

# SRINIVAS UNIVERSITY

**INSTITUTE OF EDUCATION**

## City Campus, Pandeshwar, Mangaluru, Karnataka, India Website: [www.srinivasuniversity.edu.in](http://www.srinivasuniversity.edu.in/)

**IQAC 2022**

**(Internal Quality Assurance Cell)**

**ORGANIZES**

**One day National Level Virtual Conference on**

## Impact of NEP on Higher Education & Language Policy

## On

**20/12/2022**

**BOOK OF ABSTRACTS**

**ORGANIZING TEAM**

**Chief Patron**

**Dr. CA. A. Raghavendra Rao**

**Chancellor, Srinivas University**

**President, A. Shama Rao Foundation**

**Mangaluru**

**Patrons**

**Dr. A. Srinivas Rao**

**Pro- Chancellor, Srinivas University**

**Vice-President, A. Shama Rao Foundation, Mangaluru**

**Smt. A. Mitra S. Rao**

**Secretary**

1. **Shama Rao Foundation, Mangaluru**

**Conference Director**

**Dr. P.S. Aithal**

**Vice Chancellor, Srinivas University**

**Conference Convener**

**Dr. Jayashree K.**

**Dean, Institute of Education, Srinivas University**

**Conference Co-ordinator**

**Dr. Padmanabha C.H,**

**Associate Professor, Institute of Education, Srinivas University**

**CONTENTS**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Title and Authors** | **Page No.** |
| **1** | **CONCEPTUAL STUDY OF THE NATIONAL EDUCATION POLICY 2020**  **Rajeev N.J & Dr. Vijayalakshmi Naik,** | **1** |
| **2** | **IMPACT OF NEP ON HIGHER EDUCATION & LANGUAGE POLICY**  **Flavia P D’souza & Dr. Padmanabha C.H,** | **2** |
| **3** | **IMPACT OF NEP ON HIGHER EDUCATION AND LANGUAGE POLICY**  **Vidyalakshmi & Dr. Padmanabha C.H,** | **3** |
| **4** | **LANGUAGE POLICY IN NEP 2020**  **Mrs. Reshma M.Y** | **4** |
| **5** | **A Comparative analysis of National policy of Education (1986) and National Education Policy (2020) With reference to Higher Education**  **Shakeela K1 & Dr. Vijayalakshmi Naik2** | **5** |
| **6** | **NEP 2020: REVIEW OF LANGUAGE STATUS IN INDIA**  **1Mrs. Seema P.V & 2Dr. Padmanabha C.H,** | **6** |
| **7** | **ROLE OF ENGLISH LANGUAGE IN HIGHER EDUCATION IN INDIA**  **Dr. Padmanabha C.H,** | **7** |
| **8** | **Approaches to develop Mathematics education and computational thinking to achieve NEP 2020 at Secondary Education**  **Dr. Vijayalakshmi Naik** | **8** |
| **9** | **A Discussion on the role of Prakrit, on the basis of NEP 2020 referred deep-rooted-Indian-pride, and also as a power of promoting the Modern Multilingual System in India**  **Dr. B Devadasa Pai** | **9** |

**CONCEPTUAL STUDY OF THE NATIONAL EDUCATION POLICY 2020**

**1 Rajeev N.J.,** Research scholar in Education, Srinivas University, Mangalore-575001

Email: [rajivaradhya@gmail.com](mailto:rajivaradhya@gmail.com)

**2Dr. Vijayalakshmi Naik,** Associate Professor, College of Education, Srinivas University, Mangalore-575001

**Email:** [vijayalakshmi498@gmail.com](mailto:vijayalakshmi498@gmail.com)

**ABSTRACT**

The New Education Policy announced by Government of India (NEP 2020) was a greeting change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid- 19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never noticed. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.

**Design/Methodology/Approach**: The research questions of this study are pursued by means of a systematic theoretical analysis. We conducted this research through systematically searching and screening for relevant research articles through secondary sources and analyzing them with the purpose of answering our scientific study. This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

**Expected Outcomes of National Education Policy 2020:** The major focus of the NEP 2020 is to bring holistic and major changes in the educational system upgrading the levels. It aims to concentrate on bringing forth inclusiveness in the education system.

**Keywords:** Higher education, National education policy 2020, NEP-2020.

**IMPACT OF NEP ON HIGHER EDUCATION & LANGUAGE POLICY**

**1 Flavia P D’souza,** Research Scholar in Education, Srinivas University, Mangalore-575001

Email: [jmj\_pinto@yahoo.com](mailto:jmj_pinto@yahoo.com)

**2Dr. Padmanabha C.H,** Associate Professor, Institute of Education, Srinivas University, Mangalore-575001

Email:[haipadmanabha@gmail.com](mailto:haipadmanabha@gmail.com)

**ABSTRACT**

National Educational Policies are a set of policies formulated by the Government of India to promote education in Indian. The New Education Policy introduced by Indian Government (NEP 2020) is a positive change in the field of education. The new policy replaces the previous National Policy on Education, 1986 transform both elementary and higher education in India by 2040. Lot of reforms and new developments have been introduced by NEP in the higher education sector which will create a positive difference in the higher education. The policy also brought reforms that will affect every student, from playschool level to a degree considering a Ph. D. program. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The new National Education Policy (NEP) has a segment called ‘multilingualism, and power of language’. Under ‘multilingualism, policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. No language will be imposed on any student. NEP 2020 has impacted school and college education equally; but this article mainly focuses on NEP 2020, salient features of NEP related to higher education, its impact on Higher Education and language policy.

