

Status of Sociology as a Discipline in India under National Education Policy-2020

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ABSTRACT

The National Education Policy (NEP) 2020 in India has ushered in significant changes across the educational landscape, aiming to revitalize and restructure the system to meet the demands of the 21st century. This research paper delves into the status of sociology as a discipline within the framework of the NEP 2020, exploring its relevance, challenges, and opportunities in the evolving educational paradigm. Through a comprehensive review of literature, policy analysis and stakeholder perspectives, this paper offers insights into the current and future trajectory of sociology within the new educational framework.

Keywords : Sociology, New Education Policy, Inter-disciplinary, Knowledge, Students

INTRODUCTION

The National Education Policy 2020 envisions an India centred education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. Its foundation is laid on a principle emphasizing that education must develop cognitive capabilities like vital thinking and problem-solving and social, ethical, and emotional abilities and qualities. It also aims at building a sense of responsibility amongst the citizens who will help build up a society that is equal for all, inclusive of all, and accepted by all. It also believes in building a good educational system with equipped technology, a stimulating environment, and good physical infrastructure.

Historical context of sociology in India:

Although sociology (Acc. to Ashley Crossman) has its roots in the works of philosophers like Plato, Aristotle, and Confucius, it is a relatively new academic discipline. It emerged in the early 19th century in response to the challenges of modernity. The term sociology was coined

by French philosopher Auguste Comte in 1838, who for this reason is known as the “Father of Sociology”. Sociology has long historical past. In ancient India, Kautilya is considered as a great social thinker. During 13th and 14th century Mira, Chaitanya, Kabir, Nanak etc., were considered as great social reformists and their writings are still considered as relevant. Later, Brahmo Samaj movement by Raja Mohan Roy and The Arya Samaj movement by Swami Dayanand Saraswati in 1875 has greatly influenced the society at large. Gandhian thought is considered as important in sociological literature. In India the important event that took place was the revolt of 1857, which showed that the British (Singh, 2019) did not have any idea about folkways and customs of the large masses of people. This meant that a new science had to come to understand the roots of Indian society. The aftermath of 1857 gave rise to ethnographic studies. It was with the rise of ethnography, anthropology and sociology which began to provide empirical data of the colonial rule.

Herbert Risley was the pioneer of ethnographic studies in India. He entered the Indian Civil Services in 1857 with a posting in Bengal. It was in his book Caste

and Tribes of Bengal (1891) that Risley discussed Brahminical sociology, talked about ethnography of the castes along with others that the importance of caste was brought to colonial rulers. According to Srinivas and Pains (1971: 181), the growth of sociology in India falls into three phases: the first, covering the period between 1773- 1900 AD, When their foundations were laid; the second 1901-1950 AD, when they become professionalized; and finally, the post-independence years, when a complex of forces, including the undertaking of planned development by the government, the increased exposure of Indian scholars to the work of their foreign colleagues, and the availability of funds, resulted in considerable research activity (Nagla, 2008:11). Post 1910, the growth and development of sociology began in India with the introduction of sociology in Bombay University by Patrick Geddes and G.S.Ghurye from 1914 to 1919. Govind Sadashiv Ghurye (1893-1984) became the first Indian sociologist who systematically developed the discipline sociology in India. Ghurye is considered as the founding father of Indian sociology. Bombay University started teaching of sociology by a grant of Government of India in 1914. G.S.Ghurye became the head of the department of sociology, Bombay University in 1924. Sociology had its formal beginning in 1917 at Calcutta University owing to the active interest and efforts of B.N. Seal. Another centre of influence in sociological theory and research was at Lucknow that it introduced sociology in the Department of Economics and Sociology in 1921 with Radhakamal Mukerjee as its head. In South India, sociology made its appearance at Mysore University by the efforts of B.N. Seal and A.F. Wadia in 1928. Another university that started teaching of sociology and social anthropology before 1947 was Poona in the late 1930s with Irawati Karve as the head. In 1951, in Bombay, 'Indian Sociological Society' was established and Sociological Bulletin was issued in 1952 as the official organ of the society. This helped to a large extent in creating a forum for publication of sociological literature. During 1960's and 70's the Indian sociology had given more focus to study the rural culture, urban society and industrial sociology. During this period the more emphasis was to understand the agrarian structure of rural India, the growing problems in urban India and the rising industries in India. The Indian sociology during 1980's and 90's have given more focus to study Deviance, Sociology of Science and Technology, Historical Sociology, Sociology of Globalization, Social Change,

