



Shiksha Mandal, Wardha's

G.S.COLLEGE OF COMMERCE & ECONOMICS, NAGPUR

NAAC Accredited 'A'-Grade Autonomous Institution

(A Hindi Linguistic Minority Institution)

Affiliated to RTM Nagpur University

A RUSA BENEFICIARY INSTITUTION

Cordially invites you to

A NAAC-SPONSORED

One-Day National Seminar

on

**“NEP: Challenges and Opportunities for
Higher Educational Institutions”**

SATURDAY, 30th JULY 2022

PROCEEDINGS

ISBN : 978-93-5768-579-5



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:Photographs:



Shri. Sanjay Bhargava, Chairman, Shiksha Mandal, Wardha addressing the gathering



Dr. N. Y. Khandait, Principal, delivering opening remarks at inaugural session of One Day National Seminar on NEP



Dr. Rajendra Shinde, Principal, Xavier's College, Mumbai delivering Presidential Address



Dr. R. T. Sahu, IQAC Coordinator and Convener of Seminar delivering convener's address in inaugural session.



Dr. N. Y. Khandait, Principal, Dr. R. T. Sahu, IQAC Coordinator and Prof. Akash S. Jain, organizing secretary felicitating Dr. Seema Purohit



Dr. N. D. Dharmadhikari, felicitating Dr. Sybil Thomas in Technical Session II



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Proceedings - 2022

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Date : July 30, 2022

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Foreword

It is a matter of proud privilege to present ‘the Proceedings’ of the One-Day National Seminar on “NEP: Challenges and Opportunities for Higher Educational Institutions”, which was organised by G. S. College of Commerce & Economics, Nagpur on 30th July 2022. The seminar was sponsored by NAAC.

We thank NAAC for the sponsorship of this One Day National Seminar and also thank all the resources persons, delegates, scholars and students who have been a part of the seminar for making it a great success.

It was very heartening that delegates from various parts of our country participated and contributed 14 Papers covering various aspects related to the theme and sub- themes of NEP 2020. The policy statement on National Educational Policy 2020 which was approved by the Government of India in July 2020 aims to transform India’s education system and we being a part of this system look forward to incorporate the rules and understand the upcoming challenges in the field of Higher Education. Implementing NEP is very complex and multi-dimensional process, and the seminar was a perfect platform to understand the policy in depth.

The sub-themes discussed in the seminar presented the practical problems perceived by the delegates and pragmatic solutions to them from regional perspectives. The issues that the themes of the seminar encapsulated could be classified as national and region specific. However, irrespective of their dimensionality, problems must be first identified and addressed so that the solutions could be contemplated by policy-makers.

These proceedings are being sent to the NEP, Coordination body of Maharashtra and we are sure that the suggestions put forth by this seminar would be considered in all earnest by the concerned authorities. It will be a great honour for everyone who have been a part of this seminar, if their suggestions are adopted by policy makers.

We congratulate you all for being a part of this important discussion and following deliberations, we hope that implementation of NEP would be easier.

We also take this opportunity to express our sincere gratitude to Dr. Rajendra Shinde, Principal of St. Xavier’s College, Mumbai; Dr. Sybil Thomas, Professor of Department of Education of University of Mumbai; Dr. Seema Purohit, Principal of The Brihan Maharashtra College of Commerce (BMCC) of Pune; and Dr. Rahul Kharabe, Member of NEP Implementation Committee, Govt. of Maharashtra, for their great support and valuable inputs for this seminar.

The seminar comprised of some good deliberations by the delegates and resource persons, which has broadened the scope of understanding on NEP. For the host organization, nothing is more satisfying than the happy faces of delegates. We owe this to our management Shiksha Mandal, Wardha. I take this opportunity to thank Shri Sanjay Bhargava, Chairman, Shiksha Mandal, Wardha for his constant support and motivation.

This seminar was organized under the able leadership of Principal Dr. N. Y. Khandait, who superannuated on 31st July 2022, just a day after the conclusion of this seminar. His timely inputs and overall guidance indeed ensured the successful conduct of the seminar.

I congratulate Dr. Ranjana Sahu, IQAC Coordinator for her untiring efforts for the successful conduct of the seminar. She has often taken a lead in organising various seminars/conferences. I also thank all the faculty members for adding one more milestone to the college’s journey towards academic excellence.

Best Wishes.

Dr. Swati S. Kathaley
Offg. Principal

Chairman’s Message

It was indeed a great pleasure to be a part of this National Seminar organised by G. S. College of Commerce & Economics, Nagpur in the month of July, 2022. It was also a great pleasure to share some space with all the renowned experts, resource persons and delegates and interact with them regarding National Education Policy.

It is a welcome step by the government which is continuing to invest in the education system to improve access to quality education and increase enrolment rates (GER). Introduction of NEP 2020 seeks to transform India's education system and make it more holistic, flexible, and inclusive. It has the potential to have far-reaching implications for India's social, economic, and cultural development and is an important step towards building a better future for the country.

However, the successful implementation of the NEP 2020 requires sustained and coordinated efforts from various stakeholders. Therefore, it is important to address the challenges and obstacles that may arise during the implementation process and then work towards finding effective solutions to overcome them.

Intended to identify such challenges and gaps, the seminar was also meant to offer suggestions through deliberations and I am inclined to concur that the delegates at this seminar at G. S. College of Commerce & Economics, Nagpur have indeed shown mirror to our policy makers.

I congratulate all delegates for being part of this seminar and express my gratitude to all resource persons who by offering new insights, have triggered various thought-chains in young minds leading to synthesis of ideas.

I also take this opportunity to express my personal gratitude to Dr. Rajendra Shinde, Principal of St. Xavier’s College, Mumbai; Dr. Sybil Thomas, Professor of Department of Education of University of Mumbai ; Dr. Seema Purohit, Principal of The Brihan Maharashtra College of Commerce (BMCC) of Pune; and, Dr. Rahul Kharabe, Member of NEP Implementation Committee Govt. of Maharashtra, for extending great support to the seminar. I also thank all the members their co-operation and support to our seminar secretary.

I also thank Principal Dr. N. Y. Khandait under whose leadership and guidance this seminar was organized before he retired on 31st July 2022. His penchant for quality was evident during the entire organization of this seminar.

I congratulate Dr. Ranjana Sahu, for taking the initiative to bag the NAAC sponsorship and for successful organization of the event. At Shiksha Mandal, we put premium on quality. I could witness that in the seminar as well as in Proceedings.

Well done everyone and best wishes to all.

Sanjay Bhargava
Chairman
Shiksha Mandal, Wardha

ACKNOWLEDGEMENT

It is with immense pleasure and privilege that we are releasing the proceedings of this One-Day National Seminar on “NEP: Challenges and Opportunities for Higher Educational Institutions” sponsored by NAAC. I express my deep sense of gratitude to NAAC for sanctioning this seminar.

I express my sincere thanks and gratitude to all the eminent dignitaries, academicians, research scholars and delegates for being a part of this conclave organized by G. S. College of Commerce & Economics, Nagpur in collaboration with NAAC.

I take this opportunity to express our sincere thanks and gratitude to Dr. Rajendra Shinde, Principal St. Xavier’s College Mumbai for accepting our invitation and gracing this conclave as the Chief Guest and Keynote Speaker. I sincerely thank him for his august presence and for sharing his invaluable thoughts and experiences with us on the theme of the seminar. His erudite views in this area would prove very useful to all the delegates/researchers for furthering the development through education.

I take this opportunity to express my deep sense of gratitude to Dr. Seema Purohit, Principal, (BMCC), Pune and Dr. Sybil Thomas, Professor, Department of Education, University of Mumbai who chaired the two technical sessions of this seminar. I thank all for sharing their invaluable and scholarly insights on the theme/technical sessions of this seminar. Their valuable deliberations and erudite insights in the technical sessions made them a very enriching learning experience.

I express my thanks to Shri Sanjay Bhargava, Hon’ble Chairman, Shiksha Mandal Wardha for accepting our invitation as the chairperson for the valedictory session and for sharing his valuable views. Heartfelt thanks are due to him for his gracious presence and for providing his invaluable support and encouragement in hosting this seminar.

I once again express my sincere thanks to all of them for agreeing to be the part of this seminar.

A seminar cannot be a success without its enthusiastic participants. I express my sincere thanks to all the delegates for their wonderful participation and presentation of research papers. I sincerely hope that all of you have cherished a lot of happy memories in becoming a part of this productive seminar.

I take this opportunity to congratulate all the paper writers for identifying and exploring various issues pertaining to NEP and suggesting measures and solutions for coping up with the challenges faced by HEIs and for exploring the opportunities, thus contributing to the seminar’s proceedings.

This seminar is the culmination of the efforts of a team. I wish to express my sincere thanks to the then Principal Dr. N. Y. Khandait for being the constant source of support and motivation to make this seminar a success. I would also like to thank Dr. Swati S. Kathaley, Officiating Principal for supporting throughout this seminar. I express my heartfelt thanks to Prof. Akash Jain, Organizing Secretary of this seminar for helping us in giving shape to this seminar.

I also express my sincere thanks to the members of various committees for their utmost co-operation in making arrangements for the smooth conduct of the seminar. A big thank you, to all student volunteers for providing their timely help.

I am thankful to the printer M/s Vilas Printing Press, caterer, sound systems, photographer, press and media for providing their valuable services.

Once again, I express my sincere gratitude to one and all for your gracious presence, support and participation. Your august presence and invaluable inputs have really made this conclave very fruitful.

Dr. Ranjana Sahu
Seminar Convenor &
IQAC Coordinator

AGENDA

NAAC Sponsored One-Day National Seminar on ‘NEP: Challenges and Opportunities for Higher Educational Institutions’

Saturday, 30th July 2022

Program Schedule

8:30 a.m. to 9:30 a.m. – Registration & Breakfast

Inaugural Session (10:00 a.m. to 12:00 noon)

Role of Autonomous Colleges in the Implementation of NEP

1	Welcome of Dignitaries & Convener’s Address-	Dr. Ranjana T. Sahu
2	Opening Remarks-	Dr. N.Y. Khandait, Principal
3	Address by Chief Guest & Keynote Speaker	Dr. Rajendra Shinde, Principal, St. Xavier’s College, Mumbai
4	Presidential Address-	Shri.Sanjay Bhargava, Honourable Chairman, Shiksha Mandal, Wardha
5	Vote of thanks by Convener	

12:00 noon to 12:15 p.m. - Tea

SESSION I: (12:15 p.m. to 1.45 p.m.)

Outcome-based Education: Challenges and Opportunities for HEIs under NEP

1.	Opening Remarks and Welcome of Chairperson:	Prof. Piyusha Telang
2.	Chairperson:	Dr. Sybil Thomas, Professor, Department of Education, University of Mumbai, Mumbai
3.	Presentations by Delegates	
4.	Summing up of Presentations by the Resource Person	
5.	Vote of thanks by Session Convener	

1:45 p.m. to 2:45 p.m. - Lunch

SESSION II: (2.45 p.m. to 4.15 p.m.)

NEP: Reforms in Pedagogy, Curriculum and Assessment Methods

1.	Opening Remarks and Welcome of Chairperson:	Prof. Sakshee Ahluwalia
2.	Chairperson:	Dr. Seema Purohit, Principal, The Brihan Maharashtra College of Commerce (BMCC), Pune
3.	Presentations by Delegates	
4.	Summing up of Presentations by the Resource Person	
5.	Vote of thanks by Session Convener	

VALEDICTORY SESSION (4.30 p.m. to 5.15 p.m.)

Strategising Implementation of NEP in Maharashtra

1.	Opening Remarks & Welcome of Dignitaries-	Dr. Pragati Richa Pandey
2.	Rapporteur's Report-	Prof. Kiran Khemani
3.	Participants Views	
4.	Address by the Chief Guest-	Shri. Sanjay Bhargava, Honourable Chairman, Shiksha Mandal, Wardha
5.	Address by Chairperson-	Dr. N. Y. Khandait, Principal
6.	Vote of Thanks by Organising Secretary-	Prof. Akash S. Jain, Organising Secretary

Note from Editor

Higher education must ignite the ability to be imaginative, creative, courageous, ethical and be a visionary.

The New Education Policy has been framed with the ethos of creating a generation that will add value to the coming generations.

NAAC sponsored national Seminar on ‘NEP: Challenges & Opportunities for Higher Educational Institutions’ received some knowledgeable inputs from luminaries who graced the seminar as Chairperson, key note speakers and paper presenters.

The Editorial team expresses gratitude to each one of them for adding value to the Seminar and making it a memorable event.

We have retained the original essence and structure of each paper. Changes where ever necessary have been done in consultation with the authors.

The editorial team also wishes to acknowledge the efforts of everyone who contributed in the making of this proceeding.

- Dr. N. Z. Hirani
Convenor
Editorial Team

Rapporteur’s Report

It’s an honor and pleasure to share the Rapporteur of the NAAC Sponsored One Day National Seminar on “NEP: Challenges and Opportunities for Higher Educational Institutions”.

The event witnessed a glorious and splendid inaugural in the august presence of the Chief Guest and Keynote speaker Dr. Rajendra Shinde Sir, Principal St. Xavier's College Mumbai, Chairman of Shiksha Mandal, Shri Sanjay Bhargav Sir, Principal G.S. College of Commerce and Economics Nagpur (Autonomous) Dr. N.Y. Khandait Sir and IQAC coordinator and Seminar Convenor Dr. Ranjana Sahu ma'am.

Dr. Ranjana Sahu, The Convenor, in her inaugural speech applauded the presence of all the dignitaries. She highlighted the aim of NEP 2020 for making India a ‘Vishwa Guru’ by 2035 and G. S. College of Commerce and Economics (Autonomous), Nagpur is contributing towards the same. She detailed the vibrant magnitude of the New Education Policy and highlighted it to be the need of an hour to study the challenges and opportunities of the New Education Policy for higher education institutions.

Principal Dr. N. Y. Khandait sir, exhorted the audience to extract maximum benefit from the varied presenter’s knowledge and appreciated the innovations of NEP 2020 and its focus on Skill Development, innovative approach to education and how it is leading us to ‘Move Forward’. At the same time, he made the students realize their responsibility of doing the hard work and having the zeal to achieve whatever they want in life. He also emphasized the teachers to be the active adopters of the NEP 2020.

Dr. Seema Purohit, Principal, (BMCC), Pune spoke about ‘Rashtriya Shikshan’ being an Education Revolution. Like we are moving from the system of 10+2+3 to 5+3+3+4 structure. She detailed the importance of Multidisciplinary studies on solving real life problems and how they, at BMCC Pune have adopted innovative methods for the growth of their students. She also spoke about the opportunities of Higher Education Institutes and Autonomous institutes that they have by highlighting key changes to the current system.

She highlighted a very important point of having predetermined objectives and learning outcomes before making the course in order to automatically align it with the vision and mission of the institution.

Chairman and Keynote Speaker Dr. Rajendra Shinde, Principal, St. Xavier's College Mumbai laid stress on understanding the various opportunities and paths for Higher Education Institutions that will lead to prosperous growth of the institutions. He pointed out the needs, benefits, opportunities and responsibilities of Autonomous Institutes. He also highlighted on how multidisciplinary education ensures overall development of the students. He shared with us the journey of St. Xaviers college their vision, mission and achievements from the past. He insisted on implementation of the policies in an honest and structured manner which will enable the youth of our nation to get Quality Education within the country itself.

The Technical session which was chaired by Dr. Sybil Thomas, Professor, Department of Education, University of Mumbai. She spoke about Outcome based education and what it focuses on, she detailed the complete process of outcome-based education and

the values it holds. She emphasized us to be visionaries, understand the technicalities and manage the implementation of NEP.

The presenters of the session highlighted upon the policies of NEP for Higher Education Institutes, Their suggestions on implementation of such policies and Management Education and NEP.

Chairman Shiksha Mandal Wardha, Shri Sanjay Bhargav sir highlighted his views on NEP 2020 and the take of GS College on the same. He enlightened the audience with the vision and workings of Shiksha Mandal Wardha and what has led to the growth and development of the institute.

The conference came to an end with the valedictory session with the presence of all the dignitaries.

- Prof. Kiran Khemani.

G. S. College of Commerce & Economics, Nagpur

**NAAC-SPONSORED
A One-Day National Seminar**

on

**"NEP: Challenges and Opportunities for Higher Educational Institutions."
Saturday, 30 July 2022**

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Dr. N. Y. Khandait
Principal

Dr. Ranjana Sahu
Seminar Convenor

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Management Education and New Education Policy
Dr. Afsar Sheikh
Asst. Professor
G. S. College of Commerce & Economics, Nagpur

Abstract

Indian constitution envisioned its people to be a democratic, just, socially conscious and cultured. These countrymen are expected to uphold the qualities of liberty, equality and fraternity. Higher education in the country plays very important role in assimilating these values. Economic development and sustainable livelihood have been contributed by the higher education. Being a young nation, India is moving towards being a knowledge economy and society and thus young Indians are aspiring to take higher education. No system in any country is perfect but gradually we should strive to make it perfect. It is found from the table that number of management institutions are declining over a period of time resulting in decline in the total intake of management students. Number of enrolled students increased initially but started declining since 2016-17. The disturbing fact is that about 40% of the students are placed out of pass out students. NEP sets the goal of sustainable development which emphasized on responsible management education (RME). RME suggest that students should be prepared in accordance with the changing context. Graduate students are supposed to work for their employers who are in private sector working for profit. The gap is to bridged between what employers need and what business schools are delivering.

Introduction

Keeping in view the requirement of the 21st century, the aim of higher education is to develop thoughtful and creative individuals that are good and well-rounded. The higher education should make individuals to choose the area of their interest at deep level and study on it. At the same time, it should also be developed character, constitutional and ethical values and scientific temper. The requirement of 21st century capabilities in the area of discipline viz. sciences, social sciences, arts, languages. Apart from this, deep knowledge in the areas of professional, vocational and technical subjects are also needed. What is expected of quality higher education is fulfillment of personal achievements, enlightenment and productive contribution to the society. It therefore must prepare students towards economic independence with more meaningful and satisfying lives.

There are some problems currently faced by the higher education system in the country which include a) very divided higher educational system; b) less importance to the cognitive skills

and learning outcomes; c) watertight division among disciplines with early specialization and narrowing the areas of study; d) very less Higher Educational Institutes (HEIs) that teaches in vernacular languages and less access of HEIs in socio-economically backward areas; e) Less institutional autonomy and limited teachers availability; f) less weight on research in most of the universities and colleges with absence of competitive peer reviewed process which provides funding to the research across disciplines; g) inadequate process for progression of teachers and institutional leaders based on merit; and h) low standards of undergraduate courses in most of the affiliating universities.

