of women to carry out their continual fight against exploitation and withstand social evils. India's country-wide female literacy rate is 65.46%, as against male literacy rate of 82.14%. There is a gender gap of around 17% between male and female literacy rates in India is even higher in rural areas. Social discrimination, gender inequality, early-age marriage, non-availability of educational centres in proximity, unsafe means of travel, and lack of proper toilets are some of the factors which have greatly affected women education in India

Against such a backdrop the National Education Policy-2020 (NEP 2020) was approved by the Union Cabinet of India on 29 July 2020. The policy recognizes that women and transgender individuals are the worst-affected people across all Socio-Economically Disadvantaged Groups (SEDGs). Government of India will constitute a 'Gender-Inclusion Fund'(GIF) to build the nation's capacity to provide equitable quality education for all girls and transgender students. The fund will focus on ensuring 100% enrolment of girls in schools, improved participation rate in higher education, decrease gender gaps at all levels, practice gender equity, inclusion in society, and improve the leadership capacity of girls through positive civil changes. GIF will ensure provisions of sanitation, toilets, bicycles, and conditional cash transfers, for girls and will also focus on the safety and security of school-going girls both inside and outside the campus. All educational institution must ensure an environment without harassment, discrimination, and domination against women and will be mandated to conduct awareness programmes on gender issues, legal protections, POCSO Act, Maternity Benefit Act, and the Sexual Harassment of Women at Workplace Act. Overall, the NEP 2020 envisions an inclusive change in the educational system to bridge the social category gaps in access, participation, and learning outcomes.

**Key words:** Women education, Gender equity, Gender inclusion, NEP 2020.

## **Effectiveness of Multidisciplinary Approach in Teacher Education Programme.**

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**Susanta Mandol, Student, Department of M.A in Education, Sevayatan Sikshan Mahavidyalaya (Jhargram) , Vidyasagar University.**

### **Abstract:**

Multidisciplinary learning is about producing learners who aim to be jack of all trades. This approach focuses on a holistic or comprehensive approach to complete a concept or topic by combining multiple knowledge domains. This method can be taught through both online and offline classes so that it is easy to gain knowledge on this subject. Multi-disciplinary approach is a unique method in teaching- learning programme. It is a unique way of curriculum integration to illustrate a theme, subject or issue with the help of divergent subjects. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic or content. It is a powerful method of teaching that crosses the boundaries of a discipline or curriculum in order to enrich and enhance the subject area. This approach is very useful and relevant to integrate teacher education programme and enhance its quality and acceptability. The National Education Policy 2020 has formulated guidelines for transforming the existing higher education institutions under the UGC into multi-disciplinary institutions so as to steer in the right direction. The National Education Policy 2020 is an ambitious policy that is set to revolutionize India's education system. One of the key aspects of the policy is the emphasis on a multidisciplinary approach to education. Multi-disciplinary approaches in teacher education programme will surely developed well rounded individuals that possesses critical 21st century capacities in various filed of studies such as arts, science, humanities, commerce, social sciences, professional and vocational and other filed of education. Teachers must possess almost all skills and knowledge related to enhance and enrich the classroom instruction with the help of this approach. Hence, this paper highlights different pros and cons of multi-disciplinary teacher education programme with special reference to NEP-2020 and make relevant suggestions.

**Key Words:** Multi-disciplinary approach, curriculum integration, teacher education, special education

## **Implementation of NEP 2020 in Primary Education**

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### **Abstract:**

The primary school education system will be totally changed by the implementation of the NEP 2020, The Ministry of Human Resource Development of India newly formed the total education system through National Education Policy 2020. In the present study the investigator tries to point out the various measures for the development of primary education, which are specifically mentioned in the present said policy NEP2020. As the policy is introduced newly, the researcher here tries to put light on the future measures of the primary education system. In the present study the investigator uses the historical descriptive qualitative research method for highlighting the specific programme for the future implementation. The researcher thoroughly analyzed the previous Education policies and did deep learning for the National Education Policy 2020 (NEP2020), and try to raise voice for the Implementation of NEP 2020 in Primary education system.