**Keywords:** National Education Policy, Higher Education, Multilingualism, New Policy

**IMPACT OF NEP ON HIGHER EDUCATION AND LANGUAGE POLICY**

**1Vidyalakshmi,** Research Scholar in Education, Srinivas University, Mangalore-575001

Email: [vinodvidya60@gmail.com](mailto:vinodvidya60@gmail.com)

**2Dr. Padmanabha C.H,** Associate Professor, Institute of Education, Srinivas University, Mangalore-575001

Email:[haipadmanabha@gmail.com](mailto:haipadmanabha@gmail.com)

**ABSTRACT**

Government of India replaced a 34-year old National Policy on Education with the New Education Policy (NEP). The New Education Policy was framed in 1986 and revised in 1992. New Education Policy revolutionary in every sense. The Union Cabinet in July 2020 approved the New Education Policy with an aim to introduce several changes in the education system from school to Higher education level. NEP is based on the recommendations by an expert committee headed by Dr. K. Kasturirangan, former chairman of the Indian Space Research Organization (ISRO). The Cabinet also approved changing the name of HRD Ministry to Education Ministry. The NEP 2020 aims at making. "India a global knowledge super power". NEP 2020 has proposals of multiple entry and exit options in degree courses, discontinuation of M.Phil programmes, a single regulator for higher education institutions, common entrance exams for universities, mother tongue as medium of instruction.. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the Language policy how they affect the existing education system. NEP document can play a vital role for holistic development of the students from primary to higher education.

**Keywords:** NEP2020, Higher Education, language policy

**LANGUAGE POLICY IN NEP 2020**

**Mrs. Reshma M.Y,**

Assistant Professor, Institute of Education, Srinivas University, Mangalore India-575001

Email ID: [reshmaym17@gmail.com](mailto:reshmaym17@gmail.com)

**ABSTRACT**

India is a multilingual. Country with diverse cultural heritage. It plays a vital role in the formation of the society 21st century has witnessed to see the change due to technological advancement and globalisation. It is commonly understood that the three languages referred to are Hindi, English and the regional language of the respective states. The purpose of the three language formula was to promote inter-state communications. The three language formula sought to serve three functions namely accommodating group identity. Affirming national unity and increasing administrative efficiency. NEP 2020 promote and preserve all Indian languages including classical tribal and endangered languages.

**Keywords:-** multilingual, globalisation language formula new education policy 2020. Clerical language.

**A Comparative analysis of National policy of Education (1986) and National Education Policy (2020) With reference to Higher Education**

**Mrs. Shakeela K1 & Dr. Vijayalakshmi Naik2**

1Assistant Professor, College of Education, Srinivas university Mangalore 575001

E-mail: shakianilshetty@gmail.com

2Professor, College of Education, Srinivas university Mangalore 575001

E-mail: [vijayalakshmi498@gmail.com](mailto:vijayalakshmi498@gmail.com)

**ABSTRACT**

The nation’s strength is education. It is one of the contributing factors to the growth and development of human resources. Only an educated nation can become a developed nation because through higher education social, educational, and scientific development of the country takes place. The availability of skilled labour and research scholars working internationally demonstrates that higher education gives India a competitive advantage in the global economy. Indian higher education system is the third largest in the world next to the United Nations and China. Since the post-independence period, India has grown remarkably in its higher education system. All the education commissions from Radhakrishnan to present NEP 2020 highlighted the significance of higher education and submitted recommendations in this regard. The current study aims to compare and analyse the National Policy of Education (1986) and the National Education Policy (2020) With reference to Higher Education.

**Keywords:** Comparative, National Policy of Education, National Education Policy, Higher education.

**NEP 2020: REVIEW OF LANGUAGE STATUS IN INDIA**

**1Mrs. Seema P.V,** Assistant Professor, Institute of Education, Srinivas University,

Mangalore-575001

E-mail: [vaiseema@gmail.com](mailto:vaiseema@gmail.com)

**2Dr. Padmanabha C.H,** Associate Professor, Institute of Education, Srinivas University,Mangalore-575001

Email:[haipadmanabha@gmail.com](mailto:haipadmanabha@gmail.com)