Keeping in view the requirement of the 21st century, the aim of higher education is to develop thoughtful and creative individuals that are good and well-rounded. The higher education should make individuals to choose the area of their interest at deep level and study on it. At the same time, it should also be developed character, constitutional and ethical values and scientific temper. The requirement of 21st century capabilities in the area of discipline viz. sciences, social sciences, arts, languages. Apart from this, deep knowledge in the areas of professional, vocational and technical subjects are also needed. What is expected of quality higher education is fulfillment of personal achievements, enlightenment and productive contribution to the society. It therefore must prepare students towards economic independence with more meaningful and satisfying lives.

There are some problems currently faced by the higher education system in the country which include a) very divided higher educational system; b) less importance to the cognitive skills and learning outcomes; c) watertight division among disciplines with early specialization and narrowing the areas of study; d) very less Higher Educational Institutes (HEIs) that teaches in vernacular languages and less access of HEIs in socio-economically backward areas; e) Less institutional autonomy and limited teachers availability; f) less weight on research in

most of the universities and colleges with absence of competitive peer reviewed process which provides funding to the research across disciplines; g) inadequate process for progression of teachers and institutional leaders based on merit; and h) low standards of undergraduate courses in most of the affiliating universities.

Management Education in Indian Context

In India, All India Council for Technical Education provides post graduate diploma/ degree in management education. It is a matter of concern for the institutions providing this diploma/degree about the pedagogy and curriculum adopted. Teaching management education comes with a multiple responsibility. The main aim is to shape students to the industry requirement and thus to the society at large. To meet this end, educators are trying to formulate and deliver a curriculum that will transform students into critically thinking managers industry is looking for. Largely, the current management education is not able to supply the managers that will solve the industry problems. Table 1 provides the glimpse of management education in India.

Table 1: Management Education scenario in India

Year	Total Institutions	Total Intake	Enrolled	Faculties	Students Passed	Placement
2012–13	3,865	4,43,282	2,37,105	38,737	1,79,801	95,294
2013–14	3,740	4,50,866	2,34,424	49,757	1,86,116	1,03,271
2014–15	3,587	4,55,097	2,48,314	57,477	1,86,479	1,04,519
2015–16	3,450	4,31,788	2,49,897	55,434	1,86,686	1,01,806

2016–17	3,334	4,11,826	2,34,704	53,888	1,84,916	1,06,599
2017–18	3,233	3,93,043	2,38,194	53,605	1,79,127	1,06,245
2018–19	3,085	3,72,579	2,36,425	43,555	1,81,404	1,15,112

Source: AICTE website (2020)

Figure 1: Number of total management institutions in India

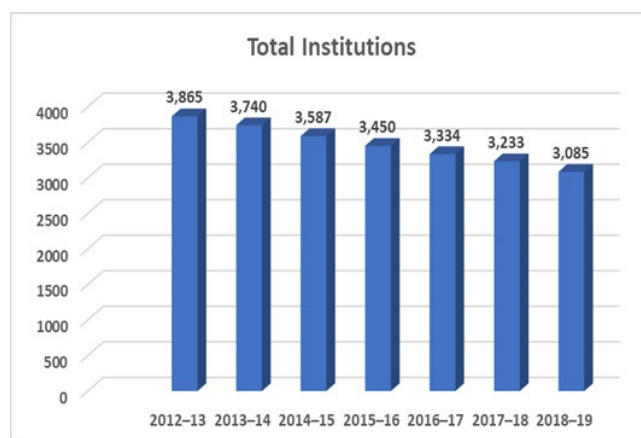


Figure 1 shows that the number of management institutions are declining steadily over the period from 2012 to 2019. Similarly, figure 2 shows the gradual decline in the total intake of management students over a period of time. Figure 3 shows the number of students enrolled versus those who have passed the course which remain more or less consistent over the study period. It is also found that the placement has remained constant and almost 40% of the students are not placed through the institutions.

Indian Corporates Views

Management education’s current model has been working for many years in the country and is not found to be successful. Except top 30 business schools in the country that updates its syllabus according to industry requirement, most of the other institutions are still using same outdated mode of instructions and case-based pedagogy. Leading Indian and global institutions are not using this pedagogy. Corporates argue that MBAs are not job ready

now a days and they have to spend money to train them and make them ready for work. Those corporates which are hiring from institutions have shown dissatisfaction over management education in India. B-schools are not able to fulfill the requirement of corporates. They are not able to supply even fifty percent of the requirement of the corporate. This is the big question mark for the management education system.

Figure 2: Total intake capacity

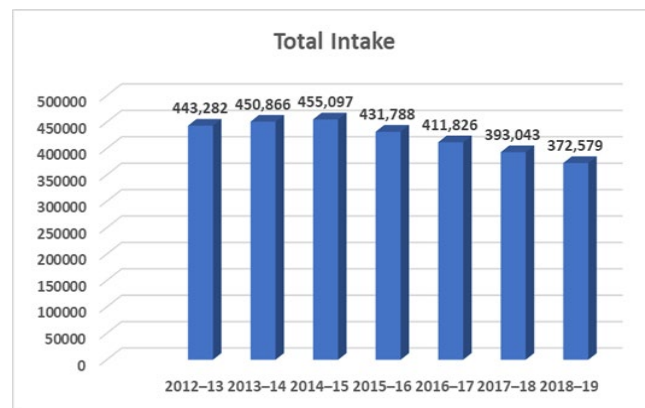
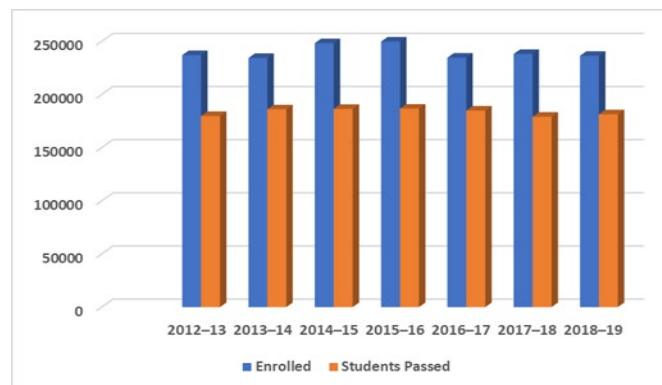


Figure 3: Total enrolled versus students passed



This question has been voiced by the secretary general of ASSOCHAM, D.S.Rawat (2013). According to him, except top 20 B-schools in the country, most of the other institutions are not able to provide employable workforce of MBAs despite their demand. According to him only 10% graduates are employable as compared to the industry demand. Growing number of tier -2 and tier-3 which are not able to uplift the quality of management education and that

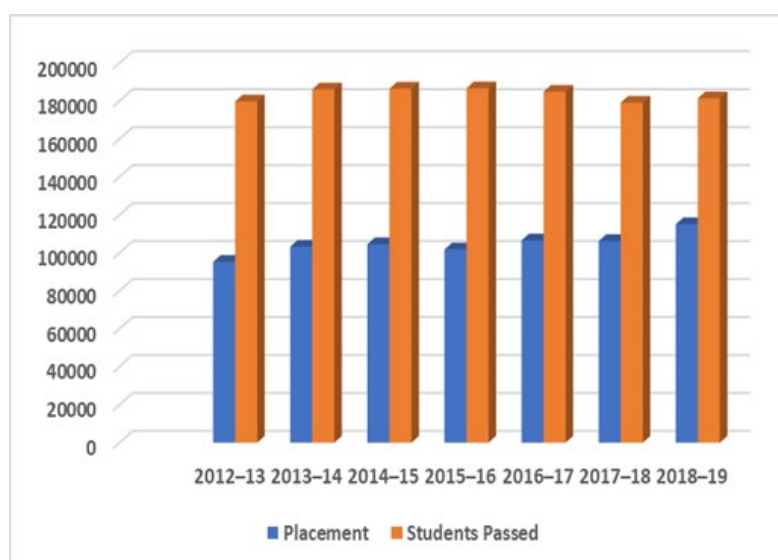
is why the gap is increasing. In many B-schools the course content is redundant and is not keeping pace with the global business expectations.

National Education Policy (NEP) 2020 and Management Education

Azevedo et.al. (2012) suggest a conceptual framework to measure the employer needs related to career development and job performance.

They also proposed competencies which are expected of students from B schools which might be developed such as leadership, analytical skills, foresight, presentation and communication. Employers need decision making abilities in students (Shanahan and Hyman 2003) or specific professions through multidimensional ethics scale (McMahon and Harvey 2006; Reidenbach and Robin 1990, 1991).

Figure 4: Students passed versus placed



Curriculum and Pedagogy as per NEP

So far as the pedagogy and curriculum is concerned, the B schools can be divided into three parts. First, those schools that are teaching the curriculum through conceptual lecture-based method which was taught by almost all the institutions during 1960 to 1995. The second group of schools teach through case-based approach to deliver the concept which was adopted during 1995 to 2010. Third, those top B schools which are adopting the methods that are required by the stakeholders according to changing demand and time. Most of the

institutions are still using an outdated method of teaching. “Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support” (NEP 2020: 38).

Conclusion

Hence, institutions in the middle category should focus more on the students’ placements. For meeting the sustainable development goal 4 of NEP 2020, a change in the pedagogy is needed. Pedagogical tools should be changed in such a manner that students become decision managers than just information managers. (Mintzberge 1990) says management schools in the middle are sending their students for information roles. Number of institutions accreditation for international quality in management education is very low. There is need to re-examine the National Institution Ranking Framework.

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TOWARDS A MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION:

A BRIEF REVIEW OF NEP 2020

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Abstract

The New Education Policy 2020 (NEP 2020) aimed to provide all citizens with access to high-quality education and convert our country into an egalitarian and thriving knowledge society. It is a positive step that will cause a paradigm shift in India's educational system and change it into one that is contemporary, forward-thinking, and equal. NEP 2020 concentrates on Higher Education to be more comprehensive and multidisciplinary. The objectives are to emphasise higher education system's policies, to discuss the background and emergence, to highlight the vision, the focus thrust areas, the principle guidelines, to bring to the attention of the stakeholders about the features, the impact areas, the hits and misses, the unintended consequences, and the opportunities. Higher education to adapt to the COVID-19 pandemic's key challenge as it faces hitherto unheard-of difficulties. The policy's primary goals are idea generation, idea exchange, and ECCE generalization, with a focus on multilingualism and Indian languages, standard-setting, and school accreditation to increase transparency. The policy proposed the creation of two new agencies; PARAKH & NTA. By granting liberty to develop and carry out the initiative locally with a commitment to accomplish 100 percent Gross Enrolment Ratio (GER) across all levels by 2030, blended learning teacher training programmes (MOOCs) are fostered to reflect about the successes and failures of NEP 2020's higher education policies.

Keywords: National Education Policy 2020, NEP 2020, Higher Education Institutions, National Research Foundation, NTA, MOOC, GER, Hits and Misses of NEP, Sustainable Development

Introduction

The New Education Policy launched in 2020 amid all of these difficulties (NEP). It was last constructed in 1986 and will be released on July 29, 2020. Former ISRO Chief K. Kasturirangan proposed the proposal after conversing about the ongoing issue and improvements to the educational system. His objective was to have an impact on everyone, from kindergarten to the workplace. It gained the union cabinet's approval and has effectively

brought about radical changes in the Indian educational system. The single regulator for higher education institutions,

the system of various entry and departure points for degree programmes, the low stakes board exams, and the common admission exams for universities are all introduced in this policy. The NEP 2020 was largely praised for being forward-thinking, inclusive, and far ahead of its time in terms of its vision. The development of each person's creative potential, as well as higher order cognitive skills like critical thinking and problem solving, as well as social, ethical, and emotional aptitudes and dispositions, is a priority for NEP 2020.

Objectives :

- (1) To emphasise and summarise the higher education system's policies through NEP 2020
- (2) To discuss about the Features, Impact Areas and Opportunities to Stakeholders
- (3) To reflect about the Merits and De-merits of NEP 2020's higher education policies.

Major Highlights to emphasise and summarise the higher education system's policies

The ambitious and significant changes that the National Education Policy 2020 (NEP 2020) had bring forth could completely alter the nation's educational system. The Indian educational system will undergo revolutionary changes as a result of it.

1. **Vision :** Building a world-class education system based on Indian values and in accordance with the concepts discussed below is one of NEP 2020's goals, which will turn India into a worldwide knowledge power.

2. **ThrustAreas:** The crippling problems that the Indian Educational System has faced for the past few decades must be addressed as part of NEP 2020. Some of the policy's focal points include:

Poor literacy and numeracy outcomes in primary education: Several studies indicate that, despite attending school for five years, 50% of children do not possess fundamental literacy skills or numeracy, or the capacity to comprehend and manipulate numbers. NEP 2020 essentially views this foundational learning as a key subject and seeks to help students develop a variety of skills and capacities

High dropout rates in middle and secondary schools, inconsistent curriculum: According to data from the ministry, secondary dropout rates have risen in a number of states during the last three years. There are numerous causes for Dropouts can occur for a variety of reasons, including lack of money, poor health, and living far from a school. Furthermore, there are significant differences in dropout rates by state, gender, ethnicity, and class. Given that a sizable fraction of registered students leave out after Grade 5, and particularly after Grade 8, the Gross Enrolment Ratio (GER) is also significantly declining. Therefore, a focus of the policy is also on reducing the dropout rate and raising GER, particularly in the middle and secondary education levels.

Higher Education Institutions (HEIs) are seeing an increase in dropout rates due to a lack of a multidisciplinary approach, flexibility in subject selection, and evaluation issues. The Gross Enrolment Ratio (GER) is declining and staying the same at the same time.

The Gross Enrolment Ratio (GER) is falling at the same time and has remained at less than 50% for middle and secondary schooling. It indicates that many students are deterred from

pursuing higher education. Therefore, the policy's primary goals are to reduce the dropout rate and boost GER in higher education institutions.

Childhood care, curriculum design, language/medium of instruction, teacher preparation, teacher evaluation, assessment pattern and evaluation, and test style are additional general focus areas for NEP 2020. It is suggested that the Performance, Assessment, Review and Analysis of Knowledge of Holistic Development (PARAKH), a new assessment centre, be used to establish educational standards. Additionally, there are problems with regulation, teacher recruiting, and the lack of universal standards and norms for colleges.

NEP 2020 and HEIs : Features, Impact Areas and Opportunities to Stakeholders

The policy's main objectives are to improve the quality of Higher Education Institutions (HEIs) and establish India as a hub for international education. The emphasis is on offering a flexible curriculum through an interdisciplinary approach, generating numerous departure points in a four-year undergraduate degree that would catalyse research, strengthening faculty support, and expanding internationalisation. Concern about policy, specifically with regard to higher education, is shown in the following table.

Table 1: Features, Impact Areas and Opportunities to Stakeholders

Features	Impact Areas	Opportunities to Stakeholders
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<p>Integration of vocational education with higher education</p> <p>Enhanced equity and Inclusion</p> <p>Movement towards multi-disciplinary and integrated teacher education programmes</p> <p>Conversion of existing standalone institutions to multi-disciplinary Higher Education Institutions (HEIs)</p> <p>Three-tiered institutional structure i.e. Research Universities, Teaching Universities, and Autonomous Colleges</p> <p>Increasing scale of HEIs and promoting multi-disciplinary education</p> <p>Encouragement to reputed international universities</p> <p>Career progression pathways for faculty</p> <p>Flexible curricular structure with multiple entry and exit points</p> <p>Focus on Online Learning and Open Distance Learning (ODL)</p> <p>Establishment of National Research</p>	<p>Quality universities and colleges through large-scale consolidation</p> <p>Institutional restructuring and Consolidation.</p> <p>Focus on multidisciplinary education</p> <p>Accessible and inclusive higher education system</p> <p>Enhanced equity and Inclusion Improving equity and access through ODL and online programmes</p> <p>Quality and well incentivised faculty</p> <p>Addressing faculty shortage and quality</p> <p>Catalysing research through NRF</p> <p>Promoting excellence through internationalisation</p> <p>Internationalisation Reforms Accountability and transparency for governance improved governance, efficiency and accountability</p>	<p>State Governments</p> <p>Better outcome monitoring and resource</p> <p>Sharing. Improved budgetary efficiency enhancing Educational outcomes</p> <p>HEIs</p> <p>Ease of starting and operating HEIs through clear demarcation of roles and responsibilities</p> <p>Increased academic and administrative autonomy</p> <p>Opportunities of expansion and for increasing enrolments in terms of ODL and online programmes</p> <p>Development of own vocational courses by HEIs</p> <p>Enhanced opportunities for private HEIs</p> <p>Faculty</p> <p>Better service environment for faculty</p> <p>Career advancement for faculty</p> <p>Minimal career gap and continuous learning for trainers through use of technology platforms</p> <p>Rationalisation teaching duties and greater opportunity to faculty to design curricular and pedagogical approaches</p> <p>Students</p> <p>More opportunities to enter higher education system</p>
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<p>Foundation (NRF)</p> <p>Single regulator for all of higher education</p> <p>Disclosure of information to public</p>		<p>Greater flexibility for course choices</p> <p>Digitally stored credits for future reference</p> <p>Hands-on learning and practical exposure</p> <p>Improved transparency by HEIs</p> <p>Reduced pressure on students through single common entrance examination</p> <p>Greater exposure to Indian students through exchange programmes</p> <p>Industry and other service providers</p> <p>Collaboration opportunity to industrial</p> <p>players in block chain, AI and predictive</p> <p>analytics</p> <p>System-wide ICT transformation leads to</p> <p>potential for private participation</p> <p>Opportunity for financial services and</p> <p>technology players</p> <p>Opportunity for industry multifaceted</p> <p>participation</p> <p>Opportunity for private sector to come ahead as expert in operation of National</p>
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		Education Technology Forum (NETF)
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Source: National Education Policy 2020 (MHRD)

- The policy envisions a new architecture and vision for higher education that includes sizable, well-resourced, and active multidisciplinary institutions that strive for excellence.

The strategy ensures that students receive a broad-based liberal education by utilising flexible yet complete curriculum structures, imaginative course combinations, the integration of vocational education, and many entry and exit points.

- Because institutional governance will be based on academic, administrative, and financial autonomy, the policy encourages voluntary and self-directed governance.
- The goal of the policy is to ensure that there is good regulation, which will be light but strict because it will be in the span of independent bodies to eliminate conflicts of interest.

