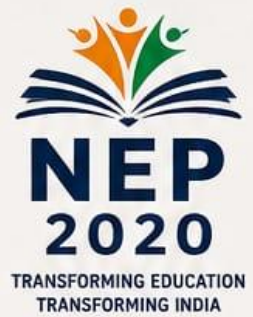


ABSTRACT BOOK



TWO DAY NATIONAL CONFERENCE

IMPLEMENTATION OF NATIONAL EDUCATION POLICY 2020

— IN JAMMU AND KASHMIR : —
**CHALLENGES OF INCLUSION,
EQUITY AND ACCESSIBILITY**



10 - 11 July 2026

Organised by
DEPARTMENT OF EDUCATION
& SOCIOLOGY
GOVERNMENT DEGREE COLLEGE, DODA

GOVERNMENT DEGREE COLLEGE
DODA



INCLUSION
Embracing Diversity
Empowering All



EQUITY
Fair Opportunities
for Every Learner



ACCESSIBILITY
Removing Barriers
Building Possibilities

*“A collective effort towards an
inclusive, equitable and accessible
education for a **Viksit Bharat**”*



LET US LEARN • UNLEARN • RELEARN
TOGETHER TOWARDS A BRIGHTER FUTURE



Message

It gives me immense pleasure to know that Government Degree College, Doda is organizing a **Two-Day National Conference** on the theme "**Implementation of the National Education Policy (NEP) 2020 in Jammu & Kashmir: Challenges of Inclusion, Equity and Accessibility.**" The choice of this theme is both timely and significant, as the successful implementation of NEP 2020 requires collective efforts from policymakers, academicians, researchers, educational administrators and other stakeholders.

The National Education Policy 2020 envisions an inclusive, equitable and high-quality education system that empowers every learner to realize their full potential. In a region like Jammu & Kashmir, with its unique geographical, cultural and socio-economic diversity, translating the vision of NEP 2020 into meaningful outcomes presents both opportunities and challenges. Deliberations on issues related to inclusion, equity and accessibility are therefore essential for ensuring that the benefits of educational reforms reach every section of society.

I am confident that this conference will provide an excellent academic platform for scholars, researchers, teachers and education professionals to exchange ideas, share research findings and formulate practical strategies for strengthening the implementation of NEP 2020. The recommendations emerging from this conference will undoubtedly contribute to informed policy discourse and support the ongoing transformation of India's education system.

I congratulate the Principal, Organizing Committee, faculty members and all associated with Government Degree College, Doda for taking this commendable initiative. I extend my best wishes for the grand success of the conference and hope that the deliberations will lead to meaningful outcomes for the advancement of higher education in Jammu & Kashmir and the nation at large.

(Dr. Jitendra Singh).
Minister of State (Independent Charge)
Government of India.



Message

I am delighted to learn that Government Degree College, Doda is organizing a **Two-Day National Conference** on the theme "**Implementation of the National Education Policy (NEP) 2020 in Jammu & Kashmir: Challenges of Inclusion, Equity and Accessibility.**" This conference addresses one of the most significant educational reforms of our time and provides a valuable platform for meaningful academic dialogue on its implementation in the Union Territory of Jammu & Kashmir.

The National Education Policy 2020 envisions an education system that is learner-centric, inclusive, equitable and rooted in the principles of excellence and social justice. Its successful implementation requires a collaborative approach involving higher educational institutions, policymakers, educators, researchers and the wider community.

Institutions of higher education have a vital role in translating the vision of NEP 2020 into meaningful action through innovation, research, capacity building and community engagement. I am confident that the deliberations during this conference will generate thoughtful recommendations and practical strategies to strengthen the implementation of the Policy, particularly in advancing inclusion, equity and accessibility across the educational landscape of Jammu & Kashmir.

I commend the Principal, Organizing Committee, faculty members and all associated with Government Degree College, Doda for taking this commendable initiative. I also extend my appreciation to the distinguished scholars, researchers, academicians and participants whose valuable contributions will enrich the discussions and outcomes of this conference.

I convey my best wishes for the grand success of the conference and hope that its deliberations will contribute significantly to the realization of the transformative vision of the National Education Policy 2020 and the continued advancement of higher education in Jammu & Kashmir.

(Ms. Sakina Itoo).
Minister for Higher Education
Government of Jammu & Kashmir



Message

It gives me immense pleasure to learn that Government Degree College, Doda is organizing a **Two-Day National Conference on “Implementation of NEP 2020 in Jammu & Kashmir: Challenges of Inclusion, Equity and Accessibility.”**

The National Education Policy (NEP) 2020 marks a transformative milestone in the educational landscape of India. It envisions an education system that is equitable, inclusive, accessible, multidisciplinary, and capable of nurturing the potential of every learner. The successful implementation of this policy requires the collective efforts of educators, administrators, policymakers, researchers, students, and all stakeholders associated with the education sector.

The themes of this conference are highly relevant and timely, particularly in the context of Jammu & Kashmir, where ensuring quality education for diverse learner groups remains both a challenge and a priority. Deliberations on issues of inclusion, equity, and accessibility will provide valuable insights into the opportunities and challenges associated with translating the vision of NEP 2020 into meaningful educational practices.

I am confident that this conference will serve as an important platform for intellectual exchange, constructive dialogue, and the sharing of innovative ideas and best practices. The recommendations emerging from the deliberations will contribute significantly to strengthening educational reforms.

I extend my sincere congratulations to the Principal, Organizing Committee, faculty members, and students of Government Degree College, Doda for taking this commendable initiative. I also welcome all distinguished speakers, scholars, researchers, and participants and wish the conference great success.

May this academic gathering inspire collaborative efforts towards realizing the vision of an inclusive, equitable, and accessible education system envisioned under NEP 2020.

**(Ram Niwas Sharma, IAS).
Commissioner/Secretary
Higher Education Department
Government of Jammu & Kashmir**



Message

It is a matter of great satisfaction that Government Degree College, Doda is organizing a **Two-Day National Conference on “Implementation of NEP 2020 in Jammu & Kashmir: Challenges of Inclusion, Equity and Accessibility.”** This important academic event provides a valuable platform for meaningful deliberations on one of the most significant educational reforms undertaken in independent India.

The National Education Policy 2020 envisions a holistic, inclusive, equitable, and learner-centric education system capable of addressing the aspirations of a rapidly evolving society.

The focus of this conference on inclusion, equity, and accessibility is particularly significant in the context of Jammu & Kashmir, where educational institutions are striving to ensure that quality education reaches every learner, irrespective of geographical, social, economic, or cultural barriers.

I urge students, teachers, researchers, academic administrators, and policymakers to actively engage in the deliberations of this conference and contribute their ideas, experiences, and perspectives. Such scholarly interactions not only enrich academic discourse but also help in developing strategies for creating a more responsive, inclusive, and future-ready education system.

I congratulate the Principal, faculty members, organizing committee, and students of Government Degree College, Doda for undertaking this commendable initiative. I also extend my best wishes to all distinguished speakers, scholars, researchers, and participants for fruitful deliberations and a successful conference.

I am confident that the outcomes of this conference will contribute meaningfully to the effective implementation of NEP 2020 and further strengthen the quality and inclusiveness of higher education in Jammu & Kashmir and across the country.

Prof. (Dr.) Sheikh Ajaz Bashir.
Director Colleges
Higher Education Department
Government of Jammu & Kashmir



From the Desk of Principal

It gives me immense pleasure to welcome you all to the **National Conference on “Implementation of NEP 2020 in Jammu & Kashmir: Challenges of Inclusion, Equity and Accessibility”** being organized by **Department of Education, Department of Sociology and IQAC, Govt. Degree College Doda on 10th and 11th July 2026.**

GDC Doda, established in **1985**, stands as one of the premier and oldest institutions of higher learning in the **Chenab Valley**. For nearly four decades, our college has been serving students from the remote and hilly districts of Doda, Kishtwar, and Ramban. Located on the banks of the sacred **River Chenab**, GDC Doda caters to a diverse student population, including tribal communities, rural learners, and first-generation college students. For generations of youth in this region, this college has been the first and most important gateway to higher education and national opportunities.

This conference is our humble effort to find answers to these questions.

I am delighted that academicians, researchers, policymakers, and practitioners from across the country has come together on this platform to share their research, experiences, and innovative ideas. The abstracts compiled in this book reflect the depth of thought and commitment of our scholarly community towards transforming the vision of NEP 2020 into reality at the grassroots, especially in aspirational and border districts like ours.

I extend my sincere gratitude to the **Chief Guest, Resource Persons, Delegates, and the entire Organizing Team** of the Department of Education, Department of Sociology and IQAC for their dedication in making this conference possible.

I am confident that the deliberations over these two days will provide valuable insights and a clear roadmap for effective implementation of NEP 2020. May the ideas generated here in the lap of the Himalayas contribute meaningfully to building an education system **that is Indian in roots and Global in vision.**

Warm Regards,

Prof. (Dr.) Javid Iqbal.

(Principal)

**Government Degree College, Doda
Jammu & Kashmir**

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Artificial Intelligence in Medicinal Plant Research: Current Applications, Recent Advances, Challenges, and Future Perspectives

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Abstract

Medicinal plants remain central to traditional and modern healthcare, but conventional approaches for identifying species, characterizing phytochemicals, and discovering bioactive compounds are slow, expensive, and biased toward a small fraction of global botanical diversity. Over the last decade, artificial intelligence (AI) including machine learning (ML), deep learning (DL), and computational network methods has begun to transform medicinal plant research by enabling data-driven analysis across taxonomy, metabolomics, genomics, drug discovery, quality control, and precision cultivation. DL-based computer vision now achieves near-human accuracy in medicinal plant identification from leaf images, including culturally important species such as *Azadirachta indica* and *Ocimum sanctum*. AI-assisted chemometrics and multi-omics integration support phytochemical profiling, pathway reconstruction, and metabolic network optimization, while virtual screening and QSAR models accelerate natural-product drug discovery for plants such as *Withania somnifera*, *Curcuma longa*, and *Tagetes minuta*. At the same time, AI-enabled spectroscopy, DNA barcoding, and sensor platforms strengthen quality control and authentication of herbal medicines. This narrative review synthesizes recent advances in AI applications to medicinal plants, critically compares algorithmic approaches and workflows, and highlights research gaps around data quality, validation, interpretability, and ethical use of traditional knowledge. Emerging developments such as graph neural networks, multi-omics integration, AI-assisted drug discovery, and precision agriculture are discussed with examples from key species. The review concludes by outlining future directions toward trustworthy, inclusive, and conservation-aware AI systems that can support both pharmacognosy and sustainable medicinal plant use.

Keywords: artificial intelligence; medicinal plants; machine learning; deep learning; drug discovery; precision agricultur

National Education Policy 2020

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Abstract

The National Education Policy (NEP) 2020 represents a comprehensive reform framework aimed at transforming the country's education system to meet the demands of the 21st century. Approved by the Union Cabinet on 29 July 2020, it replaces 34 year old National Education policy 1986. The policy is founded on the principles of access, equity, quality, affordability, and accountability, with the overarching goal of transforming India into a vibrant knowledge society and a global knowledge superpower. It aims universalization of education from pre-school to secondary level with 100% GER in school education by 2030. The policy introduces significant changes such as the 5+3+3+4 curricular structure, promotion of foundational literacy and numeracy, integration of vocational education, flexibility in subject choices, and the use of technology in teaching and learning. It also advocates multilingualism, competency-based assessment, and increased research and innovation through the establishment of the National Research Foundation. NEP 2020 will bring two crore out of school children back into the main stream. It instils skills, values and dispositions that support responsible commitment to human rights, sustainable development and global well being. The policy is founded on the principles of access, equity, quality, affordability, and accountability, with the overall goal of transforming India into a vibrant knowledge society and a global knowledge superpower. The policy also seeks to make education more inclusive and equitable by addressing the needs of socially and economically disadvantaged groups through targeted interventions and special education zones.