Secularism and National Integration, Ecology and Society and Media & Society. Post 1990's Political Sociology, the rise of globalization, modernization, peace & conflict, gender, naxalism, urbanization, migration, etc. (Nagla, 2008). Lucknow school, on the other hand, started the All India Annual Sociological Conference for professional interaction. Teaching of sociology got well established in the fifties. This period reflected three things as marked by Rao (1982). First, sociology achieved greater academic status. Not only many more universities and colleges began to teach at the postgraduate and graduate levels but the discipline itself became more focused in theoretical orientation and highly diversified in its specialization. Secondly, sociology established its identity as discipline by separating itself from psychology, anthropology, social philosophy and social work. Thirdly, diversification followed the lines of extension of sociological approach to different areas of social life. Another important change in the teaching of sociology, which came after independence, has been in regard to the external intellectual influences. Before independence the teaching of sociology and social anthropology was mainly, if not wholly, influenced by the then current theoretical concerns in Great Britain. After independence, however, American sociological traditions had a major impact on the teaching of sociology in India. This is evident from such topics in the syllabi as structural-functional theory (Parsons and Merton) and research methodology.

National Education Policy (NEP) 2020:

The new National Education Policy (NEP) 2020 of India provides a comprehensive framework from primary education to higher education, vocational & technical education and a new paradigm of internet-based e-learning. Five founding pillars of this policy (Kumar *et al.*, 2021) *i.e.*, Access, equity, affordability, accountability, and quality, have been considered to build the new education system of India to create a perfect harmony with the principles of United Nations (UN) 2030 agenda for sustainable development. Sociology as a discipline teaches to be adaptable with society in changing circumstances. Durkheim (triumphias.com) posited that education serve as a conduit for the transmission of social norms. The NEP's chief purpose aligns with Durkheim's idea aiming to reform the education system and bridge the gap between current learning outcomes and those desired. It recognizes the evolving world and articulates that the purpose of the education system is to develop

good human beings capable of rational thought, compassion, empathy courage, resilience, scientific temper and creative imagination.

The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning

The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

Sociology for academic and professional convenience, is taught as independent discipline. This leads to imparting fragmented knowledge to which results in limited learning, not enough in terms of either knowledge acquisition or the required skills to be employable. For example, if students of Political Science take up a couple of add-on courses like a Diploma in Management of Enterprises, Media Studies, Social Anthropology etc, it helps them to successfully compete for jobs. Likewise, a course on Indian Society would be helpful to students desiring to work in non – governmental organisations where it will be value addition.

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognizing, identifying, and fostering the unique

capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;

- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;

- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;

- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;

- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;

- Emphasis on conceptual understanding rather than rote learning and learning-for-exams;

- Creativity and critical thinking to encourage logical decision-making and innovation;

- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;

- Promoting multilingualism and the power of language in teaching and learning;

- Life skills such as communication, cooperation, teamwork, and resilience;

- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture' ;

- Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;

- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;

- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;

- Synergy in curriculum across all levels of education from early childhood care and education to

school education to higher education;

- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;

- A ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;

- Outstanding research as a co-requisite for outstanding education and development;

- Continuous review of progress based on sustained research and regular assessment by educational experts;

- A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;

- Education is a public service; access to quality education must be considered a basic right of every child;

- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion.

The policy’s vision includes the following key changes to the current system:

(a) Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;

(b) Moving towards a more multidisciplinary undergraduate education;

(c) Moving towards faculty and institutional autonomy;

(d) Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;

(e) Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;

(f) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;

(g) Governance of HEIs by high qualified independent boards having academic and administrative autonomy;

(h) A “light but tight” regulation by a single regulator for higher education;

(i) Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is *Bharat*, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world. The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Objectives:

- To see the historical context of sociology in India.
- To see the policy’s vision in the changed current system.
- To evaluate the key features of NEP 2020 that concern with the development of sociology in India.
- To analyse the flexibility of NEP 2020 for future.

METHODOLOGY

The research is a doctrinal research. The necessary secondary data was collected from various websites including those of government of India, journals and other publications etc.