Key Merits and De-merits of NEP 2020's higher education policies

The Hits, Misses and Unintended consequences:

1. Early Childcare and education for young children (ECCE)

Hits: Increases the eligibility period for the Right to Education from 6 to 18 years. The policy promotes ECCE's universalization with the aim of having all children "school-ready" by

2030. Invests in play areas and kid-friendly facilities, as well as providing ECCE teachers and anganwadi workers with ongoing professional development (CPD) opportunities through a six-month certification programme with some online components.

Misses: Maintaining the status quo of implementing curricula across three different ministries under the control of one ministry. This approach has so far resulted in a poor integration of ECCE and elementary education. A "joint task team" suggested by the NEP doesn't seem like a sufficient solution to close this well-known gap. Uncertainty on whether each anganwadi or pre-primary learning centre will have a qualified teacher and staff members (sevika).

2. Foundational Literacy and Numeracy (FLN):

Hits: To attain 100% fundamental level learning (up to Grade 3) by 2025, various strategies include a three-month pre-course for pupils, access to digital content via enlivened textbooks (ETB-DIKSHA), student-led peer learning, and community tutoring are suggested. With a priority given to underserved communities and groups within society, teacher openings must be filled as quickly as possible.

Misses: There is no specification of a core text by which literacy will be evaluated. It's critical to prioritise pupils' access to relevant, age-appropriate reading materials in a variety of languages, which is currently a constant focus of government initiatives like Samagra Shiksha.

Unintended consequences: Emphasizing core knowledge exclusively may prevent pupils from mastering learning objectives for their grade. Furthermore, this could limit the motivation for youngsters who are seen as "talented" or "high performers."

3. Access to all levels of education for everyone

Hits: A pledge to reach a Gross Enrolment Ratio (GER) of 100 percent at all levels by 2030. Investment in infrastructure and teachers for students up to the 12th grade; as well as making sure that pupils have access to social workers and counsellors so they can address problems contributing to dropout rates. To ensure that no child is left behind, all children are rigorously tracked using a platform built on technology. Promoting various public-private partnership school models in order to reduce the number of dropouts and children who are not enrolled in school.

Misses: There is uncertainty on the number of social workers or counsellors needed for each child, their level of appointment (such as school or cluster level), and how they will be hired. There is no explicit mention of legal infractions, such as underage labour and child marriage, which cause school dropouts. There is a lack of understanding regarding the social and professional (commercial) worth of the open learning courses offered to kids who cannot attend school.

4. School pedagogy and curriculum

Hits: The policy emphasises bilingual education and textbooks for learning, as well as numerous languages at the middle and secondary levels. Local languages are encouraged to be the medium of instruction at least up to Grade 5. The recommended 5+3+3+4 class system is centered on defining learning levels at each crucial turning point, using a multidisciplinary approach, and streamlining content by focusing on fundamental learning competencies. At the middle school level, new age topics like coding and computational thinking are presented. In secondary school, students can now select their own topic curricula (primarily in arts, physical, and vocational education).

Misses: Regarding the instruction language, there is no final judgement or rule. The strategy, which encourages the use of local languages "whenever possible," for instance, provides a lot of opportunity for the status quo—the current three-language formula—to persist, particularly in the case of high-performing government-run school systems like Kendriya Vidyalayas (KVs).

The problem of children's "mother tongue" and home language differing from the local language used for instruction in schools has not been addressed, particularly in the case of migrant and Adivasi households.

5. Assessments and testing

Hits: The current proposed educational system's emphasis on measurable learning outcomes at all grade levels, including testing in the third, fifth, and eighth grades, is a success. Providing formative assessments (those that are carried out regularly covering smaller sections of the curriculum), peer evaluation, and comprehensive progress reports to gauge the kids' continuous academic development. The board exams for grades 10 and 12 to include student choice.

Misses: Performance assessment review analysis of knowledge for holistic development and the National Testing Agency, respectively, the policy proposed the creation of two new agencies. These new organisations might promote overcentralization and possibly overtesting of kids at the federal and state levels.

Financial based on state performance may potentially contribute to future funding shortages for low-income and underperforming states, furthering the stratification.

The policy recommends creating a comprehensive progress report card for parents and kids that can be accessed through AI-based software to track their development on a regular basis. It does not, however, specify how the current, stark digital gap will be closed.

The focus on "talented kids" to enhance admission into IITs and NITs through increasing Olympiads and other competitive events is mentioned in the policy wording. Olympiad preparation and exam costs are unaffordable for lower-income families, and if elite institutions used them as admissions criteria, as the policy suggests, it would exacerbate social imbalances already present in higher education.

Unintended consequences: The culture of high stakes testing, where schools are compelled to publish student scores on several state and national examinations, will put pressure on kids to achieve, counteracting the policy's stated goal of "lowering coaching culture."

The holistic learning goals envisioned in the curriculum portion will be completely abandoned if teachers and schools begin teaching for the test.

The policy promotes the universalization of Early Childhood Care and Education with the aim of having all children "school-ready" by 2030.

6. Education for teachers and training

Hits: By 2030, a four-year B.Ed undergraduate programme would replace the existing two-year D.El.Ed/B.Ed degree as the minimum qualification for teacher education. Promotion based on merit, as opposed to seniority and teaching level (elementary, primary, or secondary), is greatly encouraged by policy. Encouragement of blended learning teacher training programmes (MOOCs) for continuing professional development (CPD) for educators, with a minimum requirement of 50 hours per year.

Misses: Missed chance to link in-service teacher training to credits associated with seniority, which would have improved its efficacy. (A global best practise is to assign "credits" for successfully completing each teacher training programme; the accumulation of credits over a 10-year period can be used to qualify for raises and/or as a foundation for promotion weighting.)

7. Education that is equitable and inclusive

Hits: The "Gender Inclusion Fund," which promotes inclusion initiatives at the state level, builds a secure infrastructure, and boards specifically targeted female and transgender students. To improve the quantity and quality of learning, Kasturba Gandhi Balika Vidyalayas (KGBVs)/KVs and Special Education Zones (SEZs) are established in aspirational districts.

Misses: Only "verbal admission" that disparities exist; there are no action points or deadlines for closing the gap between social categories or for children with special needs. Mention of a "culture of inclusion" at the school level, but no explanation on how to implement it. There could have been more recognition and support for the declining educational performance of some religious minority indicated in the policy. Neither the Gender Inclusion Fund nor boarding schools address the issue of female student safety and sexual assault. The roles of the social workers, special educators, and counsellors who are needed to close various gaps in social inclusion and development are unclear, as are their appointments, budgets, ratios, and other factors.

8. Education facilities

Hits: Reorganizing smaller schools with very low enrollment into a "school complex" structure, which connects 10-15 of these small schools into one administrative unit, will aid

in lowering school isolation, maximising the use of teaching and learning resources, and improving governance and accountability, particularly in rural and Adivasi regions of India. Decentralized implementation and greater parental engagement will be encouraged via the School Complex Management Committee (SCMC) and public representation at the school complex level.

Misses: It is believed that parents and students will be able to move around safely and affordably, particularly while using shared resources like libraries, Balbhavans, labs, Samajik kendras, and so on.

9. Establishment of standards and school accreditation

Hits: A determined effort to establish standards that will increase transparency and accountability in schools.

Misses: There is a perception that there is too much scrutiny on how schools operate due to frameworks like the School Quality Assessment and Accreditation Framework (SQAACF), standards set by SSSA, monitoring by the department of education, and routine testing by the SSC Board.

Unexpected outcomes: Multiple frameworks for monitoring and evaluating the performance of various institutions run the risk of over bureaucratizing and duplicating the regulation of the educational system.

10. The National Research Foundation's establishment (NRF)

The formation of the "National Research Foundation" (NRF) was one of NEP 2020's major priorities. The creation of the NRF to support internal research institutes and build a research ecosystem was one of NEP 2020's key priorities. The National Research Foundation (NRF)

was subsequently awarded an outlay of INR 50,000 crores in the Union Budget 2021–22, which will be distributed over a five-year period. On the contrary, quality research in India principally hinges on doctoral research work (leading to the award of doctorate credentials) produced by the universities that follow UGC regulations.

Misses : State government adoption is insufficient , only few States in India have started to implement NEP 2020. The state governments' poor rate of implementation is impeding the general progress that should be felt at the federal level.

NEP's long-term objectives :

By the year 2040, NEP 2020 hopes to have completely changed the Indian educational system. That will happen in around 20 years. Targeting short-term, measurable objectives and conducting regular reviews might be a better course of action.

Conclusion

The improvement of the adaption and implementation of the policy at the national level must be given top attention if NEP 2020 is to be successful and produce the desired results. Due to the fact that education promotes social and economic advancement, a nation's school, college, and university systems must have a well-defined, well-designed, and comprehensive education policy. The National Education Policy 2020 (NEP 2020) is an admirable and ambitious attempt to modernise, advance, and make equal India's educational system. NEP 2020 is in line with the 2030 Agenda for Sustainable Development and is based on the fundamental pillars of Access, Equity, Quality, Affordability, and Accountability (SD). It seeks to make India a thriving knowledge nation. By enhancing the holistic, adaptable, multidisciplinary, and 21st century-ready nature of both school and college education, society and the global superpower of knowledge can be served. The actual changes started

to begin with the school year 2021–2022 and last through 2030, when it is anticipated that the first stage of changes will become apparent. Although the aim is lofty, its successful execution depends on how would-be implementers comprehend the difficulties and attempt to overcome them. It necessitates a significant amount of acceptance, commitment, optimism, and attitude and mindset adjustment. Even yet, the NEP 2020 drafting committee has made a significant effort to create a policy that takes into account a variety of perspectives, international best practises in education, real-world experiences, and stakeholder comments. The vision is aspirational, but the execution plan will determine if it will actually promote an inclusive education that prepares students for the workplace and the future. However, a vast array of NEP 2020 whether a success or a failure and how quickly it is implemented will depend in large part on how well the government, universities, and schools are able to overcome the obstacles in their way. Lastly, the National Education Policy (NEP 2020) suggests some bold changes that could completely transform the educational system.

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Collaborative Learning and Research in Higher Education Institutions-A **Review of selected case studies**

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ABSTRACT

By now, it has been realized that higher educational institutions (HEI) in India is experiencing one of its most challenging times. Institutions thrive when their students and alumni thrive and this could happen only when highly relevant and outstanding education is offered- an education that results in gainful employment and greater life-fulfillment for its graduates.

As most of our HEI especially colleges face financial and resource constraints, resort collaborative research could be the fitting option. In collaborative research not only resources are shared but cooperation between various disciplines leading to emergence and advancement of new knowledge. It goes without saying that carrying our interdisciplinary collaborative research is the need of the hour. Discipline boundaries need to be dissolved and knowledge needs to be liberated from all confines. In this very context, there is a need to develop curriculum, strategies and take necessary measures for enhancing collaborative research and promoting research quality at our HEIs.

Keywords: Collaborative Research, Curriculum, Higher Education, Knowledge Liberation, Resource management

Introduction

Collaborative Learning and Research is the need of the hour. The basic economic problem of limited resources and unlimited wants requires efficient allocation of resources to satisfy the needs and thrive. With a boost in innovation there is a surplus of ideas among the education fraternity but lack of resources to implement them. In developing nations like India it is all the more crucial that HEI's, most of whom are facing financial crunch collaborate for learning and research and open new vistas of opportunity for each other. The current study reviews five such selected case studies where interdisciplinary collaboration has been done to analyze the various catalysts and processes that can improve and facilitate the Collaborative Learning and Research along with saving time, cost and resources.

Review of Literature

1. A research on collaborative study of students was undertaken by K. Scager, K., Boonstra, J., Peeters, T., Vulperhorst, J., & Wiegant, F. (2016), in order to find traits which, enrich student collaboration. The collaboration processes (task and team regulation, mutual support and motivation, positive interaction) applied by these students were seen to be potent and productive. A very clear outcome of this procedure showed that positive interdependence was present. This in turn supported the idea that positive interdependence is a vital factor affecting the effectiveness of collaboration. In the five courses of this study, the combination of design factors seems to have prevented free riding. Their study concluded that collaborative learning in higher education should be planned by using challenging and appropriate tasks which initiate shared proprietorship with students.

2. Students may learn a lot from working in groups, but the learning by way of collaboration is not attained much in practice ([Johnson et al., 2007](#)), particularly in science education ([Nokes-Malach and Richey, 2015](#)). Collaborative, cooperative, and team-based learning are usually designed to represent the same concept, although they may be defined differently ([Kirschner, 2001](#)); These concepts are intended to be comparable and the term “collaboration” seems to have been used throughout the paper. Empirical research conducted at intervals have displayed that positive relationship exists between collaborative learning and student achievement, effort, persistence, and motivation (for reviews, see [Slavin, 1990](#); [Webb and Palinscar, 1996](#); [Barron, 2000](#); [Johnson et al., 2007](#)). Undeniably then, collaborative learning seems to promote vast and profound learning, in which students engage in high-quality social interaction and exchange of ideas.

In yet another study conducted by Linton et al. (2014), university student achievement in a biology course in individual and group settings were compared. It was seen that students in

group settings were considerably better with respect to conceptual understanding in comparison with students in courses with an individual setting. Apart from these cognitive benefits, collaborative learning also provides social skills needed for future professional work in the field of science.

3. studies by researchers have shown that social interaction is crucial for effective collaboration. Learning outcomes of collaborative-learning groups have also been found to depend on the quality of student discussions, including argumentation ([Teasley, 1995](#); [Chinn et al., 2000](#))

4. Concerning secondary or intermediate factors affecting group work, positive interdependence theory is one of the best-founded theories explaining the quality of interaction in collaborative learning ([Slavin, 1990](#); [Johnson and Johnson, 1999, 2009](#); [Gully et al., 2002](#)). According to this theory, collaboration is enhanced when positive interdependence exists among group members. This is achieved when students perceive the contribution of each individual to be essential for the group to succeed in completing the assigned activity ([Johnson and Johnson, 2009](#)). Hence, positive interdependence results in both individual accountability and promotive interaction. Individual accountability is defined as having feelings of responsibility for completing one's own work and for facilitating the work of other group members. A sense of mutual accountability is necessary to avoid free riding ([Johnson and Johnson, 2009](#)),

Objectives of Research Paper:

1. To study the collaborative research environment in higher education
2. To study the need to develop curriculum, strategies and take necessary measures for enhancing collaborative research and promoting research quality at our HEIs.

Research Methodology:

The study is based on secondary data which will be based on Government reports, reputed Journals, Research Papers, Magazines, Newspapers, Internet and Educational Bulletins .

Findings:

Different studies have embarked on the journey of Collaborative Learning and Research through different routes. However one can see that results were aligned in similar ways as follows:

- (K. Scager et.al ,2016) studies the processes for collaboration and factors for the same. The author concludes that collaborative learning shall be designed along with interesting and relevant tasks. A major thrust was given to positive interdependence which is composed of individual and mutual accountability.
- (Valerius, et.al 2015) suggests on the study of curriculum collaboration that reduces overlap and consolidated learning can be achieved through such ventures.
- (Neill, et. al 2012) suggests collaboration of business and clinical aspects which in turn enlarges the perspective of students.
- (Aspland, et.al 2006) focuses on Collaborative Learning and Research and concludes on how the partnership between university and school based researchers shape the perceptions along with field-based projects.
- (Schnaubert, L., & Bodemer, D.,2018) conclude that the statistical interdependence between learners results from mutual influence of learners themselves.

Conclusion

Critical Collaborative Action Research reserves the potential for teachers to feel empowered as curriculum practitioners and leaders in their respective professional work contexts. It empowers them to contest current trends, policies and imperatives at national, state, and systemic levels which are seemingly centralizing control over curriculum decision-making. It enables to collaborate with significant others in planning for transformative action at local and broader levels of context; and also authorizes them to implement and be accountable for their actions. (Aspland, T)

Recommendation

As proposed by Aspland, T, critical collaborative research may be conducted in the following ways:

- collaborative – where practitioners and researchers are engaged in collaborative action work together as a group continually denying and redefining the purposes of the research.
- critical – where underlying assumptions and beliefs are recognized. Curriculum trends, policies and practices are seen to be problematic and contestable; and further action is tied to critical frameworks which aim on social justice and facilitation for all.
- action-oriented — which demands direct involvement and influence from the real-world experience of practitioners, where the problems of practice are fashioned and possible solutions are discussed in earnest, framed, and results are reviewed, noted and reconstructed.
- honest – which generates high levels of trust and relationship building amongst all participants.
- contributory – where roles are discussed upon and not imposed. At the same time, responsibilities are also clearly defined and self-determined;

- communicative – which results in interaction among group members.
 - real - realistic expectations are set regarding time-lines discussing possibilities in particular contexts.
 - equitable -where power and authority over design, process, and outcomes are shared
 - meaningful – where teachers are valued as persons not as research objects and moreover, they are actively involved in the research process where they can tell their story.
- representative -where commendation of the professional, social and emotional needs of teachers take place
- sustained - time for reflection and reconstruction and an integral feature of the process; and
- transformative – which leads to empowerment so that change happens, not just for explaining or understanding which is of utmost importance. These definitions may be useful as piloting essentials for critical collaborative action research which seeks to understand the complexity of factors which encounter teachers as they try to live out in their classrooms the implications of policies and curriculum statements. If research aims to interpret and reflect upon such lived experiences, as well as upon the beliefs and understandings of teachers, then the collaborative approach, in the form of critical collaborative action research, can be contented as the way to progress. It offers to teachers, as researchers, opportunities to tell stories of their experiences in ways that inform and transform future practices in a critical and comprehensive manner.

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A study on Issues, Approaches, Challenges and Opportunities of New Education Policy 2020.

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Abstract

Well defined policy is essential for a country as it leads to economic and social progress. The new National Education policy 2020 has therefore been transferred into the framework of this system. Different countries adopt different education system according to their traditions and culture also adopts different stages at school and college level to make them more effective.

The new Education policy 2020 which was approved by the union cabinet of India on 29 th June 2020, pipeline the vision of India’s new education system, this policy is replacing the previous National policy on Education 1986. During the study I critically examined the policy and able to know issue, Approaches, Challenges and opportunities. The current paper describes the requirement of NEP 2020 provisions and practices.

Keywords: New Education Policy, Higher Education Institution, Indian Education.

Introduction:-

Currently India has more than 845 universities and approx. 40000 higher education’s Institution (HEI’s), Despite this India fell behind in the list of better quality universities around the world in recent years. It was expected that government and education system would take some concrete steps to improve the matter so that improvement could be made. Keeping in view this, Indian government decided to change education policy after 34 years and constituted K. K. Kasturirangan committee to draft National Education Policy. In 2019, committee submitted report and on July 2020 central government approved it.

