



# SANT HARI DASS COLLEGE OF HIGHER EDUCATION

BANI CAMP, NAJAFGARH, NEW DELHI

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## List of Publications by the Faculty Members in Conference Proceedings during the Session 2022-2023

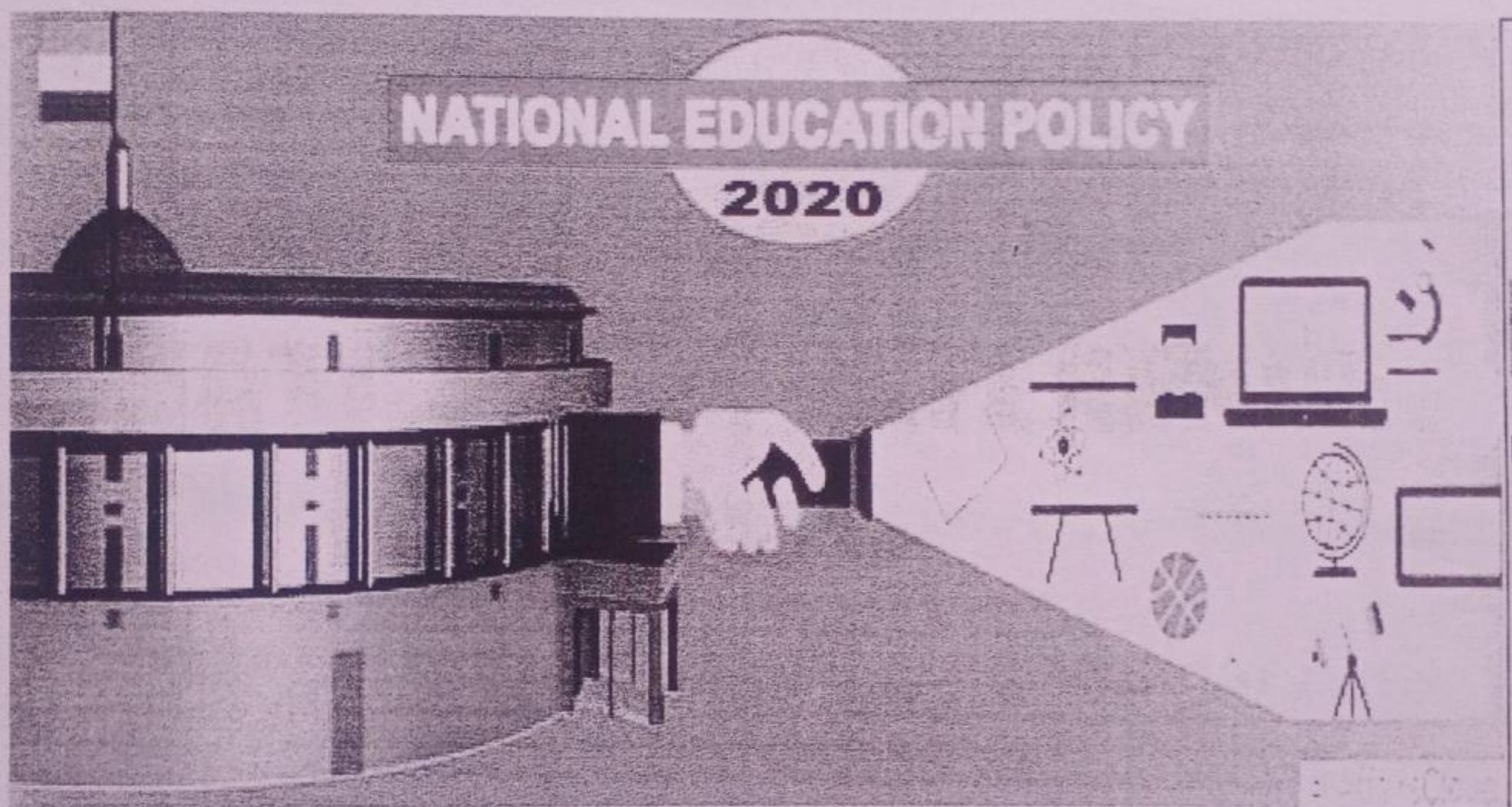
S. No.	Name of the Faculty	Journal/ Conference	National/ International	ISSN/ ISBN Number	Subject Title
1.	Dr. Joni Hooda	National Conference on NEP 2020: A Transformative Educational Policy for Aspirational India”  Organized by:  Sant Hari Dass College of Higher Education	National	978-81- 937646-9-5	Challenges and Issues in National Educational Policy
2.	Ms. Khushboo	National Conference on NEP 2020: A Transformative Educational Policy for Aspirational India”  Organized by:  Sant Hari Dass College of Higher Education	National	978-81- 937646-9-5	Exploratory Pedagogy : Transforming 21st century Classroom
3.	Ms. Shivi Tyagi	National Conference on NEP 2020: A Transformative Educational Policy for Aspirational India”  Organized by:  Sant Hari Dass College of Higher Education	National	978-81- 937646-9-5	Value based Education :-An Integral part of NEP 2020