Prospects of Green Marketing in Agriculture with Special reference to Sericulture

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Abstract

A commercial strategy known as "green marketing" considers customer concerns about encouraging the preservation and protection of natural resources. In order to safeguard the environment, green marketing campaigns promote the benefits of the firms products. In the globalization era, green marketing become a challenge to retain the customers as well as to keep environment safe because the change is very common circumstance which can be find anywhere such as environmental pollution and global warming etc. are the environmental issues and these can be eradicated by green marketing concept. Green marketing has also helps in improving agriculture which has leads to the introduction of a new concept in agriculture *i.e.*, Organic Farming. Green marketing focuses on the process of making products and services which are constructive for the environment and contribute towards sustainable development. Green marketing covers the widespread scope which includes modifications in manufacturing process to the marketing strategy of a business. New generation customers are educated and aware of what is going around the world, they are keener to keep the family lifestyle as well as surroundings healthy, it is the major reason customers are favouring products are services which are less harmful to the nature. Green marketing in sericulture also involves promoting silk products based on environmentally sustainable and ethically responsible practices throughout the production process. This approach leverages sericulture's inherent eco-friendly nature while implementing innovations to meet the growing consumer demand for sustainable textiles. This article explains Prospects of green marketing in agriculture as well as sericulture along with how customer has been accepting it.

Keywords: Green marketing, prospects of green marketing, Challenges and way forward.

Implementation of NEP 2020 in Jammu & Kashmir: Challenges and Opportunities of Inclusive Education

Muzammil Raja

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Abstract

The National Education Policy (NEP) 2020 seeks to establish an education system that ensures equity, inclusion and quality learning for all. While the policy presents a comprehensive framework for educational transformation across India, its implementation in Jammu & Kashmir requires careful consideration of the region's geographical, social and institutional realities. Educational institutions in many rural and hilly areas continue to face challenges such as uneven infrastructure, limited digital facilities, shortage of trained faculty and restricted access to learning resources. These factors directly influence the pace at which the objectives of NEP 2020 can be translated into practice.

This paper examines the opportunities and challenges associated with implementing inclusive education under NEP 2020 in Jammu & Kashmir. It discusses how the policy encourages equal educational opportunities for students belonging to economically weaker sections, remote communities and learners with disabilities. At the same time, the study highlights practical concerns frequently observed in educational institutions, including inadequate teacher training for inclusive classrooms, inconsistent use of digital learning platforms, language-related barriers and disparities between urban and rural institutions. Recent studies published during 2025–2026 similarly indicate that although NEP 2020 provides a progressive roadmap for inclusive education, effective implementation continues to depend upon stronger institutional support, continuous teacher capacity-building and improved educational infrastructure.

The paper is based on an analysis of policy documents, recent scholarly literature and observations drawn from the functioning of higher educational institutions in Jammu & Kashmir. It argues that the success of NEP 2020 will depend not only on policy reforms but also on sustained investment in teachers, digital connectivity, accessibility and local institutional capacity. Strengthening these areas can help ensure that the principles of inclusion and equity envisioned by NEP 2020 are meaningfully reflected in classrooms and contribute to a more accessible and student-centred education system across the region.

Bridging the Gap: A Comparative Analysis of India's Education System with Developed Nations and Policy Implications for Quality, Equity, and Global Competitiveness

Dr. Javed Iqbal Trambo, *HOD Economics GDC Doda*

Dr. Shabir Ahmed wani, *Department of Education GDC Doda.*

Dr. Tanveer Hussain, *HOD History GDC Doda*

Abstract

Education is widely recognized as a key driver of socio-economic development, innovation, and national progress. Since independence, India has implemented several educational reforms and policies aimed at expanding access, promoting equity, and enhancing the quality of education. Landmark initiatives such as the National Policies on Education (1968 and 1986), the Right to Education Act (2009), and the National Education Policy (NEP) 2020 have significantly transformed the educational landscape.

This study proposes a comparative analysis of the Indian education system with selected developed countries to identify existing gaps and explore strategies for educational transformation. The research examines key indicators including access, quality, equity, research and innovation, teacher preparation, vocational education, digital learning, higher education enrolment, and graduate employability. Particular emphasis is placed on the role of both regular higher education institutions and Open and Distance Learning systems in achieving national educational goals and increasing participation in higher education. The study adopts a mixed-methods approach, utilizing both quantitative and qualitative data obtained from national and international sources such as UNESCO, OECD, World Bank reports, AISHE, UGC publications, and policy documents.

The study concludes that achieving global competitiveness requires India to move beyond quantitative expansion towards qualitative transformation. Strengthening research ecosystems, improving teacher education, enhancing employability skills, promoting digital inclusion, and fostering collaboration between regular and distance education systems are essential for realizing the objectives of NEP 2020. The findings are expected to contribute to policy discourse by providing evidence-based recommendations for building an inclusive, innovative, and globally competitive education system.

Key words: NEP 2020, Comparative, Education, China, UGC, Distance, Skill

Significance of AI Tools for Early Disease Diagnosis in Crop Production: A Study

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Abstract

Artificial Intelligence (AI) has emerged as a transformative technology in modern agriculture, offering advanced solutions for the early and accurate diagnosis of plant diseases. Timely disease detection is essential for enhancing crop productivity, minimizing economic losses, and promoting sustainable agricultural practices. AI-driven technologies, including machine learning, deep learning, computer vision, and image recognition, facilitate rapid and precise identification of disease symptoms through the analysis of plant images, environmental parameters, and other agricultural data. These intelligent systems support farmers, researchers, and agricultural extension agencies in making evidence-based decisions for effective disease management and the judicious use of pesticides, thereby reducing production costs and mitigating environmental impacts. This paper reviews recent advancements in AI-based disease diagnosis, highlighting their applications, benefits, and emerging trends in the agricultural sector. It also discusses key challenges, including limited digital infrastructure, inadequate availability of high-quality datasets, affordability constraints, and the need for technical capacity building among farmers. The study concludes that the integration of AI into plant disease diagnosis has the potential to revolutionize crop health management, strengthen food security, and foster sustainable agricultural development, provided that continued research, supportive policies, and effective extension services facilitate its widespread adoption.

Keywords: Artificial Intelligence (AI), Plant Disease Diagnosis, Machine Learning, Deep Learning, Computer Vision, Precision Agriculture, Crop Health Monitoring, Sustainable Agriculture.

NEP 2020 and inclusive education: Challenges and way forward.

Fayaz Ahmad Bhat and Arif Hussain Wani

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Abstract

Inclusive education is a vision that ensures every child, irrespective of differences, receives education in the same educational settings. This concept has evolved through three different stages, i.e., from segregation to integration and from integration to inclusion. However, bringing all children into mainstream education has posed challenges in terms of equity, as there are significant infrastructural deficiencies that adversely affect the realisation of the objectives of inclusiveness.

The NEP 2020 has emphasised inclusive education and considers it essential for establishing an equitable and just society. However, several challenges continue to obstruct the effective implementation of inclusive education.

Keywords: Segregation, Integration, Inclusion

**Removing Access Barriers to School Education in Jammu & Kashmir:
The Policy Interventions under NEP 2020 to promote inclusivity and equality**

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University, Meerut*

Abstract

Jammu and Kashmir acquired its new administrative identity as a Union Territory after the revocation of special constitutional status under Article 370 in due course of enactment of the Jammu and Kashmir Reorganisation Act, 2019. On the other hand, in the National Scenario, National Education Policy came into existence in 2020 after the revision of existing policy after 34 years. The education scenario has witnessed a remarkable improvement in last five years, after the landmark changes in policies such as enactment of Jammu and Kashmir Reorganisation Act, 2019 and implementation of National Education Policy 2020. But the state is still struggling with the low Gross Enrolment Ratio (GER), High Dropout Rate and low Transition Rate. As per UDISE+ data for the Academic Year 2024-25, 5.68% schools are single teachers' schools and 28% schools are without female teachers.

The objective of the study is to examine whether the implementation of the National Education Policy (NEP) 2020 has facilitated educational progress in Jammu and Kashmir by promoting equitable and inclusive access to school education.

Geospatial Technology has been used to measure the district wise status of changes in educational attainment, emphasising the aspects of school infrastructure, students' enrolment and teachers' strength. The study further evaluates the provisions of National Education Policy 2020 to ensure inclusivity and equality in access to school education.

The district wise assessment helps to identify the differential progress and facilitate formulation of suitable policy measures to reduce the gaps among social groups, castes and genders. Aligned with the global target of achieving universal access to Quality Education for All by 2030, the study helps to identify the access barriers to School education.

Key Words: NEP 2020, Sustainable Development Goals, SDG4, SDG5, Socio-Economically Disadvantaged Groups (SEDGs), Gender Gap, Gender Discrimination, Dropout Rate

Study on role of AI in religious studies

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Abstract

Artificial Intelligence (AI) is increasingly influencing research across the humanities, including the field of religious studies. This paper examines the role of AI in advancing the study of religion through applications such as the analysis of religious texts, multilingual translation, digital archiving, pattern recognition, and comparative religious research. AI-powered tools can assist scholars in identifying linguistic, historical, and thematic relationships within large collections of religious literature, thereby improving the efficiency and scope of academic inquiry. At the same time, the integration of AI into religious studies raises important concerns related to cultural sensitivity, contextual interpretation, ethical use, algorithmic bias, and the preservation of religious authenticity. This study explores both the opportunities and limitations of AI in religious scholarship and emphasizes the importance of combining technological capabilities with human expertise to ensure accurate, respectful, and contextually informed interpretations. The findings suggest that AI should be regarded as a supportive research tool rather than a replacement for critical scholarly judgment in the study of religion.

Keywords: Artificial Intelligence (AI), Religious Studies, Religious Text Analysis, Comparative Religion, Digital Humanities, Cultural Sensitivity, Ethical AI.

Synthetic Truths: Generative AI, Misinformation, and the Erosion of Epistemic Trust in Digital Societies

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Abstract

The proliferation of generative artificial intelligence has fundamentally reshaped the production and dissemination of information, blurring the boundary between authentic and synthetic content. Large language models, diffusion-based image generators, and voice-cloning systems now produce text, images, and audio that are increasingly indistinguishable from human-created artefacts, enabling the rapid spread of deep fakes, fabricated narratives, and algorithmically tailored disinformation at unprecedented scale. This paper examines the technical mechanisms underlying AI-generated misinformation alongside its sociocultural and epistemological consequences, arguing that the crisis extends beyond detection accuracy to a deeper erosion of public trust in shared epistemic infrastructures. Drawing on an interdisciplinary framework that bridges computer science and the humanities, we analyse current detection methodologies, including watermarking, provenance tracking, and forensic classifiers, while critically assessing their limitations against adversarial generation techniques. We further explore how algorithmic amplification on social platforms interacts with cognitive biases to accelerate belief polarization and democratic erosion. The study proposes a hybrid governance model integrating technical safeguards, media literacy interventions, and policy regulation, emphasizing that purely computational solutions are insufficient without corresponding shifts in institutional accountability and public discourse. By situating the misinformation problem at the intersection of engineering and liberal arts inquiry, this paper contributes a holistic perspective on safeguarding epistemic integrity in an era of synthetic media, offering recommendations for researchers, platform designers, and policymakers navigating the evolving landscape of AI-generated content.

Keywords: Generative AI; Misinformation; Deep fakes; Epistemic Trust; Algorithmic Amplification; Media Literacy

Teaching at the Margins: Inclusive Education in Conflict-Affected Regions of Jammu & Kashmir under NEP 2020

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Abstract

This paper examines the implementation of inclusive education under the National Education Policy 2020 (NEP 2020) in conflict-affected regions of Jammu and Kashmir, with a focus on the intersecting challenges of access, equity, and participation. While NEP 2020 advances a transformative vision of educational inclusion for socio-economically disadvantaged and marginalized learners, the realities of implementation in Jammu and Kashmir reveal that inclusion is shaped not only by policy intent but also by the region's conflict-sensitive and structurally unequal context. The study employs a qualitative research design based on secondary data analysis, drawing on policy documents, government reports, educational statistics, and existing scholarly literature. Amartya Sen's Capability Approach provides the analytical framework, emphasizing learners' actual opportunities to access, participate in, and benefit from education rather than just formal enrolment. The analysis finds that educational exclusion in Jammu and Kashmir is intensified by geographical isolation, recurrent disruption, psychosocial distress, fragile infrastructure, digital inequality, inadequate teacher preparedness, and limited institutional capacity for inclusive pedagogy. These barriers disproportionately affect children with disabilities, learners from rural and economically weaker backgrounds, and students already marginalized by gender or social location. The paper argues that in conflict-affected settings, inclusive education must be understood as more than school access; it must also include continuity of learning, emotional safety, pedagogical support, and the creation of enabling environments in which students can thrive. The study concludes that effective implementation of NEP 2020 in Jammu and Kashmir requires conflict-sensitive, region-specific strategies, stronger policy execution, teacher capacity building, accessible infrastructure, and sustained institutional commitment to educational justice, resilience, and human capability.