## **A Conceptual Discussion of Higher Education Policies of NEP 2020**

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### **Abstract:**

**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. Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. This paper consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with currently adopted education policy.**

**Key Words: NEP 2020, Higher Education, Policies, Quality Education**

## **Changing Paradigm in Higher Education: Imparting Education through Technology in Post-Nep2020in India**

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Department of Education  
Muralidhar Girls' College,  
Kolkata.**

### **Abstract:**

ICT, an extended synonym for Information and Communication Technology, is a more specific term that stresses on the role of unified communications and the integration of Tele-Communications in the 21<sup>st</sup> century. Following the inception of the New Education Policy 2020, the mode of audio-visual teaching and learning has begun to acquire significance as an integral mode of imparting knowledge. ICT plays a significant role in extending educational opportunities and development of knowledge among the students, teachers, research scholars and the common mass, especially in the post-covid scenario. Moreover, thrust on technical skills in the school education executed via introduction of C languages has enhanced the possibility of growing acquaintance with information technology. Such an opportunity paves way for enhancement of the use of ICT in teaching-learning process in the online and offline modes. In the coming days, In consonance with the new model of education proposed by NEP 2020, the collaboration and integration of ICT with the teaching-learning process, specially, in the field of education, will become an inevitable and essential tool for all the education a lists in the global scale. This study therefore highlights the role and significance of ICT in the teaching-learning and evaluation process, specifically in case of the institutions imparting knowledge in the field of higher education. It also tries to explore their presents cenario at local, regional and global scale and tries to analyze and foresee its future prospects.

**Key Words:** ICT, Teaching and Learning Process, Higher education and Post-Covid world.

## **Impact of National Education Policy 2020 in the Advancement of Indian Languages, Art and Culture.**

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### **Abstract:**

It is quite evident that National Education Policy 2020 has come up with an insightful and astute study of Indian Education System for a wholesome advancement and modernization of the Indian Education framework altogether. Unlike the previous NEPs, this one tries to hold a better position in the implementation of a broader spectrum of application with a perceptive vision, not only in the technical aspects of teaching learning process, but also in the appreciation and acknowledgement of the 'real' contents (primordial texts and scriptures) in terms of what a pupil should know and learn. India, being a multilingual and multicultural nation, posits a critical domain, although we know that our country has been replenished with rich ancient cultures and heritage, developed over thousands of years and delineated through several forms of art, literature, rituals, customs, traditions and the vast indigenous linguistic expressions within its diverse religious, socio-political and economical status. What NEP 2020 aims to achieve is embarking a profound knowledge and awareness amongst students by inserting new and versatile subject fields in Humanities, Cultural Studies and especially in Language and Literature. Language is an integral part of a nation's identity and the diverse population of India, however, speaks in numerable vernacular languages while keeping a distinct position for English and it's usage. However, this paper seeks to trace the various nuances of NEP 2020, regarding its praiseworthy initiatives of edifying young pupils about their roots and cultures and furthermore, making them conscious about the resplendent works of literature, written in vernacular languages but also picturing the intricate stance of English language in the twenty first century.

**Keywords:-**education, policy, language, literature, art, culture, prospect, students

**Indian National Education Policy 2020- an overview with respect  
to Commerce and Management**

**BY**

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**Abstract:**

Education plays a powerful and meaningful role in building nation, education sets the future of the nation, the destiny of its common people. The Government of India announced new Education Policy 2020 based on the recommendation by an expert committee headed by Dr. Kasturirangan, Former Chairman of the Indian Space Research Organization (ISRO). After 34 years Indian Govt. is going to change the way, we study. This paper tries to highlights various policies announced in the higher education system. In a layman language NEP, 2020 is updating of education system derived from traditional concept of 1980s to 21<sup>ST</sup> century to adapt and accept changes with advancing technology. The economic benefits of the nation mainly depend from the study of Commerce and Management because it affects in all economic sectors, including banking, manufacturing, services and technology advancements. Finance is the main brain of every industry, and understanding how to manage, it involves both management and commerce. All management and business curriculum should be revised with outcome-based education as said in NEP-2020.