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# **PROCEEDINGS OF NATIONAL CONFERENCE ON**

**“NEP 2020: A Transformative Educational Policy for  
Aspirational India”**



**July 22, 2023**

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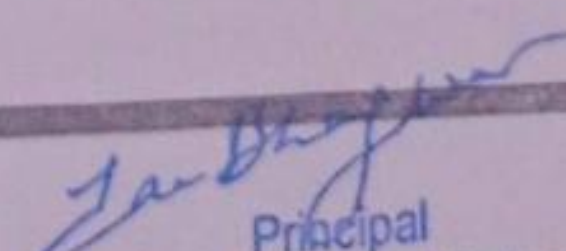
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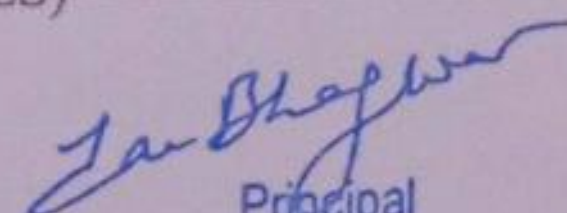
  
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# “NEP 2020: A Transformative Educational Policy for Aspirational India”

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# Exploratory Pedagogy in Schools: Transforming 21<sup>st</sup> Century Classroom

Ms Khushboo

## Abstract

12 months of 2020 has been a notable 12 months for nations throughout the globe. In India, aside from Covid-19, one of the essential modifications that took place became the improvement of the new education policy (NEP) 2020. Time through time, various committees have endorsed to boom the allocation of the funds for schooling to six% of the GDP, this has caused the pursuits of researchers. This paper goals to come aware of the worries and recognition of NEP 2020. NEP-2020 is a modern and futuristic suggestion with both high-quality and terrible aspects, framed with the objective to provide a first-class faculty education and better education to every person with an expectation of holistic & research-orientated progress. This paper initially depicts an outline of NEP-2020, distinguish the strengths & weak point of the policy at better training & studies part, evaluation of the implementation suggestions given inside the policy, identifying and analyzing viable widely wide-spread techniques for implementation of NEP-2020 to satisfy its objectives primarily based on awareness institution discussions. The paper additionally presents many predictive proposals on problems like developing pleasant universities & schools, institutional restructuring & consolidation, more holistic & multidisciplinary schooling, most suitable training knowledge of environment & student guide, reworking the regulatory system of better education, a utilization & integration, and on line & digital training. Finally, a few pointers are made to implement NEP2020 efficiently irrespective of various constraints.

**Keywords:** Indian school Education Policy, Implementation Strategies, Indian Higher Education System, research and innovation focus.

## Introduction

International locations plan their education structures to development similarly (Rizvi & Lingard, 2009). To sell schooling at all financial training and for the inclusion of common/ordinary people inside the mainstream the government of India (GOI) has formulated the countrywide coverage on education (NPE). This coverage has broader coverage, beginning from elementary faculty training (literacy degree) to faculties for higher education (focusing specialization) – in both the settings, i.e. Rural and urban. The first NPE became proposed and disseminated in 1968 by way of the GOI, the second policy turned into in 1986 and the 3<sup>rd</sup> main reformatory policy turned into in 2020, via the incumbent prime Minister of India Narendra Modi (government. Of India, 2020). National academic coverage (NEP-2020) India has a challenge and hence intention to lift the United States as an evolved country by using supporting developmental imperatives in line with 4<sup>th</sup> intention of United international locations Sustainable development dreams (SDGs), which goals to “make certain inclusive and equitable satisfactory training and all lifelong gaining knowledge of opportunities for all” by 2030. India believes that thru this new country wide training policy 2020, it is able to reap this intention at least by way of 2040 with equitable access to outstanding training to absolutely everyone regardless of social and economic history. With the imaginative and prescient of creating a platform to offer satisfactory faculty & better training to each citizen of the united states with Indian ethos and values to convert the U. S. As an equitable and colourful information society and international know-how superpower with the aid of enhancing the first-class of education at every level by means of creating a brand new perfect gadget thru the revision and revamping the contemporary education structure such as, guidelines, regulations, and manipulate structures, the new coverage NEP-2020 is designed [1-2]. For that reason, it is expected that the brand new coverage NEP-2020 is a radical revision with less content but greater skills for hassle fixing, creativity for innovation, multidisciplinary and holistic