Keywords: Inclusive Education, NEP 2020, Conflict-Affected Education, Jammu & Kashmir, Capability Approach

NEP 2020: A Roadmap to Viksit Bharat 2047

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Abstract

The National Education Policy (NEP) 2020 marks a paradigm shift in India's education system and serves as a strategic blueprint for achieving the vision of Viksit Bharat 2047. The policy envisions an equitable, inclusive, flexible, multidisciplinary, and technology-driven education system that nurtures critical thinking, creativity, innovation, and lifelong learning. This paper explores the role of NEP 2020 in transforming education into a catalyst for national development and examines its potential contribution towards building a developed, self-reliant, and knowledge-based India by 2047.

The study adopts a qualitative and analytical approach based on an extensive review of policy documents, government reports, and relevant academic literature. It analyses the major reforms introduced under NEP 2020, including the restructuring of school education, emphasis on Foundational Literacy and Numeracy (FLN), multidisciplinary higher education, integration of vocational education, promotion of research and innovation, digital learning, teacher development, and internationalisation of education. The paper also discusses implementation challenges such as disparities in educational infrastructure, digital divide, funding constraints, and capacity building.

The study concludes that the successful implementation of NEP 2020 can significantly strengthen India's human capital by developing competent, skilled, ethical, and globally competitive citizens. By aligning educational outcomes with the aspirations of sustainable development, economic growth, social inclusion, and technological advancement, NEP 2020 provides a comprehensive roadmap for realising the vision of Viksit Bharat 2047. The paper recommends sustained policy support, adequate financial investment, stakeholder participation, and effective governance to ensure the successful translation of policy objectives into measurable outcomes.

Keywords: National Education Policy 2020 (NEP 2020), Viksit Bharat 2047, Educational

Beyond Disciplinary Silos: Reimagining Higher Education in Jammu and Kashmir through NEP 2020

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Abstract

The purpose of this study is to examine how the National Education Policy 2020 fundamentally transforms higher education in Jammu and Kashmir by dismantling traditional disciplinary boundaries and fostering holistic, multidisciplinary learning environments that respond to contemporary educational needs. The research objectives include analyzing the policy's implementation trajectory in J&K institutions since its 2022 rollout, understanding diverse stakeholder experiences across the educational ecosystem, and evaluating the paradigmatic shift from rigid subject specialization toward integrated knowledge frameworks that nurture critical thinking, creativity, problem-solving capabilities, and entrepreneurial mindsets (Devi et al.). The methodology employed qualitative approaches, drawing upon institutional case studies from multiple higher education institutions across the Union Territory, in-depth stakeholder interviews with students, faculty members, and academic administrators, and comprehensive document analysis of curriculum reforms and pedagogical transformations ("A Study on the Impact"). Key findings reveal that interdisciplinary education positively correlates with enhanced academic performance, deeper critical thinking abilities, and improved career readiness among students navigating increasingly complex professional landscapes. The policy encourages institutional autonomy, flexible curricula with multiple entry and exit options, and the establishment of multidisciplinary universities that meaningfully blend sciences, humanities, arts, and vocational streams into cohesive learning experiences (Kumar et al. and Pal et al.). However, implementation faces significant challenges including inadequate digital infrastructure across regions, insufficient faculty training for interdisciplinary pedagogy, limited financial resources, and the paradoxical narrowing of pure science and humanities offerings despite stated multidisciplinary intentions (Gupta). The conclusion emphasizes that while NEP 2020 presents a visionary and transformative roadmap for reimagining J&K's higher education through holistic development and genuinely student-centered approaches, its ultimate success hinges upon sustained governmental investment, cultural shifts in academic governance structures, and comprehensive capacity-building initiatives (Aithal et al.).

Inclusive Digital Access: Bridging the Divide for Diverse Learners

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Abstract:

Digital technologies have become central to education, governance, and economic participation in the twenty-first century. Despite rapid technological expansion, significant inequalities in digital access persist across socio-economic groups, geographic regions, and disability categories. This research examines the multidimensional nature of digital access and its influence on educational participation among learners in India. The study adopts a mixed method research design combining secondary national datasets and primary survey data collected from 300 respondents representing different socio-economic and infrastructural contexts. Participants included students engaged in online learning programs at secondary and higher education levels.

The analysis focuses on four major predictors of digital participation: connectivity quality, device ownership, affordability barriers, and digital accessibility. Descriptive statistics, Pearson correlation analysis, and multiple regression modelling were applied to evaluate relationships among these variables. Findings indicate that Smartphone ownership is widespread; however, laptop availability remains limited, creating constraints for academic tasks. Mobile data is the dominant mode of internet connectivity, though network stability varies significantly across respondents. Correlation results reveal strong positive relationships between connectivity and educational participation ($r = .62$), device ownership and participation ($r = .55$), and accessibility and participation ($r = .49$), while affordability barriers demonstrate a strong negative relationship ($r = -.58$). Multiple regression results show connectivity as the strongest predictor of participation ($\beta = .41$), followed by device ownership ($\beta = .29$) and accessibility ($\beta = .21$), while affordability barriers negatively predict engagement ($\beta = -.33$). The regression model explains 58% of the variance in educational participation ($R^2 = .58$, $p < .001$).

The findings emphasize that digital inclusion requires coordinated policy interventions addressing infrastructure, affordability, accessibility, and digital literacy.

Keywords: digital divide, inclusive education, digital access, technology, connectivity, educational participation.

A Study on Awareness of Farmers about Artificial Intelligence and Its Role in Agriculture

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Abstract

Artificial Intelligence (AI) is rapidly transforming agriculture by improving decision-making, enhancing productivity, optimizing resource use, and supporting sustainable farming practices. Technologies such as precision farming, crop and disease monitoring, weather forecasting and smart irrigation have the potential to improve farmers' livelihoods. However, the successful adoption of AI-based technologies largely depends on farmers' awareness, knowledge, perceptions and willingness to use these innovations. This study aims to assess the level of awareness of farmers regarding Artificial Intelligence and its applications in agriculture, identify the major sources of information, and examine the socio-economic factors influencing awareness and adoption. The study also seeks to identify the constraints faced by farmers in accessing and utilizing AI-enabled agricultural technologies. Primary data was collected using a structured questionnaire, and appropriate statistical techniques were employed to analyze the data. The findings provide valuable insights for policymakers, agricultural universities and technology developers to design effective awareness and capacity-building programs that promote the responsible and inclusive use of AI in agriculture, thereby contributing to improved productivity, resilience and sustainable rural development.

Keywords: Artificial Intelligence (AI), Agriculture, Farmers' Awareness, Technology Adoption, Precision Agriculture, Agricultural Extension, Digital Agriculture, Sustainable Farming.

National Education Policy (NEP) 2020 and the Marginalization of Children with Disabilities: A Critical Perspective

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Abstract

The National Education Policy (NEP) 2020 comes with new vision of equitable, inclusive, and quality education by recognizing children with disabilities as part of the Socio-Economically Disadvantaged Groups (SEDGs). The policy advocates inclusive classrooms, barrier-free infrastructure, assistive technologies, flexible curricula, teacher training, and individualized support to ensure equal educational opportunities. While these provisions reflect a progressive shift toward inclusive education, the gap between policy intentions and ground realities remains substantial.

This paper critically examines NEP 2020 through a critical lens, arguing that inclusion cannot be achieved merely through policy declarations unless structural inequalities, institutional discrimination, and social attitudes towards disability are transformed. Despite the policy's emphasis on accessibility and equity, many schools continue to lack accessible infrastructure, trained special educators, assistive technologies, inclusive teaching practices, and effective monitoring mechanisms. Rural and marginalized regions, including geographically remote areas, face additional barriers due to inadequate educational resources, digital exclusion, poverty, and weak institutional support.

The paper further argues that disability should not be understood only as an individual issue but as a product of social, cultural, economic, and institutional exclusion. Educational exclusion is reinforced by stigma, inaccessible school environments, insensitive pedagogical practices, and the limited participation of families and communities in inclusive education. The study concludes that meaningful inclusion requires moving beyond physical access towards educational justice, dignity, participation, and equal learning outcomes.

Keywords: NEP, Inclusive Education, Disability, Marginalization, Educational Equity.

“Artificial Intelligence in Education and Everyday Life: Transforming Learning, Research, and Human Interaction”

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Abstract

Artificial Intelligence (AI) has become an essential component of modern society, permeating common human activities far beyond academic institutions and research environments. People are depending more and more on AI for communication, problem-solving, information retrieval, and decision-making, from AI-powered virtual assistants and conversational platforms to intelligent search engines and customized digital applications. AI is transforming research, teaching, and learning in the field of education by facilitating individualized instruction, flexible learning settings, and effective academic administration. While teachers use AI tools for lesson planning, content creation, and evaluation, students use them for assignment preparation, idea clarification, language enhancement, and skill development. AI applications are becoming more and more important to researchers for data analysis, academic writing, literature reviews, and scholarly information organizing. In a similar vein, popular AI platforms that are incorporated into everyday digital interactions have changed how people communicate, seek information, and deal with everyday problems. Therefore, in order to guarantee that technological developments enhance rather than supplant human talents, the appropriate and balanced integration of AI is crucial. The India AI Impact Summit 2026, which was recently conducted in Bharat Mandapam, New Delhi, underlined the importance of responsible, inclusive, and development-oriented AI while showcasing India's increasing leadership in the sector.

Keywords: Artificial Intelligence, Education, Digital Learning, Academic Research and Human Interaction.

Empowering Gen Z: Vision, Implementation, and Impact of Multidisciplinary Education under NEP 2020.

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Abstract:

The National Education Policy (NEP) 2020 symbolizes a paradigm shift in India's educational system, with multidisciplinary education at its center. This approach connects deeply with Generation Z, which makes up more than 27% of India's population and is distinguished by its digital nativity, entrepreneurial drive, and demand for skill-oriented, flexible learning routes. This study investigates the vision, implementation, and actual achievements of NEP 2020's multidisciplinary approach, with a special emphasis on how they connect with Gen Z's academic and professional goals. The strategy has directly addressed Gen Z's learning preferences in digital education and ICT integration, 74% of this generation prefers online learning, 98% commit at least one hour a week to learning new skills, and 85% actively participate in up skilling efforts. Additionally, 52% of Gen Z workers use AI-powered platforms for self-directed learning, and 85% of them have already incorporated generative AI technologies into their regular work. The multidisciplinary structure has been crucial in fostering employability and entrepreneurship. With creators under 30 obtaining over \$5.2 billion in fundraising and \$270 million in debt financing in 2025, India's start-up ecosystem has grown remarkably, generating over 64,000 jobs. Notably, NEP's focus on experiential learning and vocational integration is spreading access to entrepreneurial chances, as evidenced by the fact that 66 out of 79 young entrepreneurs are first-generation company owners. With 45% of Indian women and an equivalent percentage of Gen Z women exploring entrepreneurship, the strategy has also improved accessibility and gender equality. By contrast, 61% of women currently oversee side businesses in addition to their main employment.

Keywords: NEP 2020, Multidisciplinary Education, Generation Z, Digital Learning.

Provisions for Equity, Access, and Inclusion in ECCE: Analysing the Foundational Framework of India's National Education Policy 2020

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Abstract

The National Education Policy (NEP) 2020 indicates a paradigm shift by integrating Early Childhood Care and Education (ECCE) within India's formal school structure. Early Childhood Care and Education (ECCE) hold a crucial position in the National Education Policy (NEP) 2020, as the foundational base for Equity, Access, and Inclusion. Early Childhood Care and Education (ECCE) is acknowledged as the essential pillar for lifelong learning and all-round development. It is instrumental in removing systemic inequities. This paper provides a critical analysis of the provisions for ECCE embedded within NEP 2020. It also examines their potential in bringing foundation for equity, access, and inclusion in Indian education.