Status of sociology under NEP 2020:

Here are the key points about the status of sociology as a discipline under the National Education Policy (NEP) 2020:

- *Sociology as an Independent Discipline:* Sociology is recognized as a distinct discipline under the NEP 2020, with its own curriculum and pedagogical approaches.
- *Interdisciplinary Approaches:* Since scholars have expertise on specific field which sometimes may not effective to make link with other related discipline, interdisciplinary helps to discover new things though making interaction between discipline by removing limitation of knowledge. The NEP 2020 encourages interdisciplinary learning, and sociology is expected to be taught in conjunction with other social sciences and humanities disciplines.
- *Holistic Learning:* The policy emphasizes the need for holistic learning, which includes the development of critical thinking, problem-solving, and communication skills, all of which are central to the discipline of sociology. For example if we see the relationship between public administration and sociology, Sociology is the equivalent of a “catalyst” or “stepper” for public administration. The sociological view is that the individual should be recognized in the field of the interaction of the political environment, the concept consciousness and even the kinship, and the relationship between things can be understood in order to make people and things transcend the organizational boundaries, which will help to improve the efficiency and effectiveness of public management.
- *Choice-Based Credit System:* The NEP 2020 introduces a choice-based credit system, allowing students to choose from a range of courses, including sociology, and earn credits accordingly.
- *Focus on Employability:* The policy highlights the need for higher education to focus on employability, and sociology as a discipline is expected to equip students with skills that are relevant to the job market. To ensure that outstanding students enter the teaching profession especially from rural areas a large number of merit-based scholarships shall be

instituted across the country for studying quality 4- year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances. There shall be a fast-track promotion system for recognizing high impact research and contribution. A system of multiple parameters for proper performance assessment, for the purposes of ‘tenure’ *i.e.*, confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in its Institutional Development Plan (IDP).

- *Digital Pedagogy:* Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. The NEP 2020 emphasizes the importance of digital pedagogy, and sociology teaching is expected to incorporate digital tools and online resources to enhance learning.
- *Teacher Training:* Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. Teacher education programs need to be in universities with many disciplines (multidisciplinary) to offer high-quality

content and teaching methods (pedagogy). To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with sociology and other social sciences.

- *Online and digital education:* New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.
- *Research and Innovation:* Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe. The societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are not only informed by top-notch science and technology but are also rooted in a deep understanding of

the social sciences and humanities and the various socio-cultural and environmental dimensions of the nation. Facing and addressing these challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's own research also enables a country to much more easily import and adapt relevant research from abroad. Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. To build on these various elements in a synergistic manner, and to thereby truly grow and catalyze quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF). The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. In particular, the NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

Beside these points the promotion of Indian language, culture and art is also mentioned in NEP 2020. Culture that is important part of sociology and a critical component of any society. India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. Millions of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films,

amongst many other aspects. It is this cultural and natural wealth that truly makes India, “Incredible India”, as per India’s tourism slogan. The preservation and promotion of India’s cultural wealth must be considered a high priority for the country, as it is truly important for the nation’s identity as well as for its economy. 22.2. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being. The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education. Language, of course, is inextricably linked to art and culture. Different languages ‘see’ the world differently, and the structure of a language, therefore, determines a native speaker’s perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/ ‘*apnapan*’ inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture’s languages. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and

knowledge of different parts of India. Towards this direction under ‘*Ek Bharat Shrestha Bharat*’, 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

Flexibility of NEP 2020:

- *Multidisciplinary Approach:* NEP 2020 (According to Dr. Rajkumar) encourages a multidisciplinary approach, allowing students to choose a diverse range of subjects across disciplines. This is intended to break down traditional silos between different streams and promote a more holistic understanding of knowledge.
- *Credit Transfer:* The policy suggests the implementation of a credit-based system, enabling students to transfer credits between different institutions. This flexibility is designed to accommodate changing circumstances or preferences, such as shifting between academic programs or taking a break and returning to education.
- *Multiple Entry and Exit Points:* NEP 2020 supports the concept of multiple entry and exit points in higher education. This means that students can enter and exit degree programs at different stages, and they can earn certificates or diplomas based on the credits they have accumulated, even if they do not complete a full degree.
- *Customization of Learning Paths:* Benefit: Flexibility allows students to tailor their education based on their interests, aptitudes, and career goals. Impact: This customization can lead to increased engagement, motivation, and a deeper understanding of subjects.
- *Alignment with Job Market Needs:* Benefit: Integration of vocational education and flexibility in course structures. Impact: Graduates are better equipped with practical skills and knowledge, making them more competitive and responsive to the demands of the job market.
- *Adaptability to Technological Advances:* Benefit: Integration of technology in education. Impact: Students and educators can leverage

technology for personalized learning, access to diverse resources, and collaboration, preparing learners for the digital age.