**Keywords: National Education Policy 2020, Higher education, NEP2020, Commerce, Management**

**The Higher Education in Digital World**  
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**Abstract:**

The objectives of this article is to describe The Higher Education in Digital World in now a days. Development of digital technologies provides academic, institution, student, professional staff, administration and every place of educational institution. Nowadays our Prime Minister Mr. Narendra Modi initiative the “Digital India” programme. It is a well- known fact that Digital India is the outcome of many innovation and technology advancements. This Technology system progress day to day. Digital learning will be game changer in mounting the reputation of the Indian Education system by offering best-in-class education to every citizen envisaged through National Education Policy 2020 (NEP-2020) across the nation. Digital technology has been a part of the lives of today’s children from the moment they are born. There are still many different type of digital division that exist in our society and affect the younger generation and their digital future. Today’s students do not have the same level of preparation for the technology rich society they will have. Universities and teaching should go through a significant digital transformation to fulfil the demands of today’s generation and the fully digitized world they will be living in. Today every nation wants to be fully digitalization and this programme strives to provide equal benefit to the user and servicer. In this paper, an attempt has been made to understand Digital programme at Higher Education as a campaign where technologies and impact on aspects of every education sector with special reference of students and improve the quality of teaching-learning process.

**Keyword:** DigitalTechnology,NEP-2020,Digital Education,Higher education, Quality teaching-learning,etc.

**Teacher Education: In light of National Education  
Policy (NEP) 2020**

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**Abstract:**

India can take India to a new level by introducing the National Education Policy 2020 and the decision to restructure the Indian education system to enable further growth in the education sector. This will make it suitable to take advantage of the Fourth Industrial Revolution, as expected by the Prime Minister. The National Education Policy 2020 is currently recommended to make the education system India-centric to transform the nation into an equitable and vibrant knowledge society with sustainable development and provide quality education to all. The National Education Policy (NEP) 2020 has proposed a major change and development in the context of teacher education. In the second phase of NEP 2020, the recommendation on teacher education is made in chapter 15A which details the policy changes in higher education, which is divided into eleven sub-points. The main objective of NEP 2020 was to shift teacher education system to multi-departmental colleges and universities, to ensure highest quality training of teachers in subject matter, pedagogy and practice by establishing 4-year integrated B.ED. A minimum degree qualification will become the minimum qualification for school teachers by 2030, in this type of multidisciplinary HEI. NEP 2020 more critically explains, analyzes the combination of various opportunities and challenges of teacher education. This work has attempted to explain the various changes in the teacher education sector in terms of opportunities, benefits and challenges at present only in the National Education Policy (NEP) 2020.

**New Education Policy and development of Inner Self:  
Possibilities and Challenges**

**Rupak Jana**

**SACT**

**Dr. Kanailal Bhattacharyya College**

**Abstract:**

In the Vedic period of ancient India we see a special emphasis on self-realization among students. As this realization instills in the student the taste of divine realization, it brings out the best development of the inner potential in the student and brings it to its peak. In short, the student's best qualities would be fully developed. Almost every schools of Indian philosophy has continued this line of thought in their educational planning .There are four main aspects of human development. They are mind, spirit, body and social relations. The development of mind and soul is necessary for the inner development of the individual. The body and social relations are connected with the external development of the individual. Various great philosophers and thinkers throughout the ages have emphasized the development of this inner being of the learner in their educational ideas and plans. Although the emphasis on this spiritual development has been given in various education plans in independent India. The new National Education Policy 2020 has given more importance to this inner development process and has mentioned a set of directive principles for its implementation. But the continuous growth in technology, changes in economic and social conditions, political conflicts, population growth, unhealthy competition in various sectors leaves a big question as to how far this plan of the new NPE can be implemented for development of inner self. Hence the purpose of this article is to analyze the challenges and possibilities on the development of inner self.

**Key Words: NPE, Inner Self, Development, Inner Potenti**



**LANGUAGE AS AN ISSUE WITH NEW EDUCATION POLICY 2020**  
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**Abstract:**

The New Education Policy 2020 posits the practice of teaching- learning from the formative stages in school up to the fifth standard in the regional languages. This will improve learning outcomes. This is to enable early comprehension of concepts in a better way in the home language which is critical for future progress. If the foundations are not sound, learning suffers, even with the best of teaching and infrastructure. But it is also true that a core goal of education is social and economic mobility, and the language of mobility in India is English. So, NEP 2020 ignores the important function of English as the language of mobility, that is, it is the only language that enables individuals and groups to be socially and economically empowered. The second issue is that which relates to multilingualism. Home language succeeds in places where the ecosystem extends all the way through higher education and into employment. Without such an ecosystem in place, this may not be good enough. The NEP speaks of multilingualism and that must be emphasised. Most classes in India are de facto bilingual. Some states are blissfully considering this policy as a futile attempt to impose Hindi. Thus, when the bilingual mode of teaching consists of Tamil and English or Bengali and English, it would be difficult to replace English with Hindi. Some experts on Language see this as a forceful imposition of Hindi on the non-Hindi speaking states. My paper would focus on two broad issues arising out of the debate on language: first, the relegation of English into the least important corner of the teaching – learning process and, second, an attempt to impose Hindi surreptitiously on all non-Hindi speakers. Both these attempts would create a pot-pourri of knowledge systems. Since knowledge is made up of language, it is essential to have a clear language policy. To me, NEP 2020 opens up a new debate on the language policy adopted by the government which needs to be discussed.