The policy's commitment to equity is evident in its vision of "equitable access to the highest-quality education for all learners regardless of social or economic background". It explicitly recognises the needs of Socio-Economically Disadvantaged Groups (SEDGs) by providing access to home-based education, special schools, and neighbourhood schools.

The NEP 2020 recognises inclusion as "the cornerstone of all educational decisions". The policy acknowledges that inclusive education at the ECCE level is not only a human right but a fundamental right. It also aims at removing all barriers to learning and ensuring the participation of all learners specially marginalized and divyang, with guidelines for their inclusion in mainstream educational practices.

The paper analyses significant challenges for implementation persist. These include lack of fund, inadequate infrastructure, regional disparity particularly in rural areas and marginalised communities; a shortage of trained ECCE teachers and anganwadi workers lacking training in NEP-recommended pedagogical methods.

Keywords: Early Childhood Care and Education (ECCE), NEP 2020, Equity, Access, Inclusion, Foundational Stage, Balvatika, Policy Implementation

Artificial Intelligence and Higher Education under NEP 2020: Opportunities, Challenges and the Road Ahead

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Abstract

The National Education Policy (NEP) 2020 envisions a transformative and inclusive education system capable of meeting the demands of the twenty-first century through innovation, technology integration, and equitable access to quality education. Within this framework, Artificial Intelligence (AI) has emerged as a significant catalyst for educational transformation, offering new possibilities for personalized learning, multilingual education, research support, administrative efficiency, and enhanced accessibility for diverse learners. The integration of AI-driven technologies has the potential to advance several core objectives of NEP 2020, particularly those relating to inclusion, flexibility, multidisciplinary learning, and student-centered pedagogy.

This paper critically examines the opportunities and challenges associated with the adoption of Artificial Intelligence in higher education institutions within the broader framework of NEP 2020. Adopting a qualitative and descriptive methodology, the study is based on an analysis of policy documents, academic literature, and recent scholarly debates concerning AI-enabled educational practices. The findings indicate that AI can substantially improve learning outcomes, facilitate individualized instruction, strengthen academic research, and expand educational access through multilingual and adaptive learning platforms. Particular attention is paid to the implications of these challenges for geographically remote and educationally disadvantaged regions such as Jammu and Kashmir, where infrastructural and digital limitations may hinder the equitable realization of AI-driven educational reforms. The paper argues that technological innovation alone cannot ensure educational transformation. Rather, the successful integration of AI requires robust digital infrastructure, faculty capacity-building, ethical governance frameworks, and context-sensitive implementation strategies. The study concludes that AI can serve as a powerful instrument for achieving the vision of NEP 2020, provided that its deployment is guided by the principles of inclusion, equity, accessibility, and social justice.

Keywords: Artificial Intelligence, NEP 2020, Higher Education, Inclusion, Accessibility.

Present Status of Sports in Kashmir and the Role of Artificial Intelligence in Sports

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Abstract

Sports in Kashmir have witnessed significant growth over the past decade due to improved infrastructure, increased government support, and the emergence of talented athletes in disciplines such as cricket, football, winter sports, martial arts, and athletics. However, challenges including inadequate sports facilities in remote areas, limited scientific coaching, injury management, talent identification, and data-driven decision-making continue to hinder the full realization of the region's sporting potential. Artificial Intelligence (AI) offers transformative opportunities to address these challenges by enabling performance analytics, personalized training programs, injury prediction and prevention, talent scouting, match strategy optimization, and efficient sports administration. AI-powered wearable devices, computer vision, and machine learning algorithms can help coaches and athletes make evidence-based decisions while enhancing training outcomes. Furthermore, AI can support policymakers in resource allocation, infrastructure planning, and monitoring sports development programs. This paper reviews the current status of sports in Kashmir, identifies the major challenges affecting sports development, and explores the potential applications of AI in improving athlete performance, coaching efficiency, and sports governance. It concludes that integrating AI with traditional coaching methods and strengthening digital infrastructure can significantly enhance the quality and competitiveness of sports in Kashmir, contributing to sustainable sports development and increased participation at national and international levels.

Keywords: Kashmir, Sports Development, Artificial Intelligence, Sports Analytics, Talent Identification, Performance Analysis, Machine Learning, Sports Infrastructure, Athlete Performance.

“Opportunities and Operational Difficulties in Implementing NEP 2020 in Jammu and Kashmir”

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Abstract

Education being the most important enabler and instrumental in achieving sustainable development, Jammu and Kashmir with its unique socio-political and geographical landscape presents both opportunities and challenges in the implementation of NEP 2020. While the policy offers immense potential to revamp the region’s education system, it also faces hurdles such as infrastructural constraints, digital divide, outdated curriculum and urban-rural disparities. The region reflects a dynamic interplay of historical legacies, policy interventions and socio-economic imperatives. While, significant strides have been made since independence, sustained efforts are essential to address persistent challenges and leverage emerging opportunities. Considering the fact that NEP 2020 offers a transformative opportunity to revitalize the education sector in Jammu and Kashmir, NEP 2020 must prioritize inclusivity, quality enhancement and resilience to external disruptions to ensure equitable access to transformative higher education.

The present paper seeks to critically evaluate the challenges in implementing NEP 2020 in Jammu and Kashmir, including policy, infrastructure and governance-related issues. More specifically, the paper aims to analyze the impact of socio-political and economic conditions on the effective execution of NEP 2020 reforms in Jammu and Kashmir ensuring that the policy objectives are realized effectively, thereby contributing to the overall educational development of the region.

Keywords: NEP 2020, Policy, Jammu & Kashmir, Challenges, Education, Higher Education

Moving from Policy to Practice to Overcome Digital and Regional Divides in J&K Higher Education

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Abstract:

The National Education Policy (2020) envisions transformation into the methods of student learning in India and espousing change in the process of teaching-learning. It advocates for the holistic development of the students making education more flexible, rational and well-rounded education. The ideas propagated in the policy seem more implausible in the far-flung, remote and peripheral areas of Jammu and Kashmir where ordeals such as adverse geographical landscape, limited internet facilities and socio-economic and gender divide make the implementation of such policy a lot harder.

The paper scrutinizes the reality of NEP 2020 on the ground, emphasizing specifically on inclusion and accessibility. While the ideas like AI, Digital Learning, online classrooms sound great on paper, they pose challenges for the students who have no access to these concepts as they confront impediments like family impecunity, limited understanding due to improper schooling and gender-based hurdles faced by girl students and marginalization of students with disability. Such obstacles widen the gap among students coming from different backgrounds. The paper also explores the way teachers render their services in the classrooms, confront pedagogical challenges and overcome disparate complications while teaching. The paper concludes with the argument that the features involving flexible degrees and credit bank only work when the basic glitches are fixed first. It tends to offer pragmatic steps that college administration and Higher Education Department work together to build a robust infrastructure and provide the support to the students which they actually need to make teaching-learning fair for everyone.

Keywords: NEP 2020 (J&K), Equal Opportunity, Digital Divide, Inclusive Classrooms, Practical Learning

Enhancing Digital Literacy through ICT-Enabled Teaching Practices

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Abstract:

Digital literacy has become an essential competency for learners in the 21st century, enabling them to access, evaluate, create and communicate information effectively using digital technologies. The integration of Information and Communication Technology (ICT) into teaching practices has transformed traditional classrooms into interactive, learner-centered environments that promote collaboration, creativity and critical thinking. This paper explores the role of ICT-enabled teaching practices in enhancing digital literacy among students in higher education. It examines the use of digital tools such as Learning Management Systems (LMS), virtual classrooms, multimedia resources, cloud-based collaboration platforms, mobile learning applications and artificial intelligence-powered educational technologies to improve learning experiences and digital competencies. The study also highlights the challenges associated with ICT integration, including inadequate infrastructure, digital divide, limited teacher preparedness, cyber security concerns, and unequal access to technology. Furthermore, it emphasizes the need for continuous professional development of educators, institutional support and policy initiatives to foster effective ICT adoption. The paper concludes that strategic integration of ICT into pedagogy not only enhances students' digital literacy but also prepares them with the skills required for lifelong learning, employability, and participation in the digital economy. Strengthening digital literacy through ICT-enabled teaching practices is therefore essential for developing future-ready graduates capable of thriving in an increasingly technology-driven world.

Keywords: Digital Literacy, Information and Communication Technology (ICT), Digital Education, ICT-Enabled Teaching, Learning Management Systems, Artificial Intelligence, Digital Pedagogy, Educational Technology.

Inclusive Education: Reflections from NEP 2020 with reference to Jammu & Kashmir

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Abstract

The National Education Policy 2020 reimagines India's education system with equity and inclusion as foundational pillars. It mandates full participation of all learners, including socio-economically disadvantaged groups, girls, and children with special needs. This paper reflects on NEP 2020's inclusive education provisions and examines their implementation in the Union Territory of Jammu & Kashmir. Using secondary data from government reports, Economic Survey 2024-25, and media sources, the study finds that J&K has made strides in early childhood education, ICT infrastructure, and CWSN support. However, teacher shortages, language inequities, and primary-level dropouts remain key barriers. The paper concludes that NEP 2020's vision for J&K depends on grassroots execution, increased funding, and sustained teacher capacity building.

Keywords: NEP 2020, inclusive education, Jammu & Kashmir, CWSN, equity

**Inclusion, Equity and Accessibility for Persons with Disabilities under NEP 2020:
Challenges in Jammu and Kashmir**

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Abstract

The National Education Policy (NEP) 2020 attempts to establish an inclusive, equitable, and accessible education system that ensures quality learning opportunities for all, including persons with disabilities (PwDs). However, realizing this vision remains a significant challenge in the Union Territory of Jammu and Kashmir due to infrastructural limitations, lack of trained teachers, inadequate assistive technologies, and accessibility barriers. This paper examines the implementation of NEP 2020 with particular reference to the education of persons with disabilities through the three dimensions of inclusion, equity, and accessibility. Drawing on a qualitative approach based on policy documents and secondary literature, the study identifies key research gaps in providing barrier-free learning environments and equal educational opportunities. The paper argues that effective, result-oriented implementation requires improved infrastructure, inclusive teaching practices, teacher training, and stronger institutional support. It concludes that addressing these challenges is essential to realizing the objectives of NEP 2020 and ensuring meaningful educational participation for persons with disabilities.

Keywords: NEP 2020, Persons with Disabilities, Inclusion, Equity, Accessibility, Jammu and Kashmir.

National Education Policy (NEP) 2020: Transforming India's Education System for the 21st Century

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Abstract

The National Education Policy 2020 (NEP 2020), approved by the Union Cabinet on 29 July 2020, represents the first comprehensive education policy of the 21st century in India. It replaces the 34-year-old National Policy on Education (1986) and aims to overhaul the education system from school to higher education levels. Built on the pillars of Access, Equity, Quality, Affordability, and Accountability, NEP 2020 envisions transforming India into a vibrant knowledge society and global knowledge superpower. Key reforms include a new 5+3+3+4 curricular structure, emphasis on foundational literacy and numeracy, multilingualism, multidisciplinary higher education, and increased investment in education (targeting 6% of GDP). This seminar paper examines the policy's vision, major provisions, implementation progress, challenges, and potential impact.

Key Words: Access, Equity, Quality, Progress and Challenges

New Educational Policy: An Effort to End Colonial System of Education

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The idea of decolonization within its ambit involves a kind of departure from things colonial. In Indian context, decolonization of education system could not take place immediately on account of various factors. With the implementation of NEP India's education system dreams to do away with the colonial educational system. The prime feature of NEP aims to promote education not solely for the purpose of government jobs. Instead it promotes skill, vernacular languages, and idea to get empowered through market orient education. This paper aims to explore NEP as policy and effort to do away with the colonial system of knowledge and its pragmatic emphasis on inclusion.