Assistant professor, SHDCHE



# Value Based Education :-An Integral Part of NEP 2020

Ms. Shivi Tyagi

## Abstract

According to ancient Indian philosophy, artha (economic values of wealth), kama (psychological values of pleasure), dharma (moral values) and moksha (liberation) are four core values for better life. Right living is reached only through value education which only stands against cardinal sins.

Values are virtues, ideals and qualities on which our actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. The moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed. If knowledge is left without being tempered by values and morals, the power generated by such knowledge could only be disastrous and catastrophic in its effects.

Scientific research has proven that value-based education creates a conducive environment that further enhances academic learning and achievement, while developing students' social skills and relationship building capabilities that last a lifetime. Children who adopt values at an early age are more confident, competent, and intelligent along with being effective learners and good citizens.

During early childhood, instead of focusing only on ABC, 123, the major focus should be on inculcating good habits, values, discipline, manners, care and concern for each other, being helpful, learning to share, being friendly, doing their duties, clean, simple hygiene. This is the age to imbibe thru' good stories, fun, joyful activities, human values of truth, love, ahimsa, righteous conduct, peace, etc. This is also the age of getting into the good habit of starting the day with prayers, being worshipful, experiencing joy of silence, respecting parents, elders, teachers; expressing silent gratefulness and thanks, wishing everyone to be happy, peaceful, joyful, etc.

Childhood care and education is not for learning; but is the time and age for imbibing habits, values, disciplines, punctuality, timekeeping etc., helpful in building character and commitment to being good and doing our duties. Learning is secondary.

**Key Words:-** Value Based Education, Quality Education, Disciplines, Punctuality

## Introduction

Value-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic achievement and develops students' social and relationship skills that last throughout their lives.

The positive learning environment is achieved through the positive values modelled by staff throughout the school. It quickly liberates teachers and students from the stress of confrontational relationships, which saves up substantial teaching and learning time.

It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives.

It is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

Assistant Professor, SHDCHE



# Issues and Challenges of National Education Policy (NEP 2020)

Dr. Joni Hooda

## Abstract

*"Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities." John Dewey*

*It's real fact that Education is a powerful tool. Education is the foundation stone of the nation as it plays a powerful role in the growth and development of the country. Indian govt. has drafted policies from time to time, to strengthen the base of curricula and to develop a scientific aptitude. The New Education Policy has been drafted that focuses on equity, quality, affordability, and accountability of education in our country. It brings many fundamental changes in education system and teacher education too. One of the changes is the change in structure of education system the change in teacher education also. The process of convergence will create some issues and challenges. All these issues are discussed in the paper.*

**Keywords:** National Education Policy, Challenges

## Introduction

India has always been a centre point for learners all around the world from ancient time. That is why it is also known as the Land of Learning. To enhance the growth of the Indian education sector Indian government has implemented three education policies. The first national education policy in India was implemented in 1968, the second was implemented in 1986 and it was further amended in the year 1992. The draft of the National Education Policy was released by Dr. K Kasturirangan Committee in March 2019. With some amendments, the policy document was adopted by govt. on July 29, 2020. National Education Policy 2020 will replace the 34-year-old national policy of education, 1986. NEP 2020 has bought a Paradigm shift starting from changes in the pedagogical structure to vocational training to higher education. It focuses on quality rather than quantity, it emphasis is given on creativity and understanding rather than rote learning. The education system in India is the world's third-largest education system. Education has been held in high regard in Indian society The national education policy of 2020 covers a wide ambit of areas, therefore the implementation of all these, all at once is a big challenge.

## Major Features of NEP2020

Curricular and Pedagogical Structure, Multi-disciplinary approach, High-quality support centers

### For Primary School:

1. The new policy targets to achieve 100% gross enrollment ratio in school education by 2030 of education from pre-Primary School to grade 12. The 5+3+3+4 curricular structure concerning ages 3-8, 8-11, 11-14, and 14-18 years respectively will replace the 10+2 structure of the school curriculum.
2. For children up to the age of 8, National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) will be established by NCERT for attaining universal foundational

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