The NEP 2020 is the third education policy. The first policy was introduced in 1968 and second on was in 1986. In 1992, government made some amendment in second policy. It is predicted that India will be the third largest economy in world by 2030 with estimated GDP of 10 trillion dollars. It is also evident that these economies will be driven by knowledge resources and not by natural resources.

The currently introduced National Education Policy 2020 envisions an India’s central education system that contributes directly to transforming our nation sustainable into an equitable and vibrant knowledge society by providing high quality education to all.

Need for change in policy:-

1. To cater needs of knowledge based economy in changing global scenario.
2. New system to enhance quality of education.
3. To promote innovation and research.
4. To ensure global access to Indian education system.

About NEP 2020

Under New education Policy 2020, education system has been fixed by 2030. The curriculum is divided into 5 + 3 + 3 + 4 in place of currently running 10 + 2 model. The target of investment of both state and central government has also been set which will be equal to 6% of GDP.

“We have tried to create a policy that will change the educational landscape in our understanding so that we can prepare the youth to face the current and future challenges. It has been a journey in which every member has taken a personal and collectively, we have tried to cover different dimensions of the broader educational landscape of our country. This policy is all based on the guiding objectives like access, capacity, quality, affordability, and accountability. From pre-primary to higher education, we have taken this field Seen in an uninterrupted continuity as well as encompassing other areas connected to the broader landscape”. (K. Kasturiranjana, Committee chairman)

Approaches

Four stages for school education

1. Foundation stage: - For the children of 03 to 08 years old, this stage has been fixed for 05 years in which 03 years of pre-school level and language skill of students will be evaluated.
2. Preparatory Stage: - For the age group of 08 to 11 years old, time duration will be of 03 years. Standard 03, 04 & 05 will be included in it. Special attention will be focused on strengthening numerical skills of the students along with it students will taught science, art and language.
3. Middle Stage: - For the age group of 12 to 14 years old. Period of 03 years including standard 06 to 08 grade. Curriculum will include various subjects along with coding. At the same time all children will give opportunities for vocational testing cum internship.
4. Secondary Stage: - For the age group of 15 to 18 years old. Period of 04 years will include existing 09 th to 12 th standard/. It will include intensive study of the subjects. At this level students will allowed to choose their subjects according to their choice not limited to specific stream.

Provision for higher education

1. Target to increase gross enrollment ratio in higher education institution from 26.30% to 50.00% Aim to add 03 to 05 crores new seat in educational institutes.
2. UGC will be replaced by Higher education commission of India which will look after higher education except medical and legal education.
3. Multiple entries & exit at undergraduate curriculum under four years undergraduate program students will be able to leave course at different level and will awarded degree, diploma or certificate accordingly.
4. Academic Bank of Credit will be formed, in this digit or credit received by students will be preserved digitally.

5. Focus on physical activities as well as other types of skills such as horticulture, Yoga, Music, Dance, Sports and Sculpture etc.
6. Emphasis to invest 06% of GDP on education sector at present it is 4.43% of GDP.
7. Within 15 years process of affiliation with universities will be eliminated by giving autonomy to colleges.
8. To give international shape to education top global ranking university will be allowed to open branches in India.
9. National Research foundation will setup as apex body to conduct research and promote strong research Culture.
10. Four bodies of Higher education commission of India :-
 - i. National Higher Education regulatory Council: Act as a regulator for the higher education sector including teacher Education.
 - ii. General Education Council: Will create framework of expected learning outcomes and Standardization of work in higher education.
 - iii. National Accreditation Council: Will provide accreditation to Institutions.
 - iv. Higher Education Grants Council: This body will provide Finance to Colleges and Universities.

Challenges to NEP

1. Expensive Education; Privatization of Education and allowing foreign universities in India Economically will definitely increase expenses lead to challenges for economically lower class students to pursue it.
2. Co-operation; Education of State in Concurrent subjects. Therefore state governments have to come forward for the implementation.

3. Feeding related inadequate investigation; Regulation related to fee structure and other process exists but unable to curb profiteering as unlimited donations.

4. Financing; To ensure 06% of GDP as public expenditure on education will depend on how strong the will power is?

5. Lack of resources; No proper resources available in HEIs so it will be challenge to provide it.

6. Target and Timeline; Entire policy will be implemented by 2040. 100% gross Enrolment ratio by 2030. Teachers to be prepared for reforms by 2030. Common standards of learning in public and private school. Universalizing early childhood care and education by 2030. Vocational training for learner by 2025.

Issues of NEP

1. Early streaming of students into different disciplines.
2. Lack of access to Higher education especially in socio- economically backward area.
3. Lack of teacher and institutional autonomy to make innovations.
4. Insufficient mechanism for career management.
5. Lack of research and innovation in most of the universities.
6. Corrupted regulatory system.

Opportunities

New education policy begins with unfinished agenda of education policy 1986. Level of Enrolment at primary and subsequent level increase and achieved but drop in quality of learning.

Also lead to weakening of accountability mechanism.

1. School Education;

i. Revamping of 10 + 02 structure into 5+3+3+4.

- ii. NCERT will focus on development of new curricular & pedagogical structure.
- iii. Focus on attaining foundational numeracy and literacy by grade 03.
- iv. Establishment of Separate national book policy to develop libraries around the country.
- v. Mid-day meals to see an up gradation in Nutrition components.
- vi. Design of Program to alleviate issues of dropouts.
- vii. Medium of Instructions.
- viii. PARAKH a new body to focus on assessment as national Achievement survey (NAS) and State Achievement survey (SAS).

2. Higher Education;

- i. Policy argues against commercialization for education but allow foreign universities and Privatization. It requires to be balanced.
- ii. Focus on futuristic curriculum integrating technology in institutions.
- iii. Indian universities will be allowed to set up campuses elsewhere in the world.
- iv. National Research foundation to support research and innovations.

Criticism on NEP 2020.

- 1. Here are some criticisms which are required again NEP 2020. The policy fails to be inclusive of the bottom- most strata of society such as poor, women and caste/ religions minorities.
- 2. Many Milestone and Commitment to finance necessary to execute this plan aren't clearly defined.
- 3. There is no clear commitment that can hold government accountable.

4. NEP 2020 is silent on RTE act, no binding on central / state legally for mechanism to link education and universalization of it.

5. NEP 2020 circumvented parliamentary oversight, discussion and scrutiny as it has been brought at the time when parliament is not functioning due to covid-19.

Conclusion

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. Strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary Autonomous colleges with degree giving power in their name or become constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. The system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected too visible.

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An Overview of The New Education Policy 2020 and its Impact Areas

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Abstract

The NEP 2020 which was approved by Union Cabinet of India on 29th July 2020 outlines the vision of India's new education system. The policy aims to transform India's education system. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. The article focuses on various educational stages to be implemented under NEP 2020 and the areas influenced by the policy. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

Keywords: The New Educational Policy 2020, HEI, India, Quality Education, Research and Innovation Focus, Educational Stages, Impact areas.

Introduction:

The National Education Policy 2020 was approved by the Union Cabinet of India on July 29, 2020 and it outlines the vision of India's new education system. The policy is an inclusive bodywork for elementary education to higher education as well as vocational training in both rural and urban India. “ The vision of the National Education Policy is: “National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.” The ambition of quality education is to develop individuals who are reflective, thoughtful, well rounded, and creative. It must enable a person to study one or more core areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological and the vocational subjects. The

endeavour of holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and inadequate support for student.

2019, the Ministry of Human Resource Development (MHRD) released a Draft on NEP, 2019, which was trailed by several ideas and consultations offered by the stakeholders and public. The Draft NEP discusses reducing curriculum content to enhance essential learning and critical thinking. The objective is to promote holistic experiential, discussion-based, and analysis-based learning. It also talks about a revision of the curriculum for the first time. The significant change is in pedagogical structure from a 10 + 2 + 3 system to a 5 + 3 + 3 + 4 system. This is an effort to optimize learning based on the cognitive development of children. On July 29, 2020, the cabinet (senate) approved a NEP intending to introduce numerous changes to the prevailing education system of India. Appropriate and liberal, the NEP 2020 scripts a significant advance in our education system.

The four-part National Education Policy covers school education (Part I); higher education (Part II); other key areas of focus (Part III) such as adult education, promoting Indian languages and online education; and ‘Making it Happen’ (Part IV), which discusses the policy’s implementation. When it comes to the medium of instruction in schools and colleges, the mother tongue or a regional language has been introduced on a pilot basis. This applies even to engineering courses and a few institutes have been chosen to implement this initiative in the 2021-22 academic year. The primary objective of NEP 2020 was to reduce

undue focus on the Class 10 and Class 12 board exams. Consequently, board exams administered by the Central Board of Secondary Education will have a higher number of multiple-choice and analytical questions from 2022.

According to a UNICEF report, India’s education system is one of the largest in the world, with more than 1.5 million schools, 8.5 million teachers and 250 million children from varying socio-economic backgrounds.

Objectives of study

- (1) To give an overview of NEP-2020.
- (2) To study the impact areas that are influenced by NEP -2020

Research methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

Overview of NEP-2020

After prolonged academic debates, discourses and discussions, ultimately the nation has got another National Education Policy (NEP-2020) after a gap of 34 years. The National Education Policy-2020 envisions an India centred education system by incorporating its tradition, culture, values, and ethos to transform the country into an equitable, sustainable, and vibrant knowledge society. The NEP-2020 is developed by considering the wide and deep historical heritage of the country and the contributions of many scholars to different subjects as the founding stone to build high quality multi-disciplinary, liberal education at both school and higher professional education level.

Table 1 : Following are the various educational stages to be implemented according to NEP 2020.

Sr.No	Educational life-cycle Stage	Features
1	Foundation Stage (Five-year duration)	The foundation stage plans to give primary education to children between age 3 to 8 years with focus on play-based and activity-based learning for emotional, mental ,physical well-being and development of children.
2	Preparatory Stage (Three-year duration)	The preparatory stage propose to educate children of 9 to 11 years with discovery-based learning by introducing different subjects in a systematic classroom setup along with textbooks to support deeper insights into subjects.
3	Middle school education Stage (Three-year duration)	Middle school education aims to provide a more abstract concept in various subjects with the help of a liberal education model with a focus on experimental learning. There will be the concept of class level exams (semester-based system).
4	Secondary education Stage (Four-year duration)	The focus is to prepare students for the next level of specialized undergraduate programmes with the help multidisciplinary subjects having flexible exit options. The teaching pedagogy consists of courses designed with increased depth and flexibility according to student’s choice. Life aspirations and goals of students will be the prime focus areas while choosing subject groups. The semester system will consist of 5 to 6 subjects per semester.
5	Under-graduation Education Stage (Three to four-year duration)	There are four options when it comes to undergraduate higher education stage: one year certification programme, two years diploma programme, bachelor’s degree after three years of learning and an honours degree programme after the completion of four years with option of specialization (major and minor) and research projects.

6	Post-graduation Education Stage (One to two-year duration)	The Masters degree is re-defined as (i) One-year duration programme for four years honours bachelor’s degree students. (ii) Two-years programme for three years bachelor’s degree students and (iii) five years integrated degree programme for 12th standard pass students. The Masters degree will have a primary focus on research practices to strengthen competence in the final year students.
7	Research Stage (Three to Four-year duration)	Though research is a significant part of the final year undergraduate and postgraduate stages, the research scholars can pursue high quality research leading to Phd in their specialized field of interest for a time period between three to four years respectively. Phd degree will have a minimum of 8-credit coursework in teaching/education/pedagogy related to their chosen Phd subjects.
8	Lifelong learning	Education and Research at any stage of life is believed to give further maturity and enlightenment in life. For gaining enlightenment the process of lifelong learning is necessary for personal development of every human being in society.

To study the impact areas that are influenced by NEP 2020

Quality enhancement in Indian universities

The University Grants Commission (UGC) and the education ministry both have come forward to ensure quality in higher education, research and innovations. One of the significant impact areas would be quality enhancement and maintainence of quality in Indian universities and colleges. Specifically, the UGC has taken a very innovative and bold step to promote quality research, stop plagiarism, and avoid duplicity of research and publications by introducing UGC-CARE list of journals for quality academic writings. The NIRF and NAAC both are directly involved in measuring quality parameters of institutes of higher education as a whole and providing them ranking.

Restructuring of the institutions with focus on multidisciplinary education.

The aim will be to increase the gross Enrollment ratio in higher education from 26.3% to 50% by 2035. A university will be defined as a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes with focus on quality teaching methods and research. HEI across India will offer medium of instruction in local/ Indian languages. By 2030 there will be at least one large multi-disciplinary institution (HEI) in or near every district.

· **Inclusive and accessible higher education system with focus on equity.**

HEI will bring forward the concept of inclusivity and accessibility with increased focus on equity. The following are important steps that will be carried out by HEI.

- Provide more financial assistance and scholarships.
- Making admission processes more inclusive
- Make curriculum more inclusive
- Increase employability potential of higher education programmes.
- Develop more degree courses taught in Indian languages and bilingually.
- Ensure all buildings and facilities are wheelchair accessible and disable friendly.
- Provide socio-emotional and academic support and mentoring.
- Ensure sensitization of faculty, counselor and students on gender-identity issue and its inclusion in all aspects of HEI including curriculum.

Transparency in faculty recruitment and well incentivised faculties.

The process of faculty recruitment will be clearly defined and transparent in nature. Faculty will be given the freedom to design their own curricular and teaching methodologies. All HEI will be well equipped with basic infrastructure and facilities. Classrooms shall have access to the latest educational technology for better learning.

· **Promoting eminence through internationalisation**

India will be promoted as a global study destination providing premium education at affordable costs. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated. High performing Indian universities will be encouraged to set up campuses in other countries. Similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

Improved accountability and transparency for governance of all HEI.

Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self governing institutions pursuing innovation and excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established. Equity considerations will also be taken care of while selecting the members. The BoG of an institution will be empowered to govern the institution free of any external interference. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035. The BoG shall be responsible and accountable to the stakeholders through transparent self disclosures of all relevant records.

Conclusion:

The New Education Policy 2020 is a welcome change that aims at universalization of education from pre-school to secondary level. As the objective of any education system is to

benefit children so that no child loses any opportunity to learn and excel because of circumstances of birth or background, NEP-2020 has a target of 100% Gross Enrolment Ratio (GEER), in school education by 2030.

Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset. Under the NEP 2020, there is an extensive focus on reshaping the curriculum. The most important part of this new policy is the focus on Indianisation, which will lead to developing better citizens for the country. With NEP 2020, it is expected to revolutionize the education scenario in the coming future and this will certainly push India's claim towards becoming a superpower in the future. National Education Policy 2020 (NEP 2020) is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD).

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Faculty Empowerment Strategies: A Roadmap for Implementation of NEP 2020

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Abstract

Teachers are the backbone and core of the education system. Hence, ensuring their availability and improving their quality with the quality of teaching and learning have come to occupy centre stage of higher education. In the lines of National Education Policy 2020, the Higher Education Institutions (HEIs) are vested with a higher responsibility of teaching by the adoption of innovative methods, promotion of research, coordinate and support peer institutions for mutual benefits, active involvement in community engagements and services, to work in par with the industrial and societal needs, employ faculty for enhancement of education and enhance their competencies for quality education. The National Education Policy recognises and identifies teachers and faculty as the heart of the learning process. As envisioned by Hon'ble Prime Minister Shri Narendra Modi, the Policy empowers teachers of India and lists out various reforms for their recruitment, continuous professional development, service conditions, etc. Teachers must be at the centre of the fundamental reforms in the higher education system for the growth & prosperity of a nation. In this paper, various faculty empowerment strategies have been identified to be adopted for future quality improvement in higher education institutions in the light of a comprehensive performance management system based on 360° faculty appraisal as envisioned in NEP 2020.

Keywords:Comprehensive Performance Management System, Faculty Empowerment Strategy, Higher Education Institutions, 360° faculty appraisal, NEP 2020.

The Background:

The new National Education Policy (NEP) was announced right in the middle of the pandemic in July 2020 and draws from the common precinct of making India's education system future ready. The NEP 2020 focuses on bringing the much-needed transformational changes in the Indian education system with a global perspective. In the last 22 months since its eventful launch, the NEP has moved some ground in terms of meeting key milestones, notwithstanding the challenges from the global health pandemic. To begin with, the government has done well in terms of building awareness and interests amongst diverse stakeholders on the mission and vision of the NEP. This was marked in a 10-day long

Shikshak Parv that saw a series of national-level events featuring the Prime Minister and other key officials. Further, to make the intent more pronounced, the government has renamed the Ministry of Human Resources Development (MHRD) to Ministry of Education.

With the second year of NEP implementation just round the corner, let’s examine what the National Education Policy 2020 has in store for teachers to lift them out their current uninspiring job profile, rampant exploitation and dis-incentivised service conditions. NEP 2020 recognises that teachers will require training in high-quality content as well as pedagogy. By 2030, teacher education will gradually be moved into multidisciplinary colleges and universities. The Kothari Commission, 1966 said, ‘Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.’ The NEP 2020 too exhorts, ‘Teachers truly shape the future of our children – and, therefore, the future of our nation’ thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the NEP 2020 to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities.

Fundamental Principle: One of the fundamental principles of NEP 2020 that guides both the education system at large, as well as the individual institutions within it is: ‘**Teachers and Faculty are the heart of the Learning Process**’ with their 1. Recruitment 2.

Continuous Professional Development (CPD), 3. Positive Working Environments and 4. Service Conditions. The cycle of activities starting with planning of human resources, recruitment, performance appraisal and professional development programmes, feedback and analysis all ensure that they are utilized to develop strategies to upgrade the professional competence of the staff through various mechanisms evolved. The policy’s vision includes the following key changes to the current system: 1. Moving towards faculty and institutional autonomy; 2. Reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service.

Low Faculty Motivation: In NEP 2020 a chapter is devoted to Motivated, Energized, and Capable Faculty (p 40). However, despite various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

Performance Appraisal System: In higher education institutions efforts are continuously made to enhance the professional development of teaching and non-teaching staff, through strategies for empowerment includes training, retraining and motivating the employees for the roles and responsibility they perform. It is necessary to have a performance appraisal system comprehensive enough to ensure that information on multiple activities is appropriately captured and considered for better appraisal. The outcome of the review of the performance appraisal is development of efficiency and transparency in fulfilling the aspirations of the stake holders and greater commitment to teaching-learning process.

Proper Performance Assessment: NEP 2020 banks on 360-degree performance appraisal, also known as 360-degree feedback or multi-rater feedback, when employers evaluate employee performance from as many sources as possible, instead of only one-on-one feedback from a direct manager. 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)**.