**ABSTRACT**

India has a multilingual population and a culturally diverse heritage. Language is a technique of acquiring knowledge and interacting with others in one's physical vicinity, all over the country, and worldwide. Because of advancement in technology and global competition, the twenty-first century has seen a radical shift. The main objective of India's NEP 2020 is to incorporate new learning outcomes with the globalized society. According to the 2001 census, India has 122 languages, 22 of which are spoken by more than one million people, while the remaining 100 are spoken by more than 10,000 people. A distinctive citation listed over 1,500 new languages being spoken in India. India has managed to lose 220 languages or dialects during the last 50 years and UNESCO declared 197 languages as "endangered". Multilingualism aims to reduce school dropout rates in underserved and rural communities. They are not at ease with any language other than their own home languages as the medium of instruction, and thus drop out of school in higher grades. The GER (Gross Enrollment Ratio) for classes 6-8 was 90.9%, while classes 9-10 and 11-12 had 79.3% and 56.5%, respectively. After class 8, the maximum dropout rate begins. According to NSSO statistics from 2018, the total number of dropouts between the ages of 6 and 17 is 3.22 crore. To return such a large number of students to the classroom in 15 years, one school must be established, with 50 headmasters and 200-300 teachers employed weekly. Another challenge is the planned increase in spending from 4.6% to 6% of GDP, which amounts to Rs 2.5 lakh crore per year. Other challenges include training 12.8 lakh Anganwadi workers for teaching jobs. Other major issues ahead include the recruitment of skilled language teachers across the country and the creation of bi-lingual textbooks in various languages. Assam has 55 living languages and three link languages. Only 47 of India's 270 recognised mother tongues are used as a medium of instruction today; many more unscripted languages exist.

**Key words:** multilingual, multidisciplinary, Indian Institute of Translation and Interpretation, science and technology

**ROLE OF ENGLISH LANGUAGE IN HIGHER EDUCATION IN INDIA**

**Dr. Padmanabha C.H,**

Associate Professor, Institute of Education, Srinivas University,Mangalore-575001

Email:[haipadmanabha@gmail.com](mailto:haipadmanabha@gmail.com)

**ABSTRACT**

English is a widely spoken language in the current scenario. It is labelled as the "common language," of the modern eras. It is the language that is most often taught throughout the world as a second language. English is used in the contact system with the outside world in India. This is also used for interaction between states and intrastate. India has great ethnic and linguistic diversity, so we can see English as an important' bridge' language. With the rapid advancement of IT, Research, Biology, Irrigation, Education, Mass Communication, Computer and Operating Systems, a new tool for written and oral media in the field. English is used all over the world not out of any compulsion but because of the realization that it has certain advantages. Communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. Speaking, listening and our ability to understand verbal and nonverbal cues are the skills by observing other people and modeling our behavior on what we see and perceived. We are also taught some communication skills directly through education. By bringing those skills into practice and getting them evaluated.

**Key Words:** English Language, India, English Communication, Speaking, Listening and Understanding.

**Approaches to develop Mathematics education and computational thinking to achieve NEP 2020 at Secondary Education**

**Dr. Vijayalakshmi Naik**

Associate professor, Institute of Education, Srinivas University, Mangaluru

**ABSTRACT**

Mathematics has become intrinsically intertwined with our lives. NEP 2020 highlighted that, “the need for a skilled workspace, particularly involving mathematics, data science and computer science, in conjunction with multidisciplinary abilities across the sciences, social sciences and humanities, will be increasingly in greater demand”. Learning mathematics for 21st century, as emphasis is on Science, Technology, Engineering and Mathematics (STEM) and Mathematics being the foundation of STEM and innovation, the situation requires urgent attention.

The main goal of teaching mathematics at school level is the mathematization of child’s thinking and thought processes. The kind of computational thinking that child learns in mathematics is an ability to handle abstractions and tactics to problem solving.

The present paper chucks light on some approaches for teaching and learning of the school learners such that it leads to the enhancement of mathematics and computational thinking as per the vision of NEP 2020. It pays focus on cognitive depth of the learner as an important aspect and on curbing the rote learning system. Thus, it presents a dire need to take into account each approach critically and understand its suitable applicability for the effective education in Mathematics. The approaches which are discussed in the present paper may prove to be of great use for the young learners and moreover the future of ‘Incredible India’.

**Keywords:-** Approaches, Secondary Education, Learners, Teaching, Learning, Mathematics education, computational Thinking, NEP2020.

**A Discussion on the role of Prakrit, on the basis of NEP 2020 referred deep-rooted-Indian-pride, and also as a power of promoting the Modern Multilingual System in India**

**Dr. B Devadasa Pai**

Research Scholar, Institute of Education, Srinivas University, Mangalore India, 575001,

Orcid ID 0000 0001 7732 2460, E mail ID [devadasapai@gmail.com](mailto:devadasapai@gmail.com)

**ABSTRACT**

NLP 2020 stresses upon promoting multilingualism in teaching and learning which is to be rooted in the ancient pride and tradition of India. So, Sanskrit the mainstream language of ancient of India gets due importance. And at the same time several Prakrit varieties emerged afterwards also played their own role in transforming the flow of Sanskrit over centuries. So, Prakrit is another prime language which leads to the origin of modern languages over a period of few centuries, which includes 22 Languages of eighth schedule of Indian Constitution. NEP document recommends several programs for the development of Sanskrit, as well as establishing National Institute of Prakrit, Pali and Persian languages. With this backdrop, the present paper discusses, in brief, the general characteristics of Prakrit and its role as progenitor of modern languages.

**THANK YOU**

Institute of Education, Srinivas University 20