Key words: NEP, colonial education, decolonization, jobs, inclusion

Implementation of National Education Policy 2020 in Jammu & Kashmir: Challenges of Inclusion, Equity and Accessibility

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Abstract

The National Education Policy (NEP) 2020 represents a landmark reform aimed at transforming India's education system through quality, equity, inclusion, flexibility, and accessibility. It seeks to create an education system that promotes holistic development, multidisciplinary learning, digital integration, and equal opportunities for all learners, particularly those belonging to Socio-Economically Disadvantaged Groups (SEDGs). The implementation of NEP 2020 in Jammu & Kashmir (J&K) is of special significance because of the region's unique geographical conditions, socio-economic diversity, security concerns, and infrastructural constraints.

This paper examines the implementation of NEP 2020 in Jammu & Kashmir with a focus on the challenges of inclusion, equity, and accessibility. The study is based on secondary data collected from the National Education Policy 2020, government reports, academic publications, and recent research. It identifies major barriers including inadequate educational infrastructure in remote areas, the digital divide, and shortage of trained teachers, language-related issues, financial constraints, and unequal access to quality education among marginalized communities.

The paper argues that effective implementation requires stronger institutional support, improved digital infrastructure, enhanced teacher capacity-building programmes, increased public investment in education, and continuous monitoring of policy outcomes. It concludes that while NEP 2020 provides a comprehensive framework for educational transformation, its success in Jammu & Kashmir depends on addressing local realities through inclusive planning, community participation, and sustained government commitment. These measures will help achieve the policy's vision of equitable, accessible, and high-quality education for all learners.

Keywords: National Education Policy 2020, Jammu & Kashmir, Inclusion, Equity, Accessibility, Higher Education, Educational Reform, Digital Divide.

AI-Enabled Flexible Learning under NEP 2020: A Study of Barriers & Facilitators in Inclusion, Equity and Accessibility among Marginalized Learners

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Abstract:

AI-enabled learning and flexible educational pathways envisioned under NEP 2020 can shape the experiences of marginalized learners. The present study discusses the access to AI and flexible learning not merely as the availability of digital tools or curriculum choices, but as learners' real ability to use these opportunities meaningfully and equitably. Through a qualitative analysis of secondary resources such as policy documents and academic literature, the present research explores how gender, disability, rural background, socio-economic disadvantage, language and the status of first-generation learner influence the access to AI-supported learning, digital resources, multidisciplinary choices and flexible modes of participation. The study attempted to investigate whether AI-enabled flexible learning reduces educational barriers or reproduces existing inequalities through unequal connectivity, inaccessible platforms, algorithmic bias, limited digital literacy, language exclusion and inadequate institutional support. The findings highlighted that inclusive practices and policy pathways which include accessible and multilingual AI tools, affordable digital infrastructure, teacher trainings, flexible assessments, disability-responsive curriculum design, and targeted learner support should be at par to ensure that NEP 2020's digital and curricular reforms to support and enhance equity rather than widening the gaps of exclusion.

Keywords: Artificial Intelligence, National Education Policy (NEP) 2020, Flexible Learning, Inclusion, Equity, Accessibility and Marginalized Learners

Digitalisation of Education under NEP 2020: Inclusion, Equity and Intersectional Challenges in Jammu and Kashmir

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The National Education Policy 2020 is one of the most significant educational reforms undertaken in independent India. It is not merely a policy document; it is a vision for building an educated, innovative, inclusive and self-reliant India.

The policy is closely aligned with the United Nations Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education and lifelong learning opportunities for all. These three words **Inclusion, Equity and Accessibility** are not just educational concepts. They represent our collective responsibility towards every learner. They are main three pillars of our Education system

The paper argues that although NEP 2020 presents digitalisation as a means of ensuring equity, inclusion, and accessibility in education, its implementation in Jammu and Kashmir remains constrained by deep-rooted socio-economic and geographical inequalities affecting marginalized communities, particularly Scheduled Castes (SCs) and Scheduled Tribes (STs).

The paper further argues that digital education, in the absence of adequate digital infrastructure, reliable internet connectivity, access to digital devices, and digital literacy, risks reproducing and intensifying existing intersectional inequalities rather than reducing educational exclusion among marginalized groups in the region.

Keywords: NEP 2020, Digitalisation of Education, Intersectionality, J&K

From Policy Vision to Regional Reality: Implementing NEP 2020 for Inclusive, Equitable and Accessible Higher Education in Jammu & Kashmir

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Abstract

The National Education Policy (NEP) 2020 envisions a transformative higher education system founded on inclusion, equity, accessibility, multidisciplinary learning, and academic excellence. Its successful implementation, however, depends on how effectively these principles are translated into practice within diverse regional contexts. Jammu and Kashmir presents a distinctive case because of its geographical diversity, socio-economic disparities, digital inequalities, and evolving educational landscape. Although NEP 2020 has generated considerable academic discussion, limited attention has been paid to the practical challenges of implementing the policy in the region from a governance and policy perspective. This study addresses that gap by critically examining the implementation of NEP 2020 in higher education institutions across Jammu and Kashmir with particular emphasis on inclusion, equity, and accessibility. Adopting a qualitative and analytical research design, the study draws upon policy documents, government reports, peer-reviewed literature, and other credible secondary sources to evaluate the relationship between policy objectives and institutional realities. The analysis suggests that NEP 2020 creates significant opportunities through curriculum flexibility, multidisciplinary education, digital integration, and learner-centred pedagogies. Nevertheless, disparities in institutional capacity, digital infrastructure, faculty preparedness, and administrative support continue to affect effective implementation. The paper argues that realizing the vision of NEP 2020 requires context-sensitive governance, strengthened institutional capacity, sustained public investment, collaborative stakeholder engagement, and continuous monitoring of implementation outcomes. It concludes that the long-term success of educational reform in Jammu and Kashmir will depend not only on policy design but also on equitable, inclusive, and region-responsive implementation capable of ensuring meaningful educational opportunities for all learners.

Keywords: National Education Policy 2020; Higher Education; Jammu and Kashmir; Policy Implementation; Educational Governance; Inclusion; Equity; Accessibility.

Impact of National Education Policy (NEP) 2020 on Zoology Education in India: Opportunities, Challenges, and Future Prospects.

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Abstract

Education plays a vital role in national development and scientific advancement. The Government of India introduced the National Education Policy (NEP) 2020 to reform the educational system and align it with global standards. The policy emphasizes holistic development, multidisciplinary education, research culture, flexibility, and skill-based learning. The National Education Policy (NEP) 2020 marks a significant transformation in India's education system by promoting multidisciplinary learning, research, innovation, skill development, and flexibility in higher education. Zoology, as a branch of life sciences, stands to benefit considerably from these reforms. Zoology, the scientific study of animals and their interactions with ecosystems, is a core discipline within biological sciences. Traditional Zoology curricula have often focused on theoretical knowledge with limited interdisciplinary exposure. NEP 2020 seeks to transform this approach by encouraging integration with other scientific disciplines, research-based learning, and practical skill development. This paper examines the implications of NEP 2020 for Zoology education in India, focusing on curriculum restructuring, interdisciplinary learning, experiential education, research opportunities, employability, and challenges in implementation. The study highlights how NEP 2020 can modernize Zoology education by integrating biotechnology, environmental science, data analytics, and field-based learning, thereby preparing graduates for contemporary scientific and societal needs.

Keywords: NEP 2020, Zoology Education, Multidisciplinary Learning, Research, Higher Education, Life Sciences

Empowering Generation Z through Multidisciplinary Education under the National Education Policy (NEP) 2020: Vision, Implementation, and Impact

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Abstract

The National Education Policy (NEP) 2020 represents a landmark reform in India's education system, placing multidisciplinary education at the heart of higher education transformation. This paradigm aligns closely with the aspirations of Generation Z, characterized by digital fluency, entrepreneurial orientation, adaptability, and a preference for flexible, skill-based learning. The present study examines the vision, implementation, and impact of multidisciplinary education under NEP 2020 in empowering Gen Z learners. Based on secondary data obtained from policy documents, government reports, international databases, and recent research studies, the paper evaluates the progress achieved in curriculum flexibility, digital learning, employability, entrepreneurship, innovation, and research culture. Findings indicate substantial progress, with nearly 90% of higher education institutions adopting multidisciplinary curricula, widespread implementation of digital learning platforms, improved innovation rankings, and increasing participation of young learners in AI-driven education and entrepreneurship. India's remarkable rise in the Global Innovation Index and the rapid expansion of the start-up ecosystem further demonstrate the positive outcomes of NEP-driven educational reforms. The study concludes that multidisciplinary education under NEP 2020 has laid a strong foundation for developing critical thinking, creativity, research aptitude, digital competencies, and entrepreneurial capabilities among Generation Z. Strengthening industry-academia partnerships, improving digital infrastructure, expanding faculty capacity, and promoting inclusive educational practices will be essential to realizing the vision of a knowledge-driven and innovation-led India under the Viksit Bharat 2047

Keywords: NEP 2020, Generation Z, Multidisciplinary Education, Higher Education, Digital Learning, Skill Development.

“Holistic Progressive Card: Challenges and its Implementation in Government Schools of Jammu and Kashmir”

Abstract

This research explores the feasibility of implementing the Holistic Progress Card (HPC) in government schools in district Jammu, India, which aligns with the National Education Policy 2020 (NEP 2020) objectives. The HPC aims to provide a comprehensive assessment framework for students, encompassing academic, social, emotional, creative, and vocational domains, moving away from traditional rote learning practices. The study employs a descriptive survey methodology, collecting data from District Institute of Education and Training and 10 government schools in the Jammu district, Jammu and Kashmir. The key focus areas include teaching methodologies, availability of resources, assessment tools and techniques, challenges in implementation, and stakeholder recommendations for the HPC adoption process. The findings indicate a predominantly positive attitude among school head teachers and teachers toward the HPC, demonstrating a willingness to transition to this innovative assessment system. However, significant challenges have been identified, such as inadequate pedagogical resources, limited technological access, and financial constraints. Resistance among some educators, stemming from concerns over increased workload and the complexity of the new system, also poses a potential barrier. The research emphasizes the necessity of comprehensive teacher training programs to build capacity in formative assessment practices and tool utilization. Additionally, it highlights the critical role of parental and community engagement in ensuring the success of the HPC implementation. The study concludes that while there is foundational readiness for introducing the HPC, addressing the identified challenges through targeted strategies—such as phased implementation, continuous professional development, and enhanced resource allocation—is essential for its successful adoption in Jammu and Kashmir's government schools.

Key words: HPC, NEP-2020, Competency-Based Assessment, Formative Assessment, Education in Jammu

Empowering Women through Inclusive Education: The Role of NEP 2020 in Jammu & Kashmir.

Abstract

Education is a powerful force for social progress, human development, and gender equality. For women, it is more than a means of acquiring knowledge; it opens doors to self-confidence, economic independence. In Jammu & Kashmir, however, many women still encounter barriers such as geographical isolation, socio-cultural constraints, poverty, inadequate infrastructure, and digital disparities. In this context, the National Education Policy (NEP) 2020 provides a transformative framework for promoting inclusive, equitable, and accessible education for all learners.

This paper examines the role of the National Education Policy (NEP) 2020 in promoting women's empowerment through inclusive education in Jammu & Kashmir. It highlights key initiatives aimed at advancing gender equity, improving access to quality education, and enhancing employability and leadership. The study argues that the policy's transformative potential depends on effective implementation, adequate resources, institutional commitment, and active community participation.

The paper maintains that the true essence of inclusive education extends beyond improvements in enrolment and retention statistics. It calls for the development of educational spaces that foster dignity, equality, and a sense of belonging, enabling women to pursue learning without fear of discrimination or exclusion. Genuine inclusion, therefore, is reflected not only in access to education but also in the quality of educational experiences and the opportunities available for personal growth, participation, and achievement.

The study concludes that NEP 2020 offers a significant framework for advancing women's empowerment through inclusive education. However, its long-term success will depend upon sustained policy commitment, efficient implementation, regular monitoring, and context-sensitive strategies that address the diverse educational needs and lived realities of women across Jammu & Kashmir while upholding the principles of equity, accessibility, and social justice.

Keywords: Empower, discrimination, gender, equity, Inclusive, policy.