Tenure Track System for Faculty Recruitment: HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a ‘tenure-track’ i.e., suitable probation period shall be put in place to further ensure excellence. There shall be a fast-track promotion system for recognizing high impact research and contribution. In this Policy, in the context of careers, ‘tenure’ refers to confirmation for permanent employment, after due assessment of performance and contribution, while ‘tenure track’ refers to the period of probation preceding tenure.

Teaching Career & Professionalism: The NEP 2020 talks of creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage. By 2022 a set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions, and other recognitions. NEP 2020 also talks of Teacher

Audit or Performance Appraisals that will be carried at regular intervals. These standards for performance appraisal, will also be formulated. Henceforth, promotions and salary increases will not occur based on the length of tenure or seniority, but only based on such appraisal.

Initiatives to be implemented: Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community. Vertical mobility of teachers based on merit will also be paramount. Outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in Schools and HEIs as well as relevant government departments.

Enculturation of Teacher Empowerment: Teacher empowerment means investing teachers with the right to participate in determining institution’s goals and policies and to exercise professional judgement about what and how to teach. When teachers are engaged in the reform process, they need freedom and control over their own work. This makes them feel empowered, motivates them to work harder and enhances their commitment to their learners. Recognising the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development. Innovative teaching methods adopted by teachers to improve the learning outcomes will be recognised, documented, and shared widely as recommended practices.

Academic Freedom: Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student’s holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

Excellent Performers to be rewarded: Under Career Management and Progression (CMP) teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage that incentivizes and recognizes outstanding teachers. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable. The NEP 2020 acknowledges the reality of unmotivated and dis-spirited teacher and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion that incentivizes and recognizes outstanding teachers.

Measuring Leadership skills: Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Institutional leaders will aim to create a culture of

excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

In-service Continuous Professional Development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

Training and Incentives for Teachers: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher’s role in facilitating active student engagement with the content and with each other. The harmful practice of **excessive teacher transfers** will be halted, so that students have continuity in their role models and educational environments. For school teachers **Teacher Eligibility Tests (TETs)** will be strengthened to inculcate better test material, both in terms of content and pedagogy. **In-service training** will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.

Continuous Professional Development (CPD) Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches,

etc. through DIKSHA a teaching-learning repository of e-content; and NISHTHA teachers training programme for the secondary-level teachers. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, State, National, and international workshops as well as online teacher development modules. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, etc.

Professional Standards for Teachers: A common guiding set of **National Professional Standards for Teachers (NPST)** is being developed, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

The Scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT): The Scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching is the culmination of the Government of India efforts in launching a comprehensive umbrella scheme aimed at improving the quality of education at

all levels by infusing quality and excellence in our teachers and teaching. Teachers are the backbone and the core of the education system. To empower teachers and faculty during through training, re-training, refresher and orientation programmes in generic skills, pedagogic skills, discipline specific content up gradation, ICT and technology enabled training and other appropriate interventions the scheme has AICTE-SWAYAM course repository. The Mission also consists of the following components:-Induction training of newly recruited faculty, National Resource Center (75 Nos.), Faculty Development Centres (FDC) (20 Nos.), Centres of Academic Leadership and Education Management (CALEM) (5 Nos.), Subject Networks for Curricular Renewal and Reforms (SBN), Leadership Development for senior functionaries in higher education institutions, Innovations, Awards and Teaching Resource Grant, including workshops and seminars (IATRG).

Annual Refresher Programme in Teaching (ARPIT-NRC): The Ministry of Human Resource Development has launched **Annual Refresher Programme in Teaching (ARPIT)**, a major and unique initiative of online professional development of 1.5 million higher education faculty using the MOOCs platform SWAYAM. For implementing ARPIT, 75 discipline-specific **National Resource Centres (NRCs)** have been identified in the first phase, which are tasked to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum. ARPIT is going to be an ongoing exercise, so that every year NRCs will continuously develop new refresher module in their earmarked discipline each year and the training material will be uploaded and made available through SWAYAM. UGC has notified equivalence of ARPIT as a refresher course for career advancement of faculty (DO Letter No. F.2-16/2002(PS)).

Various Schemes for Faculty Empowerment:

Under the new National Education Policy, if there is a shortage of teachers who speak given languages, in that case, special efforts will be made and the scheme will be rolled out to recruit teacher including retired teachers who can speak the local language required. A number of initiatives are also undertaken by UGC and AICTE for quality improvement in higher and technical education like for promotion of Academic and Research Collaboration (SPARC), Global Initiative for Academics Network (GIAN), Impacting Research, Innovation & Technology (IMPRINT), Technical Education Quality Improvement Programme (TEQIP), Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), National Digital Library, campus connect programme, Uchhatar Avishkar Abhiyan, Unnat Bharat Abhiyan, Impactful Research in Social Sciences (IMPRESS), Atal Ranking of Institutions on Innovation Achievements (ARIIA), National Institutional Ranking Framework (NIRF) 'Students' and 'Teachers' Holistic Advancement through Quality Education (SARTHAQ), Performance assessment, review, and analysis of knowledge for holistic development (PARAKH) a new national assessment platform will be set up and Leadership for Academicians Programme (LEAP) are being implemented to improve the quality of higher education.

Conclusion:

The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. While this idea of an empowered teacher has the potential to move mountains, the ground realities are quite different. The challenges and issues post-employment range from exploitative employment conditions, characterised by adhocism and poor salaries on one hand to absentee-ism, outdated teacher knowledge & skills, lack of teacher professionalism and commitment on the other. To address these issues, instead of blaming teachers for poor learning outcomes in Indian classrooms, the NEP 2020 holds these

dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teacher quality and motivation.

Recognising the ‘power of teacher’ NEP 2020 has put in place systemic reforms that would help ‘teaching’ emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and restore the high respect and statuses to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession. Benjamin Disraeli has rightly said, ‘The secret of success is to be ready when your opportunity comes!’ For teachers time has come to seize the opportunity and become makers of their own destiny. A robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage that incentivises and recognises outstanding teachers. As Hon’ble Prime Minister Shri Narendra Modi has said, “We remain grateful to the hardworking teachers for their contributions towards shaping minds and building our nation.” (NEP, 2021) Teachers are at the core of any education system and empowering them with access to latest developments, familiarizing them on the new & emerging trends, encouraging pedagogical improvements and methodologies is both a significant and critical need.

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AN ANALYTICAL REVIEW ON HIGHER EDUCATION INSTITUTIONS UNDER NEW NATIONAL EDUCATION POLICY 2020

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Abstract

In India, the New Education Policy (NEP) - 2020 is expected to bridge a gap in education quality standards. It will help in internationalization and e-learning through education in the country and inculcate innovativeness. NEP-2020 is a strong focus to reach comprehensive targets and more prominently, this is attributable to the inevitability of fulfilling the government's goals of overhauling India's education system taking into consideration the extensive changes that have taken place in terms of scientific, economic, and social, areas stint last twenty years. India has seen a transformation in the education system from Gurukul to Macaulay. Deprived results in higher education can be seen in poor employability and outflow of students to universities internationally. The study portrays an overview of NEP-2020, discusses the virtue and Stumbling Blocks of the policy in higher education, insights into the implementation guidelines specified in the policy to accomplish its objectives grounded on focus group discussions.

Keywords: Education; E-learning; E-Education; New Education Policy; inclusive education; India

1. Introduction

On July 29, 2020, India saw the primeval light of change, as the Government unveiled the New Education Policy (NEP) – 2020 to preordain the future of tomorrow towards an improved and inclusive panorama.

NEP 2020 has unlocked the doors for many capable students of every age to pursue their aims and goals. The policy was introduced while keeping in mind the omissions of the old policies which in some way or the other left out on certain crucial elements of Education in Indian context. The holistic overhauling of education policy and attributing flexibility to the system stretches the scope of massive improvement in Primary, Secondary, and Higher Education. Vocational Training has also been added.

2. Tracing The Background

The first national policy on education was announced in 1968 by the Indira Gandhi government which was based on the Kothari commission and was famous for radical reconstruction and equal education opportunities. The next policy is the modifications of NEP 1968 which came in 1986 by the Rajiv Gandhi government which eliminated disparities and provided opportunities to all and especially for women, backward and minority classes. In 1992, the government of PV Narasimha Rao introduced few changes to the policy with minimal modifications. The newest policy on education was introduced in 2019 but approved on July 29, 2020 by the government of Narendra Modi under the chairmanship of K. Kasturirangan. The current NEP 2020 will replace NEP 1986 (After 34 years).

3. Objective:

- a) To understand the new education policy drafted by K. Kasturirangan Committee with special reference to HEIs in India
- b) To analyse insights into the implementation guidelines specified in the policy to accomplish its objectives grounded on focus group discussions.
- c) To study virtue and Stumbling Block of NEP 2020.

3. Methodology

The paper reviews the policy initiatives of National Education Policy 2020. The policy draft is evaluated in light of previous studies on motivation of faculties in India. National Education Policy 2020 was accessed from website of Ministry of Education, Government of India.

4. Backdrop for HEIs under NEP 2020

NEP-2020 targets to achieve a 50% Gross Enrolment Ratio in higher education by 2035. Currently, it's at 27.1%, among both male and female (AISHE 2019-20) (*Table 1*). Though, a

strong focus on encouraging women to pursue higher education is lacking. It is proposed to set up the Higher Education Commission of India (HECI) as a super-regulator and centralize several functions across different verticals under its domain. Research and teaching intensive universities and autonomous degree-granting colleges will be set up to advance India’s research endeavours.

A National Testing Agency (NTA) to conducts a common entrance test for colleges twice a year. This is to follow a Scholastic Aptitude Test (SAT, used for college admissions in the United States) like structure for admissions in graduate programs. The committee has recommended, that mid-term dropouts from colleges shall be given credits and an opportunity to complete their degree subsequently (a limited period). Credit transfers and academic banks of credits are to be introduced under the policy. Dropouts can use the credits for transferring from one university to another.

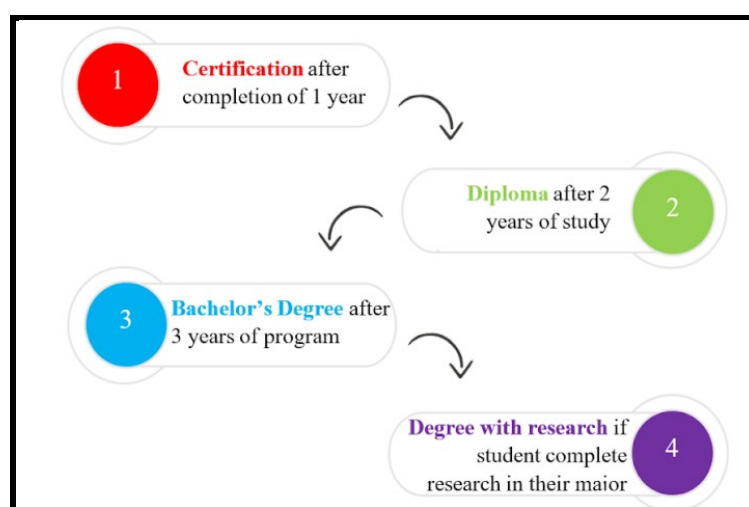
Table 1: Gross Enrolment Ration 2019-2020

Sr. No.	Gross Enrolment Ratio	2019-2020
1	Male	26.9
2	Female	27.3
3	Total (All)	27.1

Source: AISHE 2019-20

Under the NEP, affiliations with the universities are to end and over the coming 15 years, colleges will be given the autonomy to provide degrees. The deemed university status is to end as well. Fee cap over private institutions for higher education: An awaited move, but it will need private institutes to apply for a loan at HECI and claim funding from the government to run effectively. The policy has introduced multiple entries and exit options in the undergraduate curriculum. Earlier the undergraduate degree was of 3 years now it has been

changed to 3 or 4 years in which a certificate is given after completing 1 year in a discipline or field including professional and vocational courses, or an advanced diploma after 2 years, bachelor's degree to those students who have completed 3 years of study, after 4 years graduate certificate with research. The discontinuation of Graduate programs for 4 years, PG (Postgraduate) programs for 1 or 2 years, (Fig. 1) including M.Phil. programs are to be taken into consideration.



MERU (Multi-Disciplinary Education and Research Universities) like IIMs, IITs shall be set up. HEIs shall set up start-up technology development centres, incubation centres, etc, which shall focus on research and innovation. NRF (National Research fund) will support the students who are in the research and innovation field. Higher education bodies like AICTE, UGC and NCTE, shall be merged into a single body i.e., Higher Education Commission of India (HECI). Below stated bodies will work under the HECI -

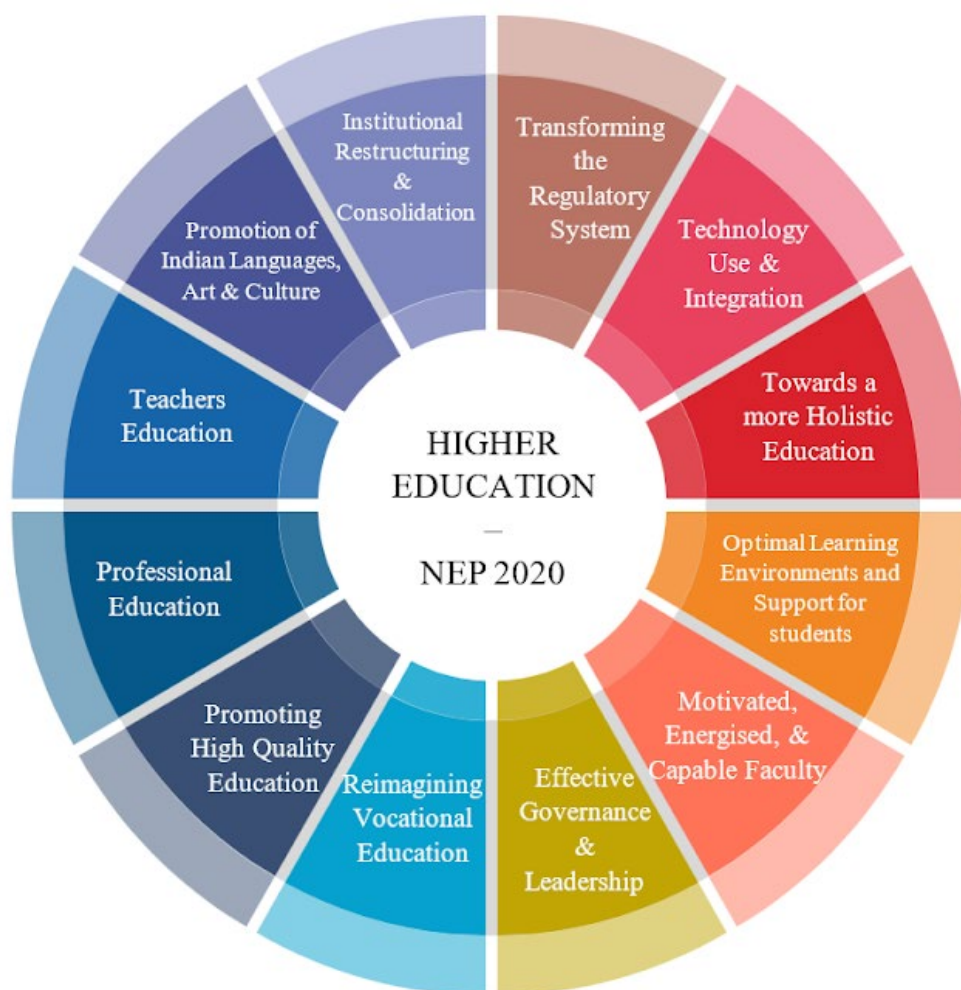
- a. National Higher Education Regulatory Council (NHERC) - It will function as a watchdog for the higher education sector in 'light but tight' manner excluding law and medical science education. Any grievances on or after from stakeholders and others will be adjudicated by the council.

- b. General Education Council (GEC): The council will decide the expected learning outcome for higher education curriculum and similarly frame the national higher education qualification framework (NHEQF).
- c. National Accreditation Council (NAC) is a meta-accreditation body. NAC will replace famous accreditation bodies like the NAAC and perform the responsibility of accreditation councils principally based totally on its merits. Accreditation of HEIs will be based on some basic criteria; good governance and results.
- d. Higher Education Grants Council (HEGC): The council provides funding to HEIs on the bases of certain criteria. It encourages HEIs to conduct a quality program for which they are granting scholarships and development funds.

1. Implementation Strategy: An Analysis

The status quo in the higher education sector has grown much more slowly. For example, the 4-year undergraduate program, is still on the list of degrees to be approved by the University Grants Commission (UGC). As proposed in NEP 2020, one of the chief tasks of the Department of Higher Education, government of India is to provide with a new framework for regulating and maintaining higher education benchmarks in accordance with constitutional obligations.

The new-fangled framework will provide a variety of independent empowered institutions to execute the individual roles of accreditation, financing, regulation, and standardization. This bifurcation of accountability is necessary to eliminate overlapping responsibilities, minimize conflicts of interest, establish controls within the system, and eliminate the concentration of power. NEP 2020 envisions forming these four structures as independent organizations



within the inclusive institution, the Commission on Higher Education (HECI), to ensure their synergistic effects.

NEP 2020’s recommendation of generous autonomy to all institutions and universities over the period of time depends on the capability of the accreditation framework in certifying all HEIs at least once in every five years. These obligation poses a critical implementation challenge due to the intricacy of the task and the speediness of execution it requires. The HECI’s implementation plan essential includes a blueprint for overhauling the accreditation system immediately. There is no evidence in the public domain to advocate that the work on this task has begun with the necessary urgency.

In the meantime, UGC, has initiated substantial improvement in support to the NEP 2020. Few institutions have introduced the Academic Bank of Credits (ABC), which opens the room for the students to accumulate credits and complete degrees over time.

7. Virtue of NEP 2020

In India, the NEP-2020 is expected to fill gap in education quality standard. It will help in internationalization and e-learning through education in the country and inculcate innovativeness. The draft document of NEP 2020 is a progressive one and formulated after consultation with all the stakeholders. It is proposed to start systematic education of a kid from the age of 3 years. The key focus area of this policy is to develop manpower, encourage entrepreneurship and generate employment as far as quality apprehension is concerned. It is based on the principal of equality, provide autonomy and empower weaker section of society.

NEP provided framework for Higher Education Institutions (HEIs) to prosper. They will be given freedom for admission, concession from reservation quota, teacher's recruitment, support for research, staff retrenchment and layover. Private institutions can set their own norms for admission and fees fixation. Public institutions have to abide by directions given by government in this regard. NEP prescribes for multi-level mode of education which should focus on skill making and make students employability. It made norms for autonomous institutions which will be awarding self-degrees both at undergraduate and postgraduate level. NEP 2020 seeks to address the entire gamut of education from preschool to doctoral studies, and from professional degrees to vocational training.