**Keywords:** Language of Mobility, Multilingualism, Ecosystem, Bilingual

## **National Education Policy 2020: Transforming Higher Education Towards Multidisciplinary Approach**

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### **Abstract:**

The National Education Policy 2020 aims to address many growing developmental imperatives of our country. The purpose of this policy 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. Higher education imparts a great role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. The main aim of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. The vision of this policy is to reconstruct a university to a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. In this approach, the structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme allows the student to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices. Thus this education policy

**will help to develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields.**

**Key Words: NEP, Higher Education, Multidisciplinary Approach, Degree Programmes, professional areas.**

# **NEP 2020 for women education in west Bengal: implication and challenges**

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## **Abstract:**

***“Educate one man, you educate one person,  
But educate a women and you educate a whole  
civilization”***

**Mahatma Gandhi**

As education is fundamental right for every. There should no discrimination, no exclusion based on gender when include education. Present society approx. half of total human population in any country is female. We all to know education is part of life.it is the basic ingredients for achieving human potention.women education is very important role in society. *According to George Herbart, -“ A mother is equal to hundred teachers”*.so time and again the issue of women education is put fourth of nation human resource irrespectiveof gender can be harnessed and attend gender balance. National Education Policy recognize education as the major tools develop the society and progress nation. Artical45- talk provisionfor free and compulsory education and Artical21A -Right to education act.so we saw that all include education process but very important is women education because if a women is educated a lot change our society . Uneducated women all time harassment any situation any place and any condition. But educated women all time take good decision power , good behavior ,and good leadership power.so women are develop and progress in education. If the society , country, state, family economic condition, and child has to develop than education of women is very impotent.

After 34 years the change education policy in India introduce new education policy2020. This policy aim at universalization

education in India with 100% gross enrollment ratio by 2030 school education and 50% gross enrollment ratio by 2035 higher education. NEP 2020 first step formation Gender inclusion fund for equitable education for women that who are belong to poor economic condition . this goal help to women capability, leadership power , their need fulfill , positive thinking , decision making power in the education system. If this fund implicated , it will record participation in higher education of girl and removed gender gap in education. so we increase equality and universalization education in society. in this study has been made to study new education policy 2020 for women education in West Bengal: implication and challenges.

## **NEW EDUCATION POLICY A COMPARATIVE STUDY IN THE FIELD OF MOLECULAR LIFE SCIENCES IN INDIA**

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### **Abstracts:**

There were many discrepancy in 1986 proposed National Education Policy (NEP – 1986). It has been reformed newly in NEP 2020. Human beings are the most intelligent creatures among all animal, so complete up gradation of human creatures are totally dependent on proper education system. The new education system enables us for up gradation of scientific knowledge. Experimental basis learning process would provide more transparent knowledge among learners in the field of life sciences. Molecular biology field is playing key role in scientific research all over the world. It correlates all applied fields like Pharmaceutical sciences, medical sciences, and agricultural fields even in drug discoveries. It is inherently very complex and highly diversified as well as deeply rooted also with pure sciences like Physics, Chemistry and Mathematics. Molecular life sciences would provide conceptual identification in detail area and depth of concept among learners. In our India many research institute are there like Indian Institute of Chemical Biology – CSIR, Kolkata, Nuclear Science centre (IUAC, New Delhi), Institute of Genomics and Integrative Biology (CSIR-IGIB), Delhi are playing major role in this field. NEP 2020 boost researchers in the field of molecular biology to investigate different drugs and analyse the disease detection process. NEP 2020 system emphasises on National research Foundation in India very widely, which was not to broader in old NEP 1986. India is playing a leading role in the field of biological sciences like molecular biology. Recent economic development India would desire to add Biotechnology to its portfolio. The NEP 2020 would improve the future development for proper learning and application based research in molecular biology field. In NEP 1986 did not emphasize on the application based learning method in biological science field. Research