National Education Policy 2020 and the Question of Inclusive Education for Marginalized Communities

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Abstract

National education Policy can be considered as a feather in the cap of India's education System. The National Education Policy 2020 arrived with a great deal of fanfare, promising to redraw the architecture of Indian education after more than three decades of relative policy silence. Among its stated ambitions, few are as morally weighty, or as difficult to deliver, as the promise of inclusion: the idea that a child's caste, gender, disability, language, geography, or economic circumstance should not decide the ceiling of their education. NEP – 2020 aims to achieve the global education development agenda that has been reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development adopted by India ensuring inclusive and equitable quality education for all by 2030. This paper takes that promise seriously, and also takes it apart. It traces what NEP 2020 actually says about historically excluded groups, what it puts in place to back up its language, and where the gap between intention and implementation is likely to open up. Rather than treat the policy as either a triumph or a failure in advance, the paper tries to sit with its genuine strengths while being honest about the structural forces, funding shortfalls, caste and gender realities, and institutional habits that could quietly hollow out its inclusive vision. The argument, in short, is that NEP 2020 gives India a better vocabulary for equity than it has had before, but vocabulary alone does not educate a child.

Keywords: NEP – 2020, disability, gender realities.

Impact of NEP 2020 on Chemistry since its implementation

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Abstract

The National Education Policy (NEP) 2020 has introduced a transformative framework for higher education, emphasizing multidisciplinary learning, research, innovation, and skill-based education. In Chemistry, the policy promotes experiential learning through laboratory-based teaching, project work, internships, and integration of modern technologies. The introduction of flexible curricula with Major–Minor options enables students to develop interdisciplinary knowledge and pursue diverse career pathways. NEP 2020 also encourages undergraduate research, critical thinking, problem-solving, and collaboration with industry and research institutions. The incorporation of digital learning platforms and outcome-based education enhances the quality of teaching and learning. These reforms strengthen applications of Chemistry in environmental sustainability, healthcare, energy, agriculture, and advanced materials. By fostering innovation, entrepreneurship, and scientific inquiry, NEP 2020 prepares students to address real-world challenges and contribute effectively to national development. Overall, the policy represents a significant step toward creating a research-oriented, globally competitive, and application-driven Chemistry education system in India.

Besides above, I will be primarily discussing how students in Jammu & Kashmir have responded towards choosing chemistry as a major subject, and the probable reasons for their choice.

Key words: NEP 2020, Chemistry, Research, Enrolment, Innovation

Opportunities and Operational Issues in the Implementation of NEP 2020 in Jammu and Kashmir: Challenges, Prospects and Policy Directions for HE

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Abstract

This paper critically examines the implementation of NEP 2020 in higher education institutions of Jammu and Kashmir through a qualitative policy analysis based on government reports, university documents, published literature, policy papers, newspaper articles and institutional observations. The study analyses the extent to which the objectives of NEP 2020 align with the realities of higher education in the Union Territory and identifies both enabling conditions and structural impediments influencing implementation. The analysis reveals that NEP 2020 provides unprecedented opportunities for curriculum innovation, multidisciplinary education, institutional autonomy, digital transformation, research promotion, skill development, entrepreneurship, international collaborations, and regional knowledge integration. However, its implementation continues to encounter significant operational challenges including faculty shortages, inadequate infrastructure, financial constraints, digital inequalities, and weak industry-academia linkages, and governance deficits, administrative bottlenecks, declining enrolment in conventional programmes, regional disparities, and limited institutional preparedness.

The paper argues that successful implementation of NEP 2020 in Jammu and Kashmir requires a contextualized rather than uniform implementation strategy. Given the region's unique geographical diversity, socio-economic disparities, climatic conditions, and evolving institutional landscape, policy implementation must be adaptive, locally responsive, and adequately resourced. The paper concludes by proposing evidence-based policy directions centred on institutional capacity building, governance reforms, faculty development, curriculum modernization, digital inclusion, enhanced research funding, stronger industry partnerships, and region-specific implementation frameworks.

Keywords: National Education Policy 2020, Higher Education, Jammu and Kashmir.

Beyond Degrees: Reimagining Employability in Social Science Education under India's National Education Policy 2020

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Abstract

The National Education Policy (NEP) 2020 envisions a transformative shift in Indian higher education by promoting multidisciplinary learning, skill development, experiential education, digital competencies, and stronger links between universities and the world of work to enhance graduate employability. However, its implications for social science education remain insufficiently examined. Graduates in disciplines such as Sociology, Political Science, History, Economics, and Public Administration continue to encounter limited employment opportunities despite possessing university degrees, reflecting a persistent disconnect between academic curricula and the evolving demands of a technology-driven labour market. This paper critically examines whether the employability agenda envisioned in NEP 2020 is achievable for social science graduates within the existing institutional realities of Indian colleges and universities. Drawing upon the sociology of education, it argues that employability cannot be achieved through policy prescriptions alone. Many higher education institutions continue to face challenges such as outdated curricula, inadequate infrastructure, weak university–industry linkages, limited internships and field-based learning, insufficient digital and AI-related competencies, and inadequate faculty preparedness for skill-oriented education. Consequently, degrees often function as academic credentials rather than pathways to meaningful employment. The paper argues that unless structural reforms accompany curricular changes, the employability aspirations of NEP 2020 will remain difficult to realize. It concludes that strengthening institutional capacity, fostering partnerships between universities, government, industry, and civil society, and integrating transferable and digital skills into social science curricula are essential to bridging the gap between higher education and employment in twenty-first-century India.

Keywords: National Education Policy 2020 (NEP 2020); Social Science Education; Employability; Skill Development; Sociology of Education.

Traditional System of Skill Education and its Relevance

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Abstract

The traditional systems of skill education developed in India's past continue to offer valuable lessons for addressing the challenges of the present. Historical models of vocational learning emphasized practical training, apprenticeship, ethical values, self-reliance and the close integration of education with livelihoods. These approaches enabled learners to acquire employable skills through hands-on experience while preserving indigenous knowledge and craftsmanship. In the present scenario, characterized by rapid technological change, unemployment and the growing demand for industry-ready skills, many of these principles remain highly relevant. Experiential learning, mentorship, entrepreneurship and community-based knowledge transfer can complement modern education and strengthen vocational training programs. Integrating traditional skill education with contemporary technologies and market-oriented curricula can promote innovation, sustainable livelihoods, cultural preservation and inclusive economic development. Revisiting the strengths of historical skill education provides a meaningful framework for enhancing present-day skill development initiatives and preparing learners for the evolving needs of society and the economy.

Key Words: Skill, Tradition, Education, Economy, Society

Transforming Education in Jammu & Kashmir under National Education Policy 2020: A Critical Analysis of Progress, Challenges and Opportunities''

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Abstract:

The National Education Policy (NEP) 2020 represents a significant shift towards an inclusive, equitable, and holistic education system in India. This paper critically examines the transformation of education in Jammu & Kashmir under the framework of NEP 2020, with a focus on its implementation, progress, emerging challenges, and future prospects. The study explores key dimensions including accessibility, quality enhancement, digital integration, skill development, and inclusive educational practices. It also highlights the institutional, infrastructural, and regional challenges that impact the effective implementation of the policy in Jammu & Kashmir. The paper argues that the successful realization of NEP 2020 requires collaborative efforts among educational institutions, policymakers, and stakeholders to ensure sustainable, inclusive, and learner centred educational development. The study provides insights into the potential of NEP 2020 in reshaping the educational landscape of Jammu & Kashmir.

Keywords: National Education Policy 2020, Educational Transformation, Jammu & Kashmir, Inclusive Education, Equity and Accessibility, Higher Education, Digital Learning, Educational Reforms.

राष्ट्रीय शिक्षा नीति) NEP) 2020 में जाति, महिला एवं दिव्यांगता की अंतर्विभागीयता)
Intersectionality): समावेशी शिक्षा और सामाजिक न्याय का एक विश्लेषण

डॉ. खालिद वकार आबिद

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सार) Abstract)

राष्ट्रीय शिक्षा नीति) NEP) 2020 भारतीय शिक्षा व्यवस्था को अधिक समावेशी, समानतामूलक एवं न्यायपूर्ण बनाने की दिशा में एक महत्वपूर्ण पहल है। इसका प्रमुख उद्देश्य समाज के प्रत्येक वर्ग को गुणवत्तापूर्ण शिक्षा उपलब्ध कराना तथा शिक्षा के क्षेत्र में विद्यमान सामाजिक, आर्थिक एवं संरचनात्मक असमानताओं को कम करना है। तथापि, ऐसे शिक्षार्थियों की स्थिति, जो एक साथ जाति, लिंग तथा दिव्यांगता जैसी अनेक वंचित सामाजिक पहचानों से संबद्ध होते हैं, विशेष ध्यान की अपेक्षा रखती है। अंतर्विभागीयता) Intersectionality) की अवधारणा यह स्पष्ट करती है कि जब किसी व्यक्ति की पहचान अनेक सामाजिक श्रेणियों से एक साथ जुड़ी होती है, तब उसके साथ होने वाला भेदभाव, बहिष्करण एवं अवसरों की कमी अधिक जटिल, बहुआयामी और गहन रूप ग्रहण कर लेती है।

यह शोध-पत्र राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में जाति, महिला एवं दिव्यांगता के अंतर्संबंधों का विश्लेषण करता है तथा यह मूल्यांकन करता है कि नीति इन बहुआयामी चुनौतियों का किस सीमा तक प्रभावी समाधान प्रस्तुत करती है। अध्ययन में सामाजिक एवं आर्थिक रूप से वंचित समूहों) SEDGs), समावेशी शिक्षा, लैंगिक समानता, सुगम शैक्षणिक अधोसंरचना, छात्रवृत्ति, सहायक प्रौद्योगिकी तथा संस्थागत सहयोग से संबंधित नीति-प्रावधानों का आलोचनात्मक परीक्षण किया गया है। अध्ययन से स्पष्ट होता है कि यद्यपि नीति वंचित समुदायों के लिए अनेक सकारात्मक एवं प्रगतिशील प्रावधान उपलब्ध कराती है, तथापि जाति, लिंग एवं दिव्यांगता के संयुक्त प्रभावों को स्पष्ट रूप से संबोधित करने वाला अंतर्विभागीय दृष्टिकोण अभी भी पर्याप्त रूप से विकसित नहीं हो पाया है।

यह शोध इस बात पर बल देता है कि शिक्षा में वास्तविक समानता, समावेशन एवं सामाजिक न्याय सुनिश्चित करने के लिए नीति-निर्माण, पाठ्यचर्या, शिक्षक-प्रशिक्षण, शैक्षणिक अधोसंरचना, डिजिटल पहुँच तथा संस्थागत तंत्र में अंतर्विभागीय दृष्टिकोण का प्रभावी समावेश आवश्यक है। साथ ही, पृथक एवं विश्वसनीय आँकड़ों के संकलन, लक्षित योजनाओं तथा प्रभावी क्रियान्वयन के माध्यम से जाति, महिला एवं दिव्यांगता के आधार पर उत्पन्न बहुस्तरीय वंचनाओं को कम किया जा सकता है। निष्कर्षतः, राष्ट्रीय शिक्षा नीति 2020 के समावेशी एवं न्यायपूर्ण शिक्षा के उद्देश्यों की वास्तविक प्राप्ति तभी संभव है, जब शिक्षा व्यवस्था प्रत्येक शिक्षार्थी की बहुआयामी सामाजिक पहचान को स्वीकार करते हुए उसे समान अवसर, गरिमा, सुलभता एवं सशक्तिकरण सुनिश्चित करे।

मुख्य शब्द) Keywords):राष्ट्रीय शिक्षा नीति 2020, अंतर्विभागीयता) Intersectionality), जाति, महिला, दिव्यांगता, समावेशी शिक्षा, सामाजिक न्याय, SEDGs.

موضوع: تعلیمی جدت اور تحقیق: اکیسویں صدی کے تقاضے اور مسائل۔

Educational Innovation and Research.