- *ABC System*: Our ancient education system (Parija and Shanmuganathan, 2022) started in the form of Gurukul where different scriptures were taught and learnt, and it has evolved enormously over the years to reach the present hi-tech system of education. The major breakthrough in the current education system is the introduction of the national educational policy (NEP) 2020 with a vision to make our country a superpower globally in the aspect of knowledge by providing equal and high quality of education to each and every student. The prime challenges faced in the current system of higher education are lower student enrollment and higher dropout rates. The major reasons for high dropouts are chiefly attributed to financial constraints, family problems, loss of interest in the chosen area over time, irrelevant and suboptimal course content, poor placements, and unexpected health conditions, etc. In order to overcome such problems that hamper the education system in India, the NEP has brought out the academic flexibility concept through the academic bank of credits (ABC) system. This credit system would confer on students earned credits that could be accumulated from various higher education institutions (HEI) across the country under the umbrella of the University Grants Commission (UGC). This student-centric approach would help to reduce the dropout rate and help students who are perturbed by economic instability, in particular, to learn at their own pace and complete the course successfully. This multipronged approach would help the learners to contribute to an enhanced enrolment ratio in higher studies and thus students could make a better career choice and increase their employability skills and, in the process, enhance the Gross Enrolment Ratio (GER). This also helps the HEIs to collaborate with each other and thus depict a higher quality of education. The comprehensive NEP will help to eliminate the existing inequalities and other pedagogical issues that we face in the current education system.

Relevance of Sociology in 21st Century:

Sociology has always sought to tackle social problems and so is well positioned to address the challenges that society will face in the 21st century. It provides valuable insights into the complex social issues, dynamics, and transformations that shape our world. By applying sociological perspectives, we can better understand and address the challenges and opportunities of contemporary society. Sociology as a discipline has tended to be forward looking and reform-minded, seeking to change society for the better. Sociology plays a vital role (Kalleberg, 2008) in understanding social problems such as: globalization and global issues, social inequality, impact of technology on changing relationships and communication, urbanization and migration, changing pattern of traditions and culture etc. The American Sociological Association has recently labelled sociology “a 21st century major” based on the relationship between the dictates of the 21st century labour market (fast-paced, ever-changing, increasingly global and technologically driven) and the tools and skills taught in our courses. The sociological perspective is one that fundamentally leads practitioners and students alike to critically assess many underlying assumptions and arrangements they observe in society and social life through careful analysis.

Stakeholder perspectives:

Stakeholders play a significant role in the overall development of an institution or organization. Their contribution and collaboration make the program effective so they act as like a motivator, decision maker and a source of inspiration as well as hope. Stakeholders have a strong influence on the effective functioning of educational institution and also, they can make strenuous efforts to build a positive environment by suggesting, praising and encouraging the programs. So, the role of every stakeholder is crucial for the Welfare and success of educational institution, for structuring and developing the policy.

They are responsible for successful implementation of inclusive education given by NEP 2020. For looking the importance of Stakeholders, NEP 2020 seventeen times used the term in the entire documents (Nigam and Kumar, 2023). Let us discuss roles and responsibilities of key stakeholders in achieving the goal of inclusive education in the context of NEP 2020.

Conclusions:

The conclusion summarizes the key findings of the research paper and underscores the significance of sociology as a discipline within the context of National Education Policy 2020. NEP 2020 heralds a new era in the Indian education system, focusing on holistic development, multidisciplinary learning, flexibility, technology integration, teacher empowerment, and assessment reforms. It paves the way for a student-centred, inclusive, and future-ready education system. A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.

When we see back at the history, sociology remain unexplored in the beginning, this subject started to gain its identity after 1950's. Under the NEP 2020, sociology is recognized as an individual discipline. The enterprise of sociology involves the careful collection and analysis of data about social life and the society in order to develop theories with which to answer research questions. It is a distinctive and enlightening way of studying the social world, which shapes our everyday lives. Sociology thus informs all stakeholders involved in the business of shaping the society, for example, the academics, politicians, business personnel, religious leaders, lawmakers, and parents.

Although any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies like as MHRD, union and state governments, NTA boards etc. in a synchronized and systematic manner. Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner.

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