**funding agencies only provided research funds (UGC) to University directly in NEP 1986. But NEP 2020 provides funds by National Research Foundation and any other funding agencies in the field of life sciences and molecular biology by ICMR, DBT, and DST.**

**Key words: *NEP 2020, 1986, Life sciences, Molecular biology, Research fund***

**Gender Inclusivity and New Education Policy:  
Problems and Prospects.  
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**Abstract:**

The process of nation building involves in some respects the dissemination of information about and the commitment to the national unity particularly in a society where certain groups are traditionally behind the others, where they are termed as 'weaker sections' or 'disadvantaged groups'(Palmer, 1976,59-61), wider mobilization at higher levels would be necessary for their upliftment and a healthier democratic system. In this society, women are usually restricted and forced to follow the norms, beliefs, customs and values of the society making separate codes of conduct for women and men(Kabeer,2000).We have not been able to get rid of these characteristics even in this 21<sup>st</sup> century. Being treated as a deprived section,women are relatively less entitled to make strategic choice but from development perspective, women's role was never denied. Education is a powerful tool that builds up confidence and through which they become aware of their rights and raise their voice against exploitation, discrimination or any form of injustice meted out to them.NEP aim store structure the whole system with the aim of ensuring the wide range of educational opportunities. The policy is designed to avoid division and isolation of ethnic and linguistic minorities, those with disabilities and also those who are facing learning difficulties due to language barriers and face the threat of educational exclusion. Gender equity and inclusion are vital in achieving these aims. The component of sex education needs to be precisely added and be made an obligatory part of the



**teaching-learning discourse. The policy intends to improve women leadership capacity through civil dialogues. They need to be elevated to the education decision-making position so that women issues relating to their educational rights provisioned in the NEP can be made aware and also can come to the lime light for open discussion.**

**Keywords:NEP, Women Education, Gender, Gender inclusion, Development.**

## **Higher Education Administration in Mekong-Ganga Cooperation Countries**

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### **Abstract:**

**Education system includes two basic aspects, academic aspect and administrative aspect. The academic aspect of education is mostly familiar to us. Behind the academic aspect, there is a large administrative process that directs entire education system and on which the quality of education highly depends. The focus of education administration is the enhancement of teaching and learning. This study aims to analyze the higher education administration of six countries included in Mekong-Ganga Cooperation. Mekong-Ganga Cooperation launched in 2000 is a multidimensional regional organization and consists of India and Five ASEAN countries i.e., Cambodia, Lao PDR, Myanmar, Thailand and Vietnam. It is a qualitative study in nature and document based analysis method is used to conduct the study. Most of the data used in the study are collected from recent plans, policies and strategies of those countries. After uncovering the administrative aspects of higher education in each country, a mutual comparison is made here. The study reveals that higher education institutions of every country must wait for the instructions from their parent ministries and every country is trying to give its higher education institutions accountability and autonomy so that they can govern themselves in the future for the better development of higher education and research.**

**Keywords: Higher Education, Educational Administration, Mekong-Ganga Cooperation.**

**Mentoring as Envisioned in NEP 2020 and National Mentoring Mission**  
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**Abstract:**

The need for continuous learning and development, to contribute effectively to the larger mission of student learning, as they are in the centre of education system, has been felt by educational functionaries of India at various levels. 21<sup>st</sup> century students face many new challenges. Teachers and School Heads need new solutions to today's unprecedented demands and challenges.

NEP 2020 have proposed A National Mission for Mentoring. It shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

The National Council for Teacher Education (NCTE) proposes a nationwide mission to incorporate mentoring to improve the acquisition and sharing of knowledge, skills, and mindsets across the Indian education system. Mentoring offers individuals to engage in the processes of learning under an experienced professional. The different ways of engaging in mentor-mentee interactions can enable skill and capacity building for teachers, school leaders and professionals. This comes with an opportunity to network with experts, engage in forums to exchange learnings, best practices and disseminate findings across various domains such as but not limited to school leadership & management, curriculum, pedagogy, educational policies and assessments.

Keeping all this things in mind, NCTE published 'Mentoring The Bluebook'.

The present seminar paper will discuss about importance of National Mission for Mentoring.