Dr. Parshotam Singh

Abstract:

اکیسویں صدی میں ٹیکنالوجی کی تیز رفتار ترقی اور اس کے ساتھ ساتھ اس کے بدلتے ہوئے عالمی رجحانات نے روایتی طریقہ تعلیم کو ناکافی بنا دیا ہے۔ جب ہم تحقیق کی بات کرتے ہیں تو سب سے پہلے یہ جاننا ضروری ہے کہ تحقیق اصل معنی میں کیا ہے، کس شے کو تحقیق کہتے ہیں۔ اس کو ہم آسان الفاظ میں سمجھنے کی کوشش کرتے ہیں۔ لغات میں تحقیق کے معنی 'کھوج، تفتیش، دریافت، چھان بین' کے ہیں۔ اور تحقیق کا عمل بنی نوع انسان کے بچپن سے تا حال جاری و ساری رہتا ہے۔ اور انسان کی یہ فطرت رہی ہے کہ وہ بنا سوچے سمجھے کسی چیز کو دریافت نہیں کر سکتا ہے۔

بقول قاضی عبدالودود: "تحقیق کسی امر کو اس کی اصلی شکل میں دیکھنے کی کوشش ہے" (۱) یہی تحقیق آگے چل کر واضح کرتی ہے کہ کس طرح سے ہم جدید دور میں تعلیمی طریقوں، آئیٹیشل انٹلیجنس اور تحقیقی رویوں کو اپنا کر اپنی تعلیم کے نظام کو بہتر سے بہتر بنا سکتے ہیں۔ جس کی دور حاضر میں بہت سخت ضرورت ہے۔ اور جب تک ہم جدید دور کی ٹیکنالوجی کو سمجھ نہیں پائیں گے تب تک ہماری تعلیم نامکمل ہے۔

راقم نے اپنے مقالے میں تعلیمی اداروں کے تحت پیش آنے والے مسائل کو واضح طور پر روشنی ڈالنے کی کوشش کی ہے۔ اور ان مسائل و مشکلات کا ممکنہ حل کرنے بھی کوشش کی ہے جس سے نئی نسل کے طلباء کو کافی حد تک فائدہ حاصل ہو سکے گا۔ تعلیم کے حوالے سے جب ہم بات کرتے ہیں تو اس میں اکثر تبدیلیاں دیکھنے کو ملتی ہیں، ظاہر سی بات ہے کہ آج سے تقریباً ۱۰۰ برس پہلے تعلیم کا معیار الگ تھا پہلے ٹیکنالوجی نے اتنی ترقی نہیں کی تھی کہ جس سے ہم اپنی تعلیم میں اضافہ کر سکتے تھے مگر آج ہم جدید ٹیکنالوجی کی مدد سے ہر ممکنہ کوشش کو آسان بنا سکتے ہیں۔ دور جدید میں تعلیم صرف معلومات حاصل کرنے تک ہی محدود نہیں ہے بلکہ یہ تحقیقی صلاحیتوں کو اجاگر کرنے کا ایک اہم ذریعہ بن چکی ہے۔

اب ہمارے سامنے ایک سوال کھڑا ہو جاتا ہے کہ آخر تعلیمی جدت کیا ہے؟ تعلیمی جدت میں ہم یہ دیکھتے ہیں کہ جدید ٹیکنالوجی کے ذریعے ہمارے سامنے نئے نئے خیالات پیش آتے ہیں اور جدید ٹیکنالوجی کی مدد سے ہم اپنے خیالات کو تدریس کا حصہ بنا سکتے ہیں۔ اس کے بعد ابک اور سوال پیش پیدا ہو جاتا ہے کہ "تعلیمی تحقیق کیا ہے؟" تعلیمی تحقیق وہ شے ہے جس سے ہم تعلیمی مسائل کو سائنٹفک طریقوں سے حل کرنے کی کوشش کرتے ہیں اور تعلیمی تحقیق ایک ایسا ہنر اور سائنسی عمل ہے جس کی بنیاد پر ہم تعلیمی نظام، تدریسی طریقوں، انسانی رویوں اور طلباء کی کارکردگی سے تعلق رکھنے والے مسائل کو بہترین طریقہ کار سے جان سکتے ہیں۔ اور اس کا بنیادی اصول بھی یہی ہے کہ اس سے تعلیم کے معیار کو بہترین بنایا جا سکتا ہے اور موجودہ مسائل کو حل کیا جا سکتا ہے۔

Artificial Intelligence and Intellectual Property Rights: A Study of Emerging Legal Issues

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Artificial Intelligence (AI) is transforming innovation, creativity, and industrial development across the globe. AI-powered systems are increasingly capable of generating inventions, artistic works, software, music, and literary content, thereby challenging the conventional principles of Intellectual Property Rights (IPR). Existing legal frameworks were primarily designed to protect creations produced by human intellect, raising important questions regarding the ownership, authorship, inventor ship, liability, and commercialization of AI-generated outputs. This study examines the interface between Artificial Intelligence and Intellectual Property Rights, focusing on the emerging legal issues associated with patents, copyrights, trademarks, trade secrets, and data ownership. It also explores the adequacy of existing national and international legal frameworks in addressing AI-driven innovations and identifies the regulatory gaps that may hinder technological progress while protecting the rights of creators and innovators. The paper highlights the ethical, legal, and policy challenges arising from the rapid adoption of AI and discusses the need for adaptive legal mechanisms that balance innovation with accountability, transparency, and public interest. The study concludes that harmonized legal reforms, international cooperation, and continuous policy review are essential to ensure effective intellectual property protection in the era of Artificial Intelligence.

Keywords: Artificial Intelligence (AI); Intellectual Property Rights (IPR), Industrial designs (ID) Public interest (PI).

Suppression of digestive enzymes activity by pathogenic gut bacteria against *Spodoptera litura* (Fab.)

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Spodoptera litura (Fab.) is a polyphagous pest of various agricultural crops. Chemical insecticides are used to control this pest, which has resulted in resistance development. Entomopathogenic bacteria could be used as a potential substitute for pest control. As a result, culturable gut pathogenic bacteria were isolated from *S. litura* and were identified as *Klebsiella pneumoniae* and *Pseudomonas paralactis*. This study aimed to investigate the effect of effect of pathogenic bacteria on the digestive enzyme activity of *S. litura*. Results showed a significant inhibitory effect on digestive enzymes activity of *S. litura*. These bacteria also disrupted midgut epithelial cells, which may be linked to decreased digestive enzyme activity and food intake. Reduced enzyme activity and food consumption may impact on its fitness and survival. These bacteria may be used for the control of *S. litura*, however, further study is required to develop biological formulation and assessment of their safety.

Key words: agricultural, Bacteria, enzyme.

Vision and Implementation of NEP 2020

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Abstract

The National Education Policy (NEP) 2020 envisions a transformative education system that is equitable, inclusive, flexible, and multidisciplinary, with a strong focus on holistic development and 21st-century skills. Its vision seeks to strengthen foundational literacy and numeracy, promote experiential and competency-based learning, and make education more relevant to learners' social and professional needs. In higher education, NEP 2020 encourages flexibility through multiple entry and exit options, credit mobility, research orientation, and stronger links between universities, industry, and society. The implementation of the policy depends on phased reforms, adequate public investment, teacher capacity building, digital inclusion, curriculum redesign, and effective coordination between the Centre and the states. It also requires improving school infrastructure, reducing digital inequality, and ensuring that reforms reach rural and underserved communities. Although the policy offers a forward-looking framework for improving access, quality, and accountability, its success will depend on sustained political commitment, institutional readiness, and continuous monitoring. Overall, NEP 2020 represents a significant step toward building an education system that is future-ready, socially responsive, and capable of supporting national development.

Keywords: National Education Policy 2020, education reform, multidisciplinary, implementation

National Education Policy (NEP) 2020, Political Perspectives and Public Perceptions: A critical analysis.

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Abstract

One of the most extensive changes to India's educational system since the National Policy on Education of 1986 is the National Education Policy (NEP) 2020. The strategy, which was introduced with the intention of revolutionizing education through flexibility, transdisciplinary learning, digital integration, skill development and increased access, has sparked a great deal of political discussion and a range of public opinions. Critics contend that NEP 2020 poses issues with centralization, federalism, language policy, privatization and ideological influence, while supporters view it as a progressive reform intended to get India ready for the information economy. This paper critically examines the political perspectives surrounding NEP 2020 and analyzes how different stakeholders including political parties, educators, students and civil society perceive the policy. The study concludes that the success of NEP 2020 depends not only on its educational vision but also on cooperative federalism, adequate funding, institutional capacity and transparent implementation.

Keywords: National Education Policy 2020, Education Reform, Politics, Public Perception, Federalism, India.

TEACHER'S PERSPECTIVE AND PERCEPTION TOWARDS NEP 2020

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Abstract

With the goal of improving learner's quality, accessibility, equity and holistic development, the National Education Policy (NEP) 2020 represents a major overhaul in India's educational system. The changes that NEP 2020 has recommended were something that many educationists were waiting to come true. Transforming whole Indian educational system was not easy and hence it faces several challenges and other issues for its implementation. Since teachers are the main stakeholders in charge of putting the policy into practice, assessing its efficacy requires an awareness of their viewpoints and opinions. In relation to the implementation of NEP 2020, this study investigates teacher's awareness, attitudes, expectations and concerns. This research article focuses on "Teacher's Perspective and Perception towards NEP 2020. Population for the present study was undergraduate college teachers and the sample of 101 teachers was chosen by using multistage random sampling. Study analyzed the requirement of NEP and proposes the changes to improve its implementation. This paper not only describes the issues and challenges faced by the college teachers but provides a roadmap for the successful implementation of this policy also suggests the ways how to make Indian educational system for global recognition.

Key Words: NEP, Population, Teacher, Sampling

New Education Policy 2020 and Economic Development in India: Opportunities, Challenges, and Future Prospects

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Abstract

The National Education Policy (NEP) 2020 is one of the most significant educational reforms undertaken in India since independence. The policy aims to transform the Indian education system by promoting quality, equity, accessibility, affordability, and accountability. Beyond educational reforms, NEP 2020 has substantial economic implications. It seeks to develop human capital, enhance employability, foster innovation, and contribute to India's long-term economic growth. This paper examines the relationship between NEP 2020 and economic development in India, highlighting its potential benefits, challenges, and future prospects.

NEP 2020 has the potential to significantly contribute to India's economic development by strengthening human capital, enhancing employability, fostering innovation, and promoting inclusive growth. Successful implementation of the policy can help India transform into a knowledge-driven economy capable of competing globally. However, realizing these benefits requires adequate investment, effective governance, and sustained commitment from all stakeholders. The long-term economic success of India will depend substantially on how effectively the goals of NEP 2020 are translated into practice.

Key Words: NEP, Economic, India, future, capital

دور الذكاء الاصطناعي في تطوير التعليم وتحقيق أهداف السياسة الوطنية للتعليم (NEP) (2020 في جامو وكشمير: الفرص والتحديات)

.امتيياز أحمد

الأستاذ المساعد التعاقدى

قسم اللغة العربية

الملخص

يشهد العالم في العقود الأخيرة تطورًا متسارعًا في تقنيات الذكاء الاصطناعي، مما أدى إلى إحداث نقلة نوعية في مختلف القطاعات، ولا سيما قطاع التعليم. وقد أولت السياسة الوطنية للتعليم 2020 اهتمامًا بالغًا بتوظيف التكنولوجيا الحديثة والذكاء الاصطناعي في تطوير العملية التعليمية، وتعزيز جودة التعليم، وتحقيق الشمول والإنصاف، وإعداد المتعلمين لمتطلبات القرن الحادي والعشرين.

تهدف هذه الدراسة إلى بيان دور الذكاء الاصطناعي في تطوير التعليم وتحقيق أهداف السياسة الوطنية للتعليم 2020، مع التركيز على واقع تطبيقها في إقليم جامو وكشمير. كما تسعى إلى إبراز أهم تطبيقات الذكاء الاصطناعي في المجال التعليمي، مثل التعلم الذكي، والتقييم الإلكتروني، والتعلم التكيفي، وتحليل بيانات المتعلمين.

وتناقش الدراسة أبرز التحديات التي تواجه تطبيق الذكاء الاصطناعي في جامو وكشمير، ومن أهمها ضعف البنية التحتية الرقمية، ومحدودية الاتصال بالإنترنت، وقلة تدريب المعلمين، والتحديات المتعلقة بأمن المعلومات وحماية خصوصية البيانات.