In order to keep control on quality of education, accreditation and ranking system is prescribed. The expertise and thoughts of the many consultants from all sectors are embedded within the Proposal. NEP 2020 is formulated with the vision to meet the sustainable

development goals (SDG) in accordance with United Nations by 2030. It also put prominence on lifelong learning and made provision for multiple entry–exit to enable student to complete degree at any stage of their life. Education has to be provided to all sections of the society under RTE and it should be based on equality with no scope of any kind of discrimination based on caste or gender. There is a special provision to support students from economically weaker section of the society. The reforms have been suggested for teachers’ education and training to improve quality of teaching in higher education institutions.

Only special category of institutions will be allowed to run B.Ed. programme. This would be made as mandatory qualification for all elementary school education. All libraries would be digitalized. It is planned to promote intensive research at both undergraduate and post graduate level, supported through funding by National Research Foundation. Autonomy will be given to lecturers to devise their own class delivery, evaluation and research-innovation plan. Online distance learning has been permitted to offer degrees in higher education and it is expected to be an effective tool to increase GER. Now Universities/Institutions in India can tie up with foreign university for all types of educational & research collaboration freely. It is proposed to set up National Research Foundation with initial capital of INR 20000 crores. This body has been given mandate to provide funding support to all public and private institutions.

8. Stumbling Block

NEP talks of enhancing the top 100 foreign colleges to open their shops in India. If this is to further the root cause of education or enabling profiteering is debatable. While NEP 2020 talks of the need for better transparency and especially in relation to fee pattern. New education policy does not indicate any road map on how to tackle the heavy fees charged by private colleges. NEP 2020 does not tell how to operationalize and ensure the right to education especially for marginalized and deprived sections. (Bhoi, 2020)

In the NEP 2020, language is a negative element as there is a challenging teacher to student ratio in India, thus introducing mother languages for subjects in academic institutes is a problem.

9. Conclusion

The New National Education Policy, though ambitious in its vision, depicts the narrow understanding of ground realities. The overhauling of quality based higher education under the policy is done through the introduction of a philanthropic private model of education. The policy concedes the need for motivated and enthusiastic faculty but does not outline a roadmap for the same. The policy missed an opportunity to address, the core issue facing Indian higher education..

To appreciate the visions it contains, the researchers suggest that we should essentially overcome substantial execution and implementation challenges in a sustained manner for years and decades to come. The NEP 2020 is in many ways just what India requires, as it blossoms into the globally largest workforce in coming years..

The Education policy of 1986 was accompanied by the 1992 Action Plan (PoA), this might be worth formulating for the NEP 2020 for faster implementation. Overall, in 2021, HEIs and all other stakeholders made an effort to understand the synergy of the policy and develop their own implementation plans in the spirit of the policy intended.

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“Challenges and Opportunities for Higher Educational Institutions under New Education Policy”

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Abstract

Before jumping into the topic, I would like to talk about SDG 4: Quality Education laid down by the United Nations. This Sustainable development goal talks about “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Education enables upward socioeconomic mobility and is a key to escaping poverty, Hence, having the ability to solve the problem of Poverty, Hunger, Health and well being , in short all other problems pertaining in the society.

We see the role of Education Institutions in lifting up the life of the society, we do have an important business!

Overview

Talking about the NEP 2020, some Major changes proposed in Higher Education are: -

A. 50% Gross Enrolment Ratio to be achieved by 2035. Currently it's at 26.4%, among both boys and girls. However, a strong focus on promoting women to pursue higher education is lacking.

B. Proposal to set up Higher Education Commission of India (HECI). As discussed above, this will be set up as a super-regulator and centralize multiple functions across different verticals under its ambit.

C. A National Testing Agency to conduct a common entrance exam for colleges twice a year. This is to follow a Scholastic Aptitude Test (SAT, used for college admissions in the United States) like structure for admissions in graduate programs.

D. Mid-term dropouts from college will be given credits and an option to complete their degree after a break (a limited period). Credit transfers and academic banks of credits are to

be introduced. Dropouts can use the credits for transferring from one university to another. The details of execution for all of this are unclear however.

E. Affiliations with universities are to end and over the next 15 years colleges will be given the autonomy to provide degrees. The deemed university status is to end as well.

F. Fee cap over private institutions for higher education: An awaited move, but it will need private institutes to apply for a loan at HECI and claim funding from the government to run effectively. As per speculation, a large chunk of budgetary allocation will be channeled to private universities via the loan route.

G. Graduate programs for 4 years, PG (Post graduate) programs for 1 or 2 years and M.Phil programs to be discontinued.

H. Research and Teaching focused universities and autonomous degree granting colleges will be set up to advance India’s research growth.

By considering the above points, facing the following Challenges will lead to a success of NEP 2020:

The NEP 2020 advocates three key theme based developments: One, a move from content-driven pedagogy that inspired rote learning to conceptual testing; two, a 360-degree assessment covering educational, mental, and physical health of the students, and; three, an experiential approach through vocational skills, mathematical and computational thinking, and new-age skills such as coding and data science. The inspiration is to make Indian learners truly future-ready, and global citizens. The Government of India seems intent on rolling out the vision in terms of curriculum revision, teacher-training, and providing schools for ICT-enabled and assessment-driven evaluation over the next few years. This is critical for India to truly reap the demographic dividend through re-skilling, vocational training, and job creation. The

objective is noble, and the policy is timely. However, the growth and pace of implementation will depend on how successfully the government can scale key challenges.

1. Curriculum and Content The NEP calls for curriculum and pedagogical changes. The boards which conduct examinations will need to have thoughts again about how they assess students and what the learning content rubric should be. School textbooks will need realignment too. Given that 87 percent of K12 learners in India are in the schools with yearly tuition fees of less than Rs 12,000, these changes will need to be easily cascaded across tiers of schools.

2. Teacher Availability Over 250M-plus students are estimated to get admitted in K12 schools in India by 2030.

At a teacher-student ratio of 1:35, India would need an estimated 7M-plus teachers to address this burgeoning student population who will need to have graduated through the well prescribed B.Ed programme for 12th pass, graduates and postgraduates for four, two and one year resp.

3. Teaching is one of the low-paid professions in India with an average teacher earning around Rs 200,000 per year. Given these constraints, practical learning, and concept-oriented teaching, versus the currently prevalent printed content-oriented teaching will be tough. A comprehensive National Curriculum Framework for Teacher Education has also been announced in the NEP in addition to Teacher Eligibility Tests (TETs) to create a talented and curated pool of educators who can give quality education to the students. However, the current pool of educators needs to be focused towards these teaching techniques. Until the structural constraint in teacher remuneration is not corrected in the education ecosystem, the NEP implementation in spirit and form will stay on the toes. Roll out of such a curriculum could

produce unintended academic results for underprivileged learners who will now not have books or other supplementary aids to rely on.

4. Technology at Scale Page Digital infrastructure of similar scale will be needed using digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure, regular tests across schools even in remote villages, career counseling and teacher training aids.

5. Evaluation Infrastructure Under the NEP, examinations are being advised to transform towards a culture of testing with continuous tracking of learning outcomes, a focus on higher order and foundational skills, and AI-based software progress tracking to enable students to make optimum career decisions. Continuous assessment requires schools and teachers to innovate on evaluation approaches and assignments that are thought-provoking and require students to apply themselves.

Compared to theory-based-examinations that have unilateral questions and answers that are easier to administer and score, overall evaluation would require educational boards and institutions to invest significantly in creating these assessments and practice assignments. Of the 1.5M-plus schools in India, 75 percent are run by the government at a very low to no annual fee structure. Of the remaining 400,000 private schools, about 80 percent schools fall in the category of ‘Budget Private Schools’ charging Rs 500-1,000 per month, leaving a mere 15,000 (less than one percent of total schools) that can support the necessary infrastructure required for conceptualizing and conducting such assessments.

The NEP 2020 drafting committee has undertaken a comprehensive process that considers state/UT governments, global best practices, expert opinions, field experiences, and

stakeholder feedback. In the more affluent echelons, privately-owned Edtech is already taking a large part of the education spend away from the formal education systems.

5. Need to create a large pool of trained teachers In school education, the policy envisages a sweeping structural re-design of the curriculum, a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.

6. Interdisciplinary higher education demands for a cultural shift In higher education, the National Education Policy 2020’s focus on interdisciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed and departmentalized. This culture of disciplinary mooring runs very deep among scholars and professors alike, with few exceptions.

For the entire higher education system to be composed of “exceptions” professors who are curious about, respect and lean into other disciplines while being experts in their own is no easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

Role of Autonomous Colleges in Quality Enhancement:

“It's not what is poured into a student that counts, but what is planted”- Linda Conway

Constructivist learning theory says that all knowledge is constructed from a base of prior knowledge. Children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions. According to Audrey Gray, the characteristics of a constructivist classroom are the learners are actively involved, the environment is democratic the activities are interactive and student centered, and the

teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous.

The common methods followed by the facilitators are, lecture method, discussion, cooperative teaching, panel discussion, case studies, Audio-visual aids, role playing, worksheets and survey etc.,

As opposed to which the good practice in teaching and learning according to Stark (2007) some guidelines for using active learning in the University classroom include the following :

1. The Professor must be “student oriented.”
2. Students participate in setting goals.
3. Climate is collegial and supportive.
4. Activities are problem-centered and student-driven.
5. Assessment is continuous and supportive.
6. Teaching is “developmental” rather than “directive” and “presentational.”

Chickering and Gamson (1987) formulated seven principles for good practice in undergraduate education;

1. Encourage contacts between students and faculty.
2. Develop reciprocity and cooperation among students.
3. Use active learning techniques.
4. Give prompt feedback.
5. Emphasize time on task.
6. Communicate high expectations.
7. Respect diverse talents and ways of learning.

All the said parameters may be commonly accepted to every discipline

- A) The LTP methods: LTP (Lecture, Training and Practical) methods, a part of skill development which caters to the needs of slow and quick learners. As a preliminary exercise, identify the skill and practical component of each subject. The syllabus is prepared in such a way that it encompasses all the three ingredients. For example, a particular topic or unit is divided into areas which are exclusively theoretical, the components which require a kind of training is demonstrated through activity oriented assignment and the areas which are practical in nature, where students are advised to study and prepare their own inferences.
- B) Class seminars and paper presentations: In order to develop language and developing self confidence in public speaking is to be developed through class seminars and paper presentations. From the selected areas of the syllabus and also from the emerging areas students are asked to prepare paper and present it in powerpoint presentations or ICT enabled facilities.
- C) Legal aid and legal literacy: This is a two in one programme that enhances the skills of advocacy and also involves the students in community oriented services. Though it is a part of the curriculum, frequent field visits, survey techniques, and preparation of questionnaires on various socio legal aspects will enrich the knowledge and develop real practical exposure to the students.
- D) Moot Court activities: It is a major practical training oriented technique normally followed by all the law schools. This training equips a law student to cope successfully with the strains of profession in the courts of law. The training imparts several essential skills such as research, data analysis, framing of the issues and contentions, examining & cross-examining and presenting the arguments.

- E) Research oriented activities: The seminar paper is one where students are given an ample opportunity to select any areas or interdisciplinary study on the challenging or issues of national and international importance. It is also included either as a part of field work, internship or a dissertation work.
- F) Case study methods and case review assignments: Students have to select any area of law as a case study and preparation of the report in the form of a project. Students also deputed to various establishments to collect the data and also a kind of training from the professional and NGOs based groups.

CONCLUSION

It was very important to bring the reforms in the education sector since long and NEP 2020 marks a significant shift in the long-standing and established rote and herd learning education practice followed in India.

The main need for NEP 2020 came into existence because of the reforms needed in school education such as revamping of the curriculum, examination structure, regulatory regime, teacher education, etc.

Though the focus of the policy is on holistic development of the students, the real success of the policy will be based on its actual implementation, As in the words of Mr. Anil Swarup, former secretary Department of School Education and Literacy, “policy conveys the right intentions, but the key would be in implementation.”

The private schools have tried to shift the focus of the Indian education system from academic and rote learning to practical based education. However, efforts of the schools have been somewhat curtailed on account of a number of reasons, such as restricted availability of teachers with an ability to impart instructions for teaching different life skills and maintaining a balance with the prescribed curriculum and the examination structure.

Thus, the proposed amendments in the curriculum and the revised examination structure will now provide an impetus to schools in achieving those goals and implementing choice based learning for the students.

Apart from such benefits there are some drawbacks like, the relationship between schools and the NGOs who play a crucial role in managing out of school dropouts has been side-stepped.

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CHALLENGES AND OPPORTUNITIES FOR HEIs UNDER NEP

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Abstract

Education is an important aspect of the culture of any society. In the context of Indian society, the development of the education system was the result of 200 years of past imperialism. Macaulay Minutes by Thomas Babington McCauley has been the Magna Carta of Education in India for over a century. The National Education Policy, introduced in 1986, was the basic framework of an independent Indian education system. After waiting 34 years, India announced an education policy aimed at changing the ancient colonial philosophy that underlies today's education system. The new education policy is comprehensive in line with the United Nations Sustainable Development Goal 4, which aims to "ensure comprehensive, equitable and quality education and promote lifelong learning opportunities for all". It's a strategy. A visionary policy that helps India leverage the skills of all students, generalize education, build capacity and transform the country's learning environment. The new policy, which aims to move from a rigorous content-driven memorization system to experiential learning and critical thinking, requires a revolutionary change in the attitudes of people, processes, parts and actors in the education system.

This white paper briefly describes the various challenges and opportunities of HEI (Higher Education) within NEP.

Introduction:

Higher education is at the forefront of knowledge and its application. It contributes significantly to economic growth, prosperity, competitiveness and the country's higher standard of living. Higher education institutions in India have become a hub for the development of scientific research. It plays an important role in the development of the industry through innovation. Today, there are more than 1000 universities in India, 105 of which are important national universities. Times Higher Education (THE) released its 2022 the World University Rankings. India has 35 of the world's top 1000 universities, led by IISC and IIT Ropar.

The QS World University Rankings 2022 show that 22 Indian institutions are among the top 1000 performers-Guwahati, Kampur, Kharagpur, Madras IIT. India's higher education system is the third largest in the world in terms of student numbers after China and the United States. India has the advantage that English is the primary language of higher education and research. India educates about 11% of young people in higher education, compared to 20% in China. It is important to understand how higher education institutions will evolve under new education policies in order to develop the country's economic outlook.

Research Methodology

The Research Paper attempts to explain the challenges and Opportunities for higher Education Institutions under National Education Policy. All the data used in the research paper has been collected from secondary sources example, e-journals, websites, Government Publications.

Challenges for HEIs under NEP

Enrollment

According to All India Survey on Higher Education (AISHE) the Gross Enrollment in HEI in India is only 27.1% which is lower compared to global average of 29% and other developed countries the US (88.2%), Germany (70.3%), Brazil(51.3%) and China(49%).

Reason for low GER is low enrollment and high dropout rates in higher secondary levels because of gender, language of instruction and socio-economic compulsions.

Cluster College

NEP envisions clustering college. This will be effected by closing down colleges which have less than 3000 students. The number of universities increased 34 times from 20 in

1950 to 677 in 2014. The number of college registered recorded 74 times growth from 500 in 1950 to 42343 in 2022. About 60% colleges are located in rural India. Many colleges in rural India have lower enrollment. And further clustering might increase the dropout rates which will affect the enrollment at further higher levels affecting the quality of education and increase unemployment rate. Also, the staff will be left unemployed. Thus aggravating the unemployment issue. This will also affect the gender parity in the HEIs as more and more female will be forced to dropout from the institutes due to socio-economic issues.

Multiple entry exits

Multiple entry exits will give much required flexibility to the rigid education system. If there is an updation in the curriculum it might affect the performance of student undertaking multiple entry exits. Also, inter-stream migration which require basic minimum eligibility criteria will create issues of skill-gap.

Self-Financing on the lines of Gurukul Culture

Self-financing might not be successful policy for all the HEI with more reputation will be able to augment resources efficiently. But, colleges in rural areas might lag behind. Lack of funds will create lot other problems like infrastructure, salaries of faculties and staff, library, laboratory, etc. All this spiralling down to low output in term of quality of education. The colleges might increase the fee to achieve the funds targets. Hefty fees will demotivate SC, STs, and EWS, Women from pursuing higher education. This will defeat the purpose of RTE Act and Fundamental rights enshrined in Constitution. The social-political-economic justice granted by the law of land will get negatively affecting. This will undo the elephantine progress done since the inception of the Indian democracy. Bringing back the country at square one on the eve of ‘Amrit Mohatsav’. The grants giving institutions UGC is not just University Grants Commission, its ‘university gets confidence’. Funding is backbone for

HEI. For colleges to perform so that they deliver upon the objectives of NEP its necessary that UGC with all its power stands behind HEIs.

Infrastructure & facilities

Poor physical infrastructure affects the delivery of quality education. Most of the Indian universities & colleges have overcrowded classrooms, poor ventilation and sanitation, below standard accommodation facilities. Also, the Human Resource in HEI is crippled by issues like faculty shortage on one hand and lot of vacancies on other, lack of effective training according to the changing needs of higher education, inability to attract and retain well-qualified teachers. Lack of physical and social infrastructure jeopardizes the quality of education in the HEIs.

Research

Lower & stagnated budgetary allocation adversely affect the research and scientific development in the HEI Insufficient resources, limited number of qualified faculty members to advise students, delay or lack of grant, lack of significant collaboration, long-term funding, and isolation from industry research needs are India. Has a negative impact on the research and innovation environment. Universities are primarily education-oriented, leading to a separation between education and research. According to the Economic Survey 2021-22, patent applications in India have increased by 30% over the past five years, but the number of patents granted has almost tripled. However, the number of patents granted in India remains only a fraction of those granted by China, the United States, Japan and South Korea. Lack of funding, delays in procedures, and complexity have discouraged many from applying for patents in India.

Governance Structure

Indian higher education institutions suffer from over-centralization, bureaucratic bureaucracy, lack of transparency, accountability and professionalism. Budget allocation of 1.3-1.5% of GDP to higher education is inadequate. Increased political interference in

university management affects university autonomy. Governments need to be aware that providing resources does not give them the right to control higher education institutions.