**Keywords:** education system, Student's challenges, National Mission for Mentoring.

## **Curriculum of Higher Education in the light of NEP – 2020**

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### **Abstract:**

Etymologically the term 'Curriculum' is derived from the Latin word 'Currere' which mean 'run'. Curriculum came to signify a group of subject or courses of study arranged in a particular sequences for instructional purpose in higher education institutions. All curriculum should follow some principle – principle of utility, training in the proper pattern of conduct, synthesis of play and work, synthesis of all activities of life, principle of individual differences, constant development, creative thinking, variety, education for leisure, relation to community life, evolution of democratic values.

In this paper the researcher searches how NEP-2020 should follow the principle of curriculum. The investigator investigate what are the salient features of higher education through the lens of 2020. This paper deals with how the curriculum will be constructed or developed in the NEP – 2020 according to principle of curriculum construction and curriculum development theories.

**Keywords :- Curriculum, Higher Education, Multidisciplinary, Holistic.**

## **Impact of Digital Technologies in Higher Education**

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**Kolkata, west Bengal**

### **Abstract:**

The National Education Policy 2020 laid emphasis on educational technology and how to use educational technology to create quality education. The digital technology has changed the education scenario in Institutions. The paper highlights exploring the impact of digital technology on higher education and focused on to understand the problems faced by students in using digital technology in higher education. Survey method was used for the purpose. Data was analysed by proper statistical tool like t-test. Digital technology plays a very important role in self- learning. A variety of digital technology platforms help students understand the content very easily, like virtual lab, spoken tutorial, e-phatshala, infliib.net etc. Students can learn any language with the help of spoken tutorials. Virtual lab is defined as a virtual teaching-learning environment aimed at developing students' laboratory skills. E-Adhyayan is a digital platform to provide 500+ e-Books for the different PG Courses. Students can search various types of PDF books online at home. While digitization in education has various advantages but students face various problems in education. Even though the use of digital technology in education has increased tremendously since the lockdown period, students have to face various problems like slow internet and lack of proper training. The result shows that lack of proper digital training and digital infrastructures main challenged of the self-learning. Most of the higher education institutions in West Bengal do not have virtual lab infrastructure properly.

**Keyword:** National Education Policy, digital technology

**NEP 2020: A Challenging role for Higher Education System, a vision for a Progressive and Contributing Life, for Students, Teachers and HEI's in Developing Nation**

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**Abstract:**

Education system develops a holistic individual, higher education system plays a very important role in promoting individual and social wellbeing-upholding equality, fraternity, justice for all, promoting all round development of individual with both knowledge and skills .it caters upon intellectual, moral, social, sustainable development of individual.

nep has brought in the right mixture or blended approach to develop both knowledge, skill and have given the independence and autonomy to all HEI's to grow to their maximum level using the proper resources and following the proper guideline. The lacune of the HEI's are to be addressed and rectified for proper growth of the HEI's which has to think about the stake holders and their complete development and growth as of Students, Teachers, Authorities of HEI's

NEP has given new curriculum structure for the students with varied subjects and fields to choose for their individual growth. There is a career growth for the teachers through appraisal system and a growth for the institutions of becoming autonomous and ultimately to becoming a university in itself. NEP promotes a new work culture and efficiency and ultimately becoming self-sufficient.

There is a provision for stage wise mechanism for granting graded autonomy to colleges through transparent system of graded accreditation, ultimately they could emerge as research intensive or teaching intensive universities.

Students are given opportunity to choose various streams with multiple entry, exit options. They are also encouraged to take professional courses here for their creativity and employability.

**ODL method of teaching and courses are also encouraged and accepted, here as general courses, specialisation is also encouraged. Let us all open mindedly accept the challenge and make India a great fulfilling, aspiring, nation with NEP and its curricular transactions.**