واعتمدت الدراسة المنهج الوصفي التحليلي من خلال مراجعة الأدبيات العلمية والوثائق الرسمية المتعلقة بالسياسة الوطنية للتعليم 2020. وتخلص الدراسة إلى أن نجاح توظيف الذكاء الاصطناعي يتطلب تطوير البنية التحتية الرقمية، وتأهيل المعلمين، وتوفير الموارد التقنية، ووضع سياسات واضحة تضمن الاستخدام الآمن والأخلاقي لهذه التقنيات.

الكلمات المفتاحية: الذكاء الاصطناعي، السياسة الوطنية للتعليم 2020، التعليم الرقمي، جامو وكشمير، جودة التعليم، التحول الرقمي.

NEP 2020 in Jammu & Kashmir: Bridging Policy Vision with Regional Realities

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The implementation of the National Education Policy (NEP) 2020 in Jammu and Kashmir represents a significant step towards restructuring education along more inclusive and equitable lines. However, the distinctive geographical, social and infrastructural conditions of the region pose serious challenges to the realization of these goals.

In the context of inclusion, disparities persist across rural, remote and economically disadvantaged communities. Students residing in far-flung mountainous areas like Marwah, warwan, tangdhar, gurez etc. often experience irregular access to schooling, compounded by seasonal disruptions and limited institutional outreach. Gender disparities and the marginalization of children with disabilities further highlight gaps between policy vision and on-ground realities, particularly due to insufficient support services and trained personnel.

Accessibility remains a critical concern, especially in the digital domain. While NEP 2020 encourages the integration of technology in education, large sections of learners in Jammu and Kashmir continue to face unreliable internet connectivity, lack of digital devices and inadequate technological literacy. This digital divide has the potential to intensify existing inequalities rather than bridge them.

Moreover, the policy's emphasis on mother tongue instruction introduces practical complexities in a linguistically diverse region. The development of quality learning materials and teacher preparedness for multilingual education require sustained institutional commitment. Equally important is the need to address student well-being, as prolonged socio-political uncertainties have increased the demand for psychological support within educational spaces.

In conclusion, the effective implementation of NEP 2020 in Jammu and Kashmir necessitates a context-sensitive approach that prioritizes local needs, strengthens infrastructure and ensures that the ideals of inclusion and accessibility are meaningfully translated into practice.

Keywords: restructuring, realization, gender disparity, learners, connectivity, commitment.

Empowering Women through Inclusive Education: The Role of NEP 2020 in Jammu & Kashmir.

Rafia Nisar

Education is a powerful force for social progress, human development, and gender equality. For women, it is more than a means of acquiring knowledge; it opens doors to self-confidence, economic independence. In Jammu & Kashmir, however, many women still encounter barriers such as geographical isolation, socio-cultural constraints, poverty, inadequate infrastructure, and digital disparities. In this context, the National Education Policy (NEP) 2020 provides a transformative framework for promoting inclusive, equitable, and accessible education for all learners.

This paper examines the role of the National Education Policy (NEP) 2020 in promoting women's empowerment through inclusive education in Jammu & Kashmir. It highlights key initiatives aimed at advancing gender equity, improving access to quality education, and enhancing employability and leadership. The study argues that the policy's transformative potential depends on effective implementation, adequate resources, institutional commitment, and active community participation.

The paper maintains that the true essence of inclusive education extends beyond improvements in enrolment and retention statistics. It calls for the development of educational spaces that foster dignity, equality, and a sense of belonging, enabling women to pursue learning without fear of discrimination or exclusion. Genuine inclusion, therefore, is reflected not only in access to education but also in the quality of educational experiences and the opportunities available for personal growth, participation, and achievement.

The study concludes that NEP 2020 offers a significant framework for advancing women's empowerment through inclusive education. However, its long-term success will depend upon sustained policy commitment, efficient implementation, regular monitoring, and context-sensitive strategies that address the diverse educational needs and lived realities of women across Jammu & Kashmir while upholding the principles of equity, accessibility, and social justice.

Keywords: Empower, discrimination, gender, equity, Inclusive, policy.

Artificial Intelligence in Education: Opportunities, Challenges, and Future Directions

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Abstract

Artificial Intelligence (AI) is rapidly transforming education by making teaching and learning more effective, personalized, and accessible. AI-powered technologies, including intelligent tutoring systems, adaptive learning platforms, automated assessment tools, learning analytics, and generative AI applications such as ChatGPT, are helping educators improve instructional practice while enabling students to learn at their own pace. These tools reduce routine administrative work and provide insights into learning progress, allowing teachers to focus more on mentoring and meaningful classroom interaction, while also promoting inclusive education for students with different abilities and learning styles. At the same time, the integration of AI raises concerns regarding data privacy, algorithmic bias, digital inequality, and academic integrity. This paper adopts a qualitative, conceptual research design based on a narrative review of peer-reviewed literature, institutional reports, and international policy guidance published between 2011 and 2025, in order to synthesize current understanding of AI's role in education. The review traces how AI in education has developed conceptually, maps out where it's actually being used, and weighs the opportunities against the risks that come with adopting it. A central point runs through the discussion: AI works best as a support for teaching, not a stand-in for teachers, and newer developments, AI agents, explainable AI, and frameworks for AI literacy among them, are pointing toward where the field is headed next. This paper concludes that when used carefully, ethically, and with real governance behind it, AI can help build classrooms that are more engaging, more inclusive, and more attuned to individual students, without pushing teachers out of the picture. Their role in shaping what students know, value, and how they think critically stays central.

Keywords: Generative AI, Artificial Intelligence, Education, Teacher Preparedness, Personalized, Learning, AI Tutoring Systems,

Reimagining Educational Transformation in Contemporary India: A Critical Examination of the National Education Policy 2020 in Advancing Youth Empowerment, Sustainable Development, Skill Competencies, and Employability Paradigms

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Abstract

The promulgation of the National Education Policy (NEP) 2020 signifies a paradigmatic reconfiguration of India's educational architecture, envisioning a transformative framework that transcends conventional pedagogical boundaries and aligns educational outcomes with the imperatives of sustainable development, economic resilience, and human capital enhancement. Situated within the broader discourse of globalization, technological disruption, and demographic transition, the policy seeks to cultivate a generation of critically informed, professionally competent, and socially responsible citizens capable of navigating the complexities of the twenty-first-century knowledge economy. This paper critically interrogates the multidimensional intersections among youth empowerment, sustainability, skill acquisition, and employability within the conceptual and operational framework of NEP 2020. Drawing upon qualitative analysis of policy documents, contemporary scholarly literature, and international educational paradigms, the study contends that NEP 2020 represents a strategic attempt to harmonize educational reform with the Sustainable Development Goals (SDGs), particularly those pertaining to quality education, decent work, economic growth, innovation, and environmental stewardship. The paper further evaluates the transformative potential and implementation challenges associated with the policy while offering critical insights into its implications for India's future socio-economic trajectory.

Keywords: National Education Policy 2020, Human Capital Formation, Sustainable Development, Employability, Skill Ecosystems, Youth Empowerment, Educational Transformation, Knowledge Economy.

NEP 2020 and ineffective skill enhancement education in Jammu and Kashmir Higher Education Sector

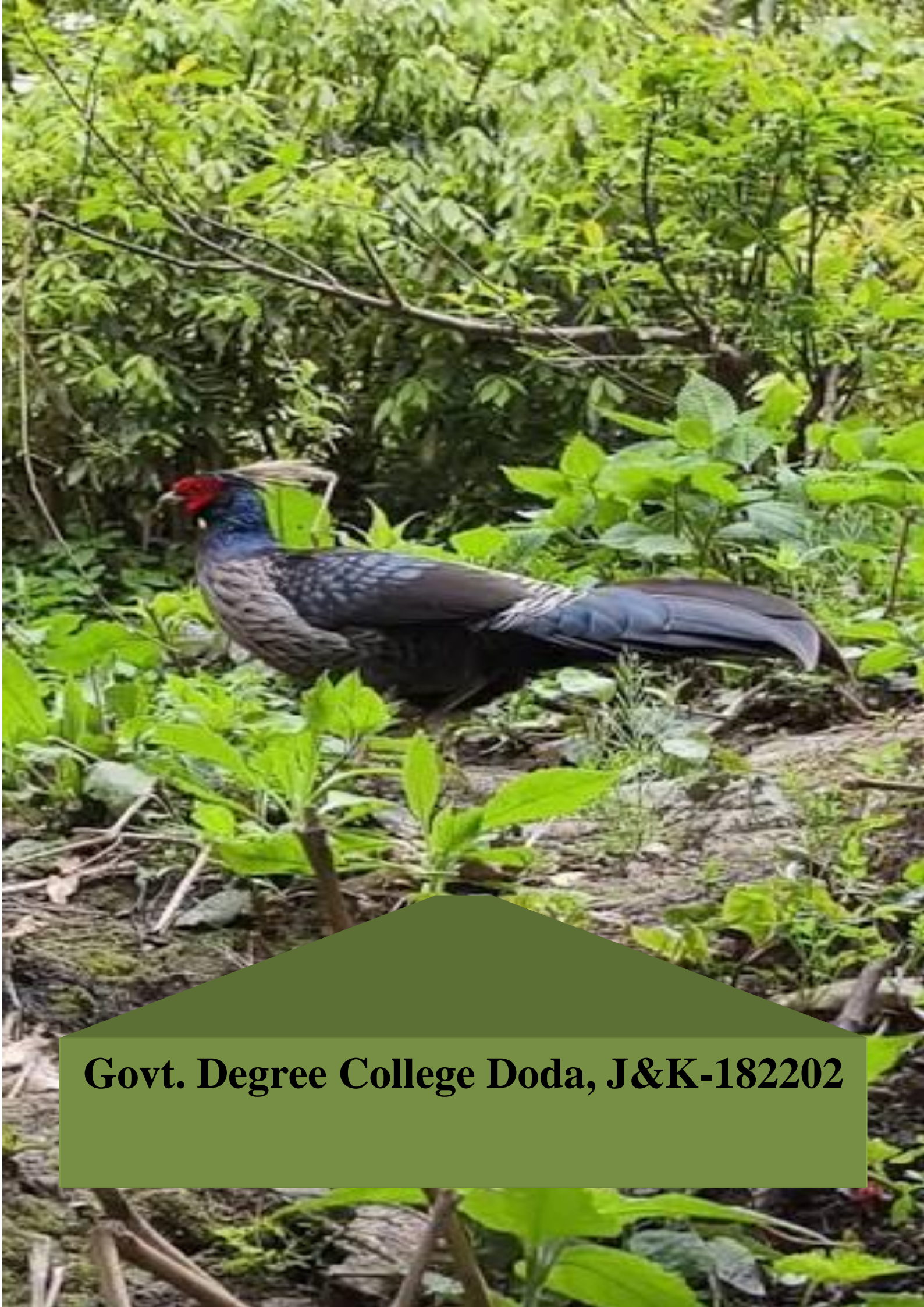
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The National Education Policy (NEP) 2020 promises a radical shift in the higher education system with focus on skill development, employability and experiential learning. But in the case of higher education sector in Jammu and Kashmir the objectives are yet to be achieved effectively because of the ineffective implementation of skill enhancement education. This paper critically reviews difference between the vision of the policy and the context of skill enhancement education in Universities and Government Degree Colleges of Jammu and Kashmir. Study has identified some constraints, including poor infrastructure, lack of faculty, poor industry–academy linkages, lack of internship options, lack of practical exposure and regional disparities. It suggests that these challenges have hindered the effectiveness of skill-based education and reduced the level of its ability to increase employment and entrepreneurial skills of students. The paper underlines that for NEP 2020 goals to be met, in context of the skill enhancement education there needs to be practical and hands on based skill education in colleges and universities of Jammu and Kashmir. The study employs mixed research approach to include both qualitative and quantitative methods. Primary data collected through questionnaires and interviews.

Keywords: Skill Enhancement Education, Higher Education, NEP 2020, Jammu and Kashmir, Employability, Policy Implementation.



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