HEI Opportunity Based on NEP

Enrollment

NEP plans to increase the total registration rate to 50% by 2030. NEP is a comprehensive framework that works to provide quality education at the primary and secondary education levels. Strengthening the level of secondary education ensures quality admission to the higher education system. This will increase the financial burden, but India will get more GERs in the long run, comparable to the world's major economies.

National Research Foundation

There was a significant mismatch between the supply and demand of research and innovation. The NRF is trying to close this gap between universities, industry and ministries. Funds will also be issued.

Interdisciplinary Universities

The policy stipulates that all "universities" (HEIs) must be interdisciplinary by 2040. This emphasizes the creative potential of researchers. The flexibility provided by the HEI helps develop T-shaped leadership. The policy states that "high performance" Indian universities should be encouraged to set up campuses in other countries. Similarly, for example, universities selected from the 100 best universities in the world are encouraged to work in India. This allows you to exchange knowledge and experience between Indian universities and universities around the world.

Financing

The policy states that the Center and the State should work together to increase public investment in education from the current 4.43 percent to 6 percent of GDP. Funds higher than will have a positive impact on the university's infrastructure. This will improve the quality of education and research.

3i

3i – Interdisciplinary Research, Industrial Network, Internationalization – These three pillars raise Indian universities to global standards. This will increase international exposure and raise global awareness of India's higher education.

Conclusion

Higher education can provide leaders with the confidence, flexibility, broad knowledge and technical skills needed to effectively confront the economic and political realities of the 21st century. It also produces well-trained teacher executives at all levels of the education system.

Strengthening higher education is a wise and viable way for many countries to mitigate or avoid further deterioration in their relative income while following a higher and more gradual development path.

Higher education cannot be developed by excluding other policy initiatives. Infrastructure development, better governance, improved public health, trade reforms, financial market development – these and more are needed. The benefits of higher education require a long gestation period. There may be shortcuts to building an educational infrastructure, but it takes decades, not years, to shape people to understand and communicate the values and best practices of higher education. This is the only way to create a larger, better trained alumni pool and higher quality research. Don't miss the chance. As H.G. Wells stated in the

Outline of History, "human history is becoming more and more a race between education and catastrophe."

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A Study of Role of NEP in changing the look of Indian Educational System and the impact on its Stakeholders

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Abstract

Education is all about methodical and continuous learning oriented towards building and strengthening of mental capacities leading to a dynamic personality building. The main goal of education is to be progressive together with the proper blend of value creation. The foundation of the education lies on the curriculum i.e. the course content, the medium of instructions available and its outcome definitely measurable in terms of quantifiable and qualitative parameters reflected in terms of employability and sensibility (values inculcation). The educational system has also seen transition from old educational system to modern educational system which to a greater extent seems to be been fostered through the introduction of New Education policy. To further enrich the goals of modern education system the introduction of New Education Policy is considered to be a milestone. Education policies are revised frequently may be over decades. The first NEP was introduced in 1968, the second came in 1986, and the third reformation of the Indian education system could be seen in 2020. The Outcome of the New Education Policy to a considerable extent is based on its effective implementation i.e translating policy into action. Its practical implementation can be grounded successfully if accepted with the right attitude by its stakeholders which include Educational Institutions, teachers, students and Parents. So, this paper attempts to understand the educational reforms introduced in New Educational Policy and the change in the role of these stakeholders to ensure its effective implementation.

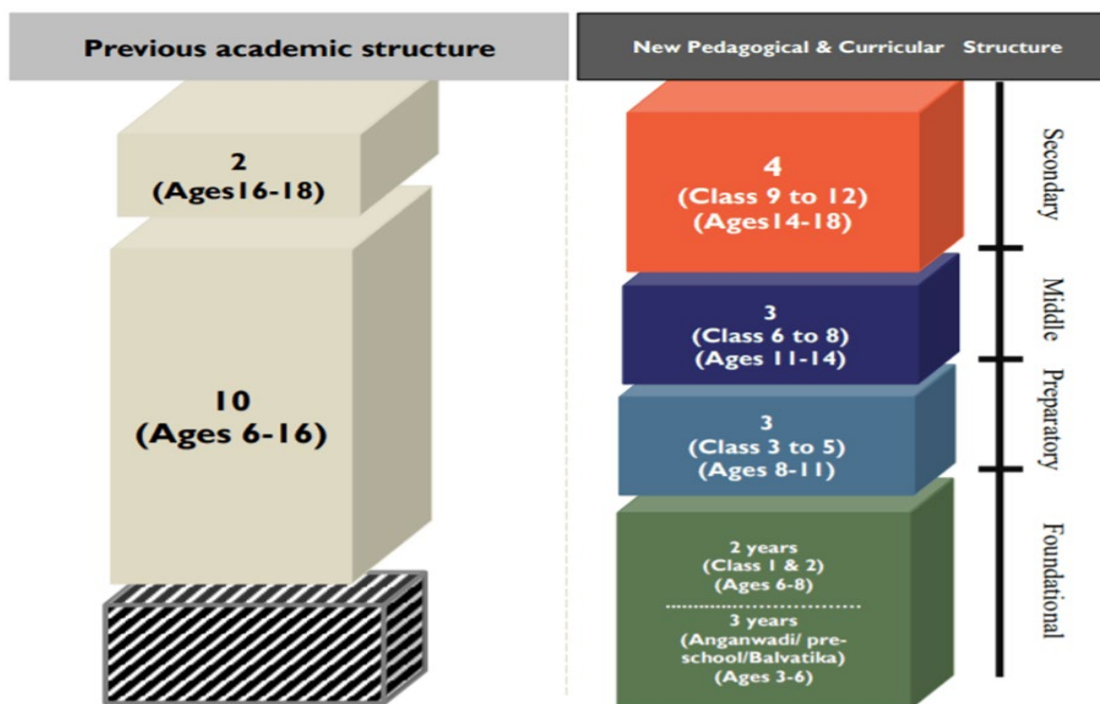
Keywords: NEP, Reforms, Stakeholders, implementation

Introduction

Education is all about methodical and continuous learning oriented towards building and strengthening of mental capacities leading to a dynamic personality creation. The main goal of education is to be progressive together with having the proper blend of value creation. The foundation of the education lies on the curriculum i.e. the course content, the medium of instructions available and its outcome definitely measurable in terms of quantifiable and

qualitative parameters reflected in terms of employability and sensibility (values inculcation). The methodology adopted during the old education system like classroom teaching (lecture based teaching), books are no doubt irreplaceable but if supplemented with technology, student-centric alternatives, experimentation, case-studies, role-playings etc. would surely enhance the experience and the outcome of education and would enrich the liveliness and help the in-depth understanding of students. The deliverables of STEM based approach comprising of Science, technology, engineering and mathematics could at the same time cannot be ignored. This would also guarantee the practical approach taking away from the boundaries of page limits needed for the sound grounding of students in this competitive era. To further enrich the goals of modern education system the introduction of National Education Policy is considered to be a milestone. Education policies are revised frequently may be over decades.

National Education Policy (NEP) was launched by Union Cabinet on 29th July 2020 bringing about transformation in school and higher education. MHRD was also renamed as Ministry of Education. After the old national education policy which was launched way back in 1986, this is the first education policy of 21st century that has replaced 34 years old education policy. The new NEP is based on four pillars which are Access, Equity, Quality, and Accountability. In this new policy, the educational structure is transformed to 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi/ pre-school replacing old 10+2 structure.



Source: <https://nvshq.org/article/new-national-education-policy-nep-2022/>

Major NEP reforms and impact of NEP on various stakeholders

The educational reforms brought about by the NEP do have impact on various stakeholders right from Education institutions, students, teachers to parents as follows:

NEP and Indian Educational Sector/Educational Institutions

Seeing the mass education and bulkiness of the Indian educational sector being represented in the large number of schools, colleges and huge educational sector in India there can be infrastructural bottlenecks in the practical implementation of the Policy.

The presence of many universities having their own rules, regulations, directions may also create difficulties in uniformly implementing the propositions of NEP in its true sense.

NEP focuses on college becoming autonomous. More and more colleges becoming autonomous will also help the implementation of NEP and also the achievement of the outcomes of NEP since the curriculum designing process of autonomous colleges would be

more flexible and adoptable to the requirement of NEP. But the Educational Institutions need to prepare themselves for the said protocols and requirements which may be difficult for each and every organisation to adapt such structural transformation.

The Policy also emphasizes on technological application but strengthening of technological base and its applicability for such a huge educational sector in India may be a costlier affair as well less feasible considering its access to remote and rural areas

The Policy also focuses on imparting more and more variety of skills for overall development of students and also introduction of new courses but while achieving these objectives the infrastructural problems like availability of rooms, expanding the physical building and other resources may be a challenge. It can be even more challenging for metro-Politian cities.

The availability of teachers with required skills for imparting the proposed learning experience for students contributing to the all-round development of the students is also not that easy. The faculties seasoned to the traditional teaching may also find it difficult to adopt to the change in the proposed teaching methodologies.

The teachers need to be trained for the delivery expected from them for which professional trainers would be required. The training cost for teachers may also add to the cost of implementation of NEP.

NEP focus on E-learning in order to reduce their dependency on textbook and access to diverse learning resources could be available. But the technological bottlenecks while implementing e-learning for mass education and the vast Indian educational sector may create hi-cups in its implementation.

Till grade 5th this policy seems to emphasize local language/regional language/mother-tongue as the medium of instruction which would enhance the in-depth understanding of the

students. But later when the other languages are introduced and the medium of instruction change the students may face difficulty in adapting and understanding in different language other than their mother tongue.

Students would not be forced for any Language as recommended which would make the understanding of the subject easy due to learning in the language selected by the student. But providing instructions of a subject in different languages(mother tongue) may have difficulty in its implementation seeing the variety of languages in practice in our Country having varied culture and diversity.

Higher education will receive flexibility in subjects due to which choice based learning would be encouraged and the scope of education could be increased along with the interest level of students. But the college having only one discipline may find difficulty in offering subjects for choice.

This problem may be addressed to a considerable extent by making education system for schools and colleges more flexible, holistic, and multi-disciplinary which will bring out their unique capabilities.

Academic bank of credit (ABC) is proposed in NEP in which digitally academic credit earned by students will be stored through different HEIs and it will be transferred and counted for final degree due to which along with the diverse knowledge the grading of the student could also be improved. But if many HEIs are involved keeping co-ordination between those institutions and maintaining the records of students accurately, having common assessment procedures etc may be difficult to manage since the autonomous colleges have different assessment procedures and indicators.

NEP and students

Impact on Students:

NEP would be creating new learning opportunities for the students. Though there would be the change in the learning environment and the learning process for the students. It would help to:

- Skill improvement and development of the competencies with in students.
- Inculcating the 21st-century skills amongst the students
- Involving the students in both academic and non-academic endeavours.
- Board examination for 10th and 12 will be continued but will be redesigned with the aim of holistic development which would emphasis on knowledge acquisition instead of gaining marks only.
- Mathematical thinking and scientific temper coding is proposed to start from class 6 which will enhance creative thinking and problem solving attitude amongst students.
- By the end of 2040, it is aimed that all HEIs will become multidisciplinary institutions and each of them to have 3000 or more students. This step would bring about flexibility in the education system and would increase the scope of learning for students instead of restricting oneself to a specific discipline. The multidisciplinary approach focusing on choice based learning would help the students to select amongst different disciplines the subjects in which they are interested which would make the learning process even more interesting and also help in inculcating multidisciplinary facets amongst the students. The inclusion of different levels of yoga in education would also help the strengthening of mental and physical health of students.
- At least one large multidisciplinary HEI is proposed to be built-in or near every district by 2030 which would help to increase the access of more and more students to the diverse and qualitative education.

As an option, literature of India and other classical languages are proposed also to be available due to which linguistic skills may be incorporated amongst the students along with the knowledge of the discipline opted by students which would also help to enhance the overall personality of students. The curriculum in all subjects has been reduced to its core essentials due to which the focus on the in-depth understanding of core concepts could be emphasised.

The students would have the privilege of acquiring both vocational and academic capabilities.

The initiative of national scholarship portal (NSP) in order to support, encourage children would also help in increasing the access of good quality education to more and more students irrespective of financial background Private HEIs will be encouraged so that they can offer several studentships and fellowships to their children.

However for students it has become the problem of plenty. Students are encountered with the problem of choice making. This may create confusion in the minds of students regarding the selection of course, curriculum and subjects since they would be having multiple options for them.

Wrong selection of any of these would lead to chaos in the career path of students leading to the deviation in the focus of the students. The students having the taste of all or different disciplines might remain empty stomach lacking the in-depth knowledge of any single subject or discipline.

NEP is characterized with multiple entry and exit points which again may lead to loss of focus in the minds of students. Without completing the required curriculum the students may exit that particular course/curriculum and entre into another one. This may again lead to

knowing the curriculum or course only superficially lacking its in-depth knowledge which could have acquired by the students after the successful completion of the said curriculum.

Thus the challenge is to frame the curriculum in the manner that the value addition to students should be possible at every exit point.

NEP also talks about vocationalisation. Vocationalisation would definitely enable practical learning. But implementing it for mass education may have practical difficulties which can be even more intense while implementing at school level with reference to practical training or on the job training to students considering their age.

NEP and Teachers

Under NEP the focus is on critical thinking, discovery, inquiry, discussion, and teaching based on analysis and holistic learning methods for education which shows the transformation in the technique from traditional lecture method using chalk, duster and books to more experiential learning techniques which calls for change in the attitude of teachers.

Teachers now need to be more skilled and equipped with futuristic teaching skills

- They need to be conversant with professional teaching standards.
- Teachers need to define distinctly their roles and responsibilities to improve their delivery.

Teachers need to be trained to monitor, improve their capabilities to acquire 21st-century teaching skills.

The selection process of teachers should be just, transparent as well as on merit basis so that teachers with required aptitude are appointed which would also be inspiring for the teachers helping them to improve their performance.

The role of Teachers is needed to be transformed from mere guiding the students for their academic excellence but also being their mentor helping them for their right career decisions.

Therefore, the teachers are required to be equipped with new-age teaching methods.

Teachers today are not only expected to complete the prescribed syllabus but also are supposed to be the guiding force for their further prospective interests since the teachers can understand the desires and aspirations of the students in a better manner. Teachers are supposed to be their first career guides in choosing the right course, right subjects, correct stream, improve their academic scores, and most importantly, make them able to take the correct career path and achieve the desired goals.

Teachers need to be trained to meet the expectations of reforms undertaken in the NEP since they are going to be the direct channels for effective implementation of the policy.

The change in the role of the teachers call for teachers being more sensitive for imposing the change in the attitude of students from being passive listeners to active participants through experiential learning, case studies etc. emphasised in NEP.

The teachers themselves need to adapt themselves to be the facilitators of learning than to be the instructors or disseminators of information. Instead of just giving lectures the teachers need to understand the aptitude and exclusiveness of student and help him/her in nurturing the talent and achieve their respective goal.

The teacher instead of imposing the lecture or his knowledge on the student must invite the thoughts, opinions, perspective of students on the topic being dealt in the class. This would help to develop creative thinking amongst the students.

The teachers now need to be counsellors guiding the students in their career path and also helping them to learn, think, experience the facts and brainstorm for various w’s like what, when, where, who etc. which would definitely help the students to evolve as multi-faceted personality.

They need to acquaint themselves with the career guidance skills and must be able to advise the students whenever needed.

The orientation of the teachers today instead of having on course completion must be on guiding the students for selecting the course, subjects, streams, techniques for improving their scores etc.

Teachers need to cope up with the advanced teaching skills and understand the current teaching trends. They need to be trained and informed in the areas of career counselling.

To get equipped with the advanced career guidance skills and excel in the area of advising students

NEP and Parents

The role of parents is very important in grooming the personality of their wards. Appropriate nurturing of children by parents at home and teachers at school helps to evolve into right human being with ethical value system having personality full of potentials, skills, aptitude. Considering the expectations of NEP, it is the responsibility of the parents to provide the children with the environment that facilitates the acquisition of various comprehension, creative and analytical skills and arouse curiosity amongst the children. The parents first have to change their attitude from traditional memorisation method of learning to experiential and practical based learning. The selection of right school is also very important and should be well researched right from early age which serves as the foundation for further education.

It is the foremost responsibility of the parents to monitor the quality of teachers, teacher-student ratio, the frequency and quality of training imparted to the teachers teaching their children, the size of the class, the values promoted by the school.

It is the duty of the parent to understand the needs, likes, desires, and potentials of their ward and follow the appropriate educational pattern which suits the wards need to bring out the exclusivity within the ward.

The said careful understanding and proper decisions regarding the schooling, curriculum etc made by the parents at the right time serves to be crucial in making or breaking the child's

career. But the parents from less-privileged and illiterate backgrounds may find it very difficult to understand the wide variations brought about through NEP. The involvement of parents in the learning process of children is equally important as involvement of teachers and also serves as an important key driver for enhancing the learning outcome of students. The interaction between parent-teacher and each of their contribution in the wards development, admiration of each other’s efforts in shaping the ward’s career is expected to be increasing for the implementation of various aspects of NEP.

Alike the role of teachers as counsellors the parents also need to be in the role of counsellors for their wards since in the NEP the students are encountered with the problem of plenty and making choices regarding curriculum, subject, courses, schools etc. and through proper understanding of ward’s needs parents can help them to help them to make a correct and purposeful choice leading to the right career path of their ward.

The other major reforms are as follows-

- **PARAKH (Performance assessment, review, and analysis of knowledge for holistic development)** a new national assessment platform is proposed to be set up which would ensure all-round personality development rather acquiring degree only.
- Regulator for higher education is expected to be light but tight which would emphasis quality element at higher education level.
- Under the new policy education is estimated to receive 6% of GDP as against earlier 1.7% which will definitely boost the education system and the help in improving the human capital of the country.
- NEP Aims to achieve 100% youth and adult literacy. This objective would be a great initiative for creation of human capital helping to enhance employability or self-employment generation opportunities.

- Through NEP government aims to achieve **100% GER (Gross enrollment ratio)** from pre-school to secondary by the end of 2030. Through this NEP 2020 government is looking forward to making India a “**global knowledge superpower**”
- The proposal of Multidisciplinary education and Research University to be set up of global standards is projected to bring the Indian education and research at par with foreign universities which would minimise the migration of Indian students abroad for education resulting into cost saving. HECI (Higher education commission of India) will be the only body for entire higher education (except medical and legal education)
- The incorporation of Indian and regional traditions, ethical reasoning, socio-emotional learning, quantitative and logical reasoning, digital literacy, computational thinking, scientific temper, languages, and communication skills at various stages of education will help in creation of multifaceted personality.
- ECCE (Early childhood care and education) Foundation of learning is proposed to facilitate the children who are in the age group of 3 to 6 year to have access to free, safe, high quality, developmentally appropriate care, and education by 2025 which would help them to acquire basic required skills at their foundation level.

Conclusion

Education in its true sense is expected to develop the cognitive capacities and creative thinking but also must focus on inculcating the social, ethical, empathetic, sentimental capacities amongst the students. In this direction the NEP Policy is found to aim at all-round development of students than focusing on the rat-race of memorization of syllabus and just earning marks. The NEP to a greater extent is leading the students towards originality and exclusivity focusing on their individual core skills oriented towards looking beyond the scorecards and help them to grow limitless exploring their creativity.

It proposes to remove the segmentations existing within the different disciplines and has thereby provided the students with the flexibility to choose the course/programmes considering the exclusivity and individuality of each student and their desires.

It seems to be a progressive shift and its desired success depends on implementation in its true image which may enable the new Indian educational structure to be at par with the leading countries of the world. In view of its effective implementation the various bottlenecks in its practical implementation and its impact on various stakeholders like educational institutions, teachers, students and parents need to be analysed and active mechanism has to be developed to minimise the challenges faced by them and create a strong platform which can be compatible in the implementation of NEP with regards to all its stakeholders.

It can be very aptly said that true education is not directed towards only stocking the minds and brains of students with information but to develop and train their respective mind and brain to apply the information through their creative thinking which may enhance their knowledge and problem solving attitude which can augment their employability prospects in turn also boosting the demographic dividend of the country.

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Contribution of GDP towards Education

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Abstract

Human Beings are the most important assets as they play an important part in producing good returns for any country. And Education considerably improves the concept of Human Being as capital as well as economic and productive output of the country. Education and Human Capital carry multiple meanings and one the view is to consider the human productivity on the GDP of the nation. GDP is used as a measure of economic situation of a country and it is observed that those countries with high GDP often have a well trained and educated workforce. Educated individuals contribute more to the economy of a country as they spend more as they earn more eventually contributing to increase in GDP.

Overview

India is currently undergoing a phase of transition after the launch of NEP, 2020.

Evolution of Education Policy in India over the years -

1. University Educaon Commission (1948-49)
2. Secondary Education Commision (1952-53)
3. Education Commission under Dr. D.S. Kothari (1964-66)
4. National Policy on Education (1968)
5. 42nd Constitutional Amendment, 1976 - Education wa added in Concurrent List
6. National Policy on Education (1986)
7. National Policy on Education 1986 was modified in 1992 (Programme of Action 1992)
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9. K.Kasturirangan Committee Report (2019)
10. New Education Policy (2020)

To make the educational system holistic, flexible, mulidisciplinary and aligned the needs of 21st century and 2030 Sustainable Developement Goals the New Educational Policy 2020

was approved by the Union Cabinet on 29th July 2020. It is the first education policy to address the growing imperatives of our country.

SDG 4 i.e. Sustainable Development Goal 4 focuses on quality education and lifelong learning opportunities for everyone, to be achieved by the countries around the globe. SDG 4 targets to achieve universal literacy and numeracy, which also comprise of free primary and secondary education, accessible pre-primary education, affordable technical, vocational and higher education, safeguard, upgrade and expand education for everyone increase scholarship and increase supply of qualified teachers in developing countries.

To keep in line with the said SDG, NEP 2020 was introduced to provide global edge to the Indian Educational System. NEP 2020 comprises of ensuring Universal access to all levels of schooling and higher education, new curricular and pedagogical structure, interdisciplinary learning, promoting multilingualism and Indian languages.

The education sector is expected to get 6 per cent of the GDP. The question is how would the Centre raise the funds amidst an economic crisis? Will it bear the brunt of the expenditure? Or will the states be asked to take on the burden? A 2 per cent education cess was introduced by the Centre in 2004 to generate additional resources for education. Will the educational cess be a part of the primary budget or will it be an additional tax as conceptualized in the beginning?

To provide a high quality education to the young generation in future, the policy commits towards significantly raising the investment in education. However, the public expenditure made on education in India is not close to the recommended 6% level mentioned in the policy, which was envisaged in 1968 Policy, reiterated in 1986 Policy and further reaffirmed in 1992 Policy. The current expenditure on education by the government (by Centre and State) on education in India is around 4.43% of GDP and only around 10% of of the total Government spending is towards education (Education Survey 2017-18). Hence, in order to

achieve the goal of education with excellence, NEP 2020 incorporates new changes. The Centre and State governments have to work together In order to achieve the target of 6%. It is required to attain India’s future economic, social, cultural, intellectual and technological progress and growth.

The prime focus on the utilisation of the expenditure made towards education will be made for ensuring universal access, availability of learning resources, nutritional support, matters of student safety and well-being, adequate number of teachers and staff, faculty development, and support for all key initiatives towards quality high education for underprivileged and socio-economically disadvantaged people.

One of the problems regarding funds is that low level funding in India is spent in timely manner at the Institutional or District level which hampers the achievement and targets of the intended funds. Financial governance and management will be used to streamline the disbursal mechanism to ensure there is not high amount of unspent balance. The provisions of GFR (General Financial Rule), PFMS and Just in time release to implementing agencies will be followed for efficient use of government resources and avoid parking of funds. It is expected that the new regime with clear separations of roles and transparent disclosures, empowerment and autonomy to institution and appointment of qualified experts to leadership position will help to enable smooth and transparent flow of funds.

Commercialization of education has been dealt by the policy through multiple fronts, which comprise of self disclosure of finances, procedures, courses, programme outcomes, educational outcomes, substantial investment in public education and mechanisms of good governance of all public and private institutions.

It is important for the countries to improve their level of human capital to make a significant impact on GDP. For economic growth of any country not just the enrollment rate is important but also the knowledge which is acquired through education. Therefore, the policymakers must pay more attention towards quality education. Education improves workers productivity, which positively reflects on GDP. Hence, policymakers should focus on achieving the set target of 6%, which would help the overall economy to develop.

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Restructuring of Higher Education and Assessment strategies under NEP 2020

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Abstract

Assessment of learning is essential to understand what students have learnt and what they can do with their learning. Our education system has excessively focused on marks and the result is a huge young population who are the asset of the nation having more than 90% marks but no practical skills and competence. The end result of education must be to create a purposeful life for all who constitute the society and use of knowledge for enriching lives of all.

Traditionally assessment has been done through oral, written exams, public examination, internal and external assessment, and so on. The NEP attempts competency based assessment as against content based assessment. More importantly the shift is to development of high order skills such as analysis, critical thinking ,creativity,cognitive behaviour conceptual clarity and their testing before promotion of the student.

The current structure of institutions imparting higher education is highly fragmented. The NEP aims to transform institutions imparting higher education into broad multidisciplinary universities providing holistic education and to encourage learners to learn skills across various disciplines.

Introduction

According to university grant commission, we have 412 state universities, 124 deemed to be universities, 53 central universities and 361 private universities till April 2020 (UGC, 2020) and yet the quality of higher education is doubtful. The 2018 the Gross Enrolment Ratio in higher education in 2018 was 26.3% (including the vocational education) , the NEP has set a target of 50% by 2035(NEP 2020, sec. 10.8, pg. 35).

The vision is to transform HEIs into taking a more comprehensive role of becoming knowledge hubs, extend holistic and multidisciplinary education to enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research provide community services and hence make optimum utilisation of resources.

Restructuring of HEIs

India has an ancient tradition of multidisciplinary universities such as Takshashila, Nalanda, Vallabhi, and Vikramshila providing education to thousands of students. To address the problem of fragmentation the focus is on transforming higher education institutions. The vision is to provide holistic education and multidisciplinary skills hence HEIs are expected to evolve into large multidisciplinary universities, colleges, and HEI clusters, each of which will aim to have 3,000 or more students. Gradually all existing and new HEIs will evolve into research-intensive universities (RUs), teaching universities (TUs), and autonomous degree-granting colleges (ACs).

HEIs will contribute to community development and service, various fields of practice, faculty development and support school education in addition to teaching and research. HEIs are expected to increase student intake and make optimum use of infrastructure and other resources, for improving student intake and capacity utilisation they can undertake Open Distance Learning and online programmes (NEP 2020, sec. 10.10, pg. 35)

HEIs have autonomy to offer 1 or 2 year masters program depending on undergraduate program of the student. To reach global standards in education quality, Multi-disciplinary Education and Research Universities (MERUs) will be established (NEP 2020, sec. 11.11, pg. 38). Every institute will develop a comprehensive an IDP (Institutional Development Plan) encompassing its various activities (NEP 2020, sec. 12.3, pg. 39).

Support System will be established to cater to needs of students from disadvantaged groups (NEP 2020, sec. 12.4)

Accreditation for HEIs

Accreditation system for HEIs will be transparent and stage wise. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged

that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. (NEP 2020 Chapter 10 10.4)

More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs. (NEP 2020 Chapter 10 10.8)

Higher Education Commission of India (HECI) An independent body will be established to cover all the higher education system except medical and legal education. HECI will be accountable for funding, standards-setting, regulation and accreditation of higher education India. HECI will be comprise of four independent verticals Higher Education Grants Council (HEGC) for funding, General Education Council (GEC) for standard setting, National Higher Education Regulatory Council (NHERC) for regulation, and National Accreditation Council (NAC) for accreditation (NEP 2020, sec. 18, pg. 46-48).

Restructuring of University Governance: All the HEIs will be headed by an independent Board of Governors (BoG). The BoG will be consisting of “a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution” (NEP 2020, sec. 19, pg. 49). The higher education system

needs to build a culture of educational excellence to keep up with the changing times and demands of the professional world, and for that, it needs strong leadership and governance.

Assessment in HEIs as per NEP 2020

National Testing Agency (NTA): will conduct common entrance test for admission to graduate, under graduate courses and fellowships in HEIs.

CBCS (Choice Based Credit System) will be revised to provide flexibility to HEIs also HEIs will have full autonomy in final certification to criterion-based grading system, will be introduced to allow comparison of outcomes. A continuous comprehensive evaluation system will be followed by HEIs with the objective of providing uniformity in education. (NEP- 2020, sec. 12.2, pg. 38).

The NTA (National Testing Agency) will work to offer a high quality common aptitude Test as well as high quality common subject exams in science, humanities, languages arts and vocational subjects, at least twice a year. It will serve as a premier, expert, autonomous testing organization to conduct entrance exams for undergraduate and graduate admission and fellowships in higher education

Multiple entry and exit points in bachelor’s Degree: Undergraduate courses will have a combination of subjects and flexible curriculum in addition to vocational education. The under graduate programmes will be of 3 to 4 years which allow multiple exits and entry point with appropriate certification

Certification after completing one year

Diploma after 2 years

Bachelors degree after 3 years

Degree with research if student completes research in major area. (NEP- 2020, sec. 11.9, pg. 37)

Academic Bank of Credit: An Academic Bank of Credit is to be initiated, which will be a digital repository for academic credits earned from various institutes. This will allow transfer of credits towards final degree received (NEP 2020, sec. 11.9, pg. 37)

Conclusion

The NEP tries to adopt the ancient Indian system of imparting education across various disciplines under one roof in addition to research and contribution to community. At the same time it aims to maintain education quality par global standards. Common assessment platforms across universities ensures uniformity and transparency. If well implemented it will certainly go a long way into achieving the ultimate goal of education.

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नवीन शिक्षा नीति और स्वायत्तशासी संस्थाओं की भूमिका

डॉ. नेहा कल्याणी

सहायक व्याख्याता

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प्रस्तावना :-

बचपन से लेकर जीविकोपार्जन के लिए वृत्ति अपनाने तक मनुष्य पढाई-लिखाई के अनेक दौर से गुजरता है। किन्तु जो शिक्षा साधारण व्यक्ति को जीवन संग्राम में समर्थ नहीं बना सकती, जो मनुष्य में चरित्र, बल, परहित भावना और सिंह के समान साहस नहीं ला सकती, वह शिक्षा हो ही नहीं सकती। शिक्षा का मतलब यह कदापि नहीं है कि व्यक्ति के दिमाग में ऐसी बाँतें ढूँसी जायें कि उसे उसका दिमाग जीवन भर हजम ही न कर पाये। शिक्षा ऐसी हो जो व्यक्तित्व को आकार देने, एक जिम्मेदार व कर्तव्यनिष्ठ नागरिक बनने की दिशा में कार्य करे।

डॉ. सर्वपल्ली राधाकृष्णन ने कहा है कि –“ हम जैसा समाज बनाना चाहते हैं, हमें वैसी शिक्षा देनी चाहिये। मानवीय गरिमा और गुणों पर आधारित सक्रिय आधुनिक लोकतंत्र तो हम चाहते हैं किन्तु इन्हें साकार करने के लिए अपने समाज को हम किस प्रकार की शिक्षा दे रहे हैं यह तथ्य विचारणीय है।”

शिक्षा की परिभाषा :- शिक्षा ज्ञान और बुद्धि के रास्ते से गुजरने वाली एक अनंत यात्रा है। ऐसी यात्रा जिससे मानवता के नए दरवाजे खुलने लगते हैं। शिक्षा प्रणाली का दायित्व है कि वह छात्र को मदद चाहने वाले की जगह मदद मांगने वाला बनाये। यदि तुम पाँच भावों (काम, क्रोध, लोभ, मोह, ईर्ष्या) को हजम कर उनके अनुसार जीवन व चरित्र गठित कर सको तो तुम्हारी शिक्षा उस व्यक्ति की तुलना में अधिक है, जिसे पूरा पुस्तकालय कण्ठस्थ हों। वास्तव में शिक्षा स्वयं को खोजने की प्रक्रिया है। खुद से सीखो ही शिक्षा है। सीखने की क्षमता से युक्त होने वाला शिक्षार्थी कहलाता है। जब ज्ञान प्राप्ति का मकसद तय होता है तो सृजनशीलता पनपने लगती है, जिससे सोचने समझने के रास्ते खुलते हैं और ज्ञान का प्रकाश फैलने लगता है, तब किसी भी राष्ट्र की अर्थव्यवस्था फलने फूलने लगती है।

“ अंधकार को जो दूर कर जो ज्ञान का प्रकाश फेलाये।

बुझी हुई आशा में जो विश्वास जगाये।

नामुमकिन राहों को जो मुमकिन बनाने की राह दिखाये

निराशा को जो दूर भगाये।।”

वर्तमान शिक्षा पद्धति :- पश्चिम के प्रभाव से जो शिक्षा पद्धति हमारे देश में ईजाद की गई है, उसके खिलाफ जो इतना जबरदस्त लोकमत है उसका कारण यह है कि पुस्तकों के अध्ययन में उलझ कर अध्येता साक्षात् जीवन से विमुख होकर केवल पुस्तकों के अध्ययन में ही उलझ जाते हैं, मानवीयता से उसका कोई संबंध ही नहीं रह जाता और वे निष्क्रिय दिमागी कसरत के फेर में पडकर वास्तविक जीवन में एकदम असफल हो जाते हैं। वे पाणिनी और पतंजलि जैसे संस्कृत के विद्वानों के ग्रन्थ पढ़कर प्रकाण्ड पण्डित भले ही बन जाये पर वे लोकव्यवहार, समाजसेवा और जीवन्त कार्यक्षम जीवन से बिल्कुल कोरे रहते हैं। आज की शिक्षा पद्धति हमें ज्ञान के अथाह समुद्र में गोते तो लगवाती है किन्तु जीवन के कण्टाकीर्ण पथ पर चलते हुए निराशा के अंधकार में डूबे हुए व्यक्ति को राहें तलाश करवाने में कोई मदद नहीं कर पाती।

नवीन शिक्षा पद्धति की आवश्यकता :- औद्योगिकीकरण और उपभोक्तावादी संस्कृति के इस युग में जब ज्ञान के परिदृश्य में पूरा विश्व परिवर्तन के दौर से गुजर रहा है। मशीन और तकनीक की अतिवादिता के चलते जहां एक ओर कामगारों की जगह मशीन और रोबोट ले रहे हैं। किन्तु पर्यावरण प्रदूषण की अधिकता और विज्ञान की भयावहता के चलते जीव विज्ञान, रसायन विज्ञान, भौतिक विज्ञान, कृषि विज्ञान, जलवायु विज्ञान और समाज विज्ञान जैसे क्षेत्रों में कुशल कामगारों की मांग बढ़ेगी।

रोजगार और वैश्विक परिस्थितियों में तेजी से आ रहे परिवर्तनों से ये आवश्यक हो गया है कि आज का विद्यार्थी ज्ञान, विज्ञान के साथ ही सतत सीखते रहने की कला भी सीखें। जीवन के प्रति एक विशेष दृष्टिकोण उसके अन्दर विकसित हो। समस्या समाधान, और तार्किक एवं रचनात्मक रूप से सोचना सीखें। सामाजिक दृष्टि से विविध विषयों के अन्तर्सम्बन्धों को जान पायें और समझ पायें। विद्यार्थी जीवन में सीखें गये ज्ञान को बदलती परिस्थितियों में प्रयोग में ला पायें। इस बदलाव के लिए जरूरत है कि शिक्षण प्रक्रिया विद्यार्थी केन्द्रित हो, जिज्ञासा, खोज, अनुभव और संवाद के आधार पर संचालित हो। शिक्षा शिक्षार्थियों के जीवन के सभी पक्षों का संतुलित विकास करे इसके लिए आवश्यक है कि पाठ्यक्रम में विज्ञान और गणित के अलावा बुनियादी कला, शिल्प, मानविकी, खेल, भाषाओं, साहित्य, संस्कृति और मूल्यों का अवश्य ही समावेश किया जाना चाहिये। विद्यार्थियों में शैक्षणिक योग्यता के साथ साथ नैतिकता, तार्किकता, करुणा और संवेदनशीलता का भी समावेश होना चाहिये। जिससे रोजगार के क्षेत्र में प्रतिकूल परिस्थितियों में भी वो स्वयं को दृढ़ रख सके।

नवीन शिक्षा नीति भारत की परम्परा और सांस्कृतिक मूल्यों के आधार को बरकरार रखते हुए 21 वीं सदी की शिक्षा के लिए आकांक्षात्मक तथ्यों तथा रचनात्मक तथ्यों के विकास पर जोर देती है।

यह नीति इस सिद्धान्त पर आधारित है कि शिक्षा से न केवल साक्षरता और संख्याज्ञान जैसी बुनियादी क्षमताओं का विकास होना चाहिये बल्कि नैतिक, सामाजिक, और भावनात्मक स्तर पर भी व्यक्ति का विकास होना आवश्यक है। यह शिक्षा नीति प्