**Key words-Stake holders, professional courses, employability, ODL method, multiple entry, exit**

## **Transforming Higher Education: Harnessing ICT for the New Millennium in the National Education Policy 2020**

**Mr. Amit Adhikari**

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### **Abstract:**

The National Education Policy (NEP) 2020 of many countries, including India, recognizes the transformative potential of Information and Communication Technology (ICT) in higher education. This policy document presents a vision to harness ICT for the new millennium, aiming to revolutionize the way education is delivered and accessed. The NEP 2020 acknowledges that ICT has the power to bridge geographical barriers, democratize education, and enhance the quality of learning. With the rapid advancements in technology, it becomes imperative for higher education institutions to integrate ICT tools and techniques into their pedagogical practices. This transformation has the potential to create a learner-centric environment, where students can explore and engage with knowledge in interactive and innovative ways. The NEP 2020 proposes several key strategies to leverage ICT in higher education. Firstly, it emphasizes the need for infrastructure development, including high-speed internet connectivity and computer facilities, to ensure equitable access to educational resources. This would enable students, regardless of their location, to engage in online courses, access digital libraries, and participate in virtual classrooms. The policy emphasizes the importance of developing digital content and e-resources. This includes creating open educational resources (OERs), interactive e-books, and multimedia-rich learning materials. These resources can be accessed anytime, anywhere, and can cater to diverse learning styles and preferences. The NEP encourages collaboration between universities, industry experts, and content developers to create high-quality digital content that aligns with the curriculum and meets the needs of learners. The NEP 2020 is the integration of emerging technologies such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) in higher education. These technologies have the



potential to create immersive learning experiences, facilitate skill development, and enhance critical thinking and problem-solving abilities. By incorporating these technologies into the curriculum, students can engage in realistic simulations, virtual laboratories, and experiential learning, thereby bridging the gap between theoretical knowledge and practical application. The NEP emphasizes the need for faculty development programs to train and upskill educators in utilizing ICT effectively. Teachers should be equipped with the necessary digital literacy skills, pedagogical knowledge, and strategies to integrate ICT tools seamlessly into their teaching practices. This would ensure that educators are well-prepared to create engaging and interactive learning environments for students. The National Education Policy 2020 recognizes the transformative potential of ICT in higher education. By leveraging technology, educational institutions can create an inclusive and learner-centric environment, providing equitable access to education, fostering creativity, and enhancing the quality of learning. The successful implementation of the NEP's ICT strategies requires collaboration between educational institutions, policymakers, industry stakeholders, and technology providers to create an ecosystem that supports digital learning and innovation.

**Keywords:** Higher education, Transforming, ICT (Information and Communication Technology), National Education Policy 2020, New Millennium, Harnessing.

**Key Highlights of New Education Policy 2020 with Special Reference to Technology**

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**Abstract:**

The New Education policy advocates more use of technology in education. Through the technology forum, the policy envisages that, technological advancements will be integrated into all levels of education to improve classroom process, support teachers' professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. The policy suggests setting up more virtual labs, equipping schools digitally, using divyang friendly education software and increasing the access of education for disadvantaged groups. Currently virtual labs are available in various disciplines of Science and Engineering catering to students at the undergraduate level, post graduate level and research scholars. The Policy recognises the importance of technology in addressing various societal challenges and seeks to promote interdisciplinary research and innovation. So, this paper highlights of New Education Policy 2020 with Special Reference to Technology.

**Key words: New Education Policy, Technology.**

## **A Paradigm Shift In Education in the Light of NEP 2020: Towards Atmanirbhar Bharat**

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### **Abstract**

The term ‘atmanirbhar’ means ‘self-reliant’. On May 12<sup>th</sup>, in his address to the nation, Prime Minister Narendra Modi announced an economic package of Rupees Twenty trillion to tide over the corona virus crisis under the Atmanirbhar Bharat Abhiyan. This can be considered to be a significant step in making India not only self-reliant but also a global economic leader. The aim of Atmanirbhar Bharat Abhiyan was to benefit labourers, farmers, MSMEs and the cottage industries, and last but not the least, honest tax payers.

We get a glimpse of the philosophy of ‘Atmanirbhar Bharat’ in the words of Amitabh Kant, CEO of Niti Ayoga. He says Atmanirbhar Bharat “will make India Self-reliant by creating an eco-system that will allow Indian companies to be highly competitive on the global stage.” The key point here is the need to create a suitable environment or eco system that will make India highly globally competitive and consequently self-reliant.

In this paper we have focused on the sphere of education and how can education make India globally competitive and also consequently self-reliant. The importance of education cannot be belittled as it is a decisive factor in determining the future growth, progress and development of a nation. Education cannot be denied as a powerful tool in the process of nation building. The New Education Policy (NEP)

2020 is a major step in that direction. In this paper we will look into the nuances of the NEP and see how it is a powerful instrument in making India a self-reliant knowledge society and a global powerhouse. We highlight the salient features of NEP and compare China and India's education policy. We have tried to suggest some policy measures to move forward in the direction of self-sufficiency in education following the NEP.

**Keywords:** New Education Policy, Self-reliance, digitization, technology-driven education, holistic education, China's Education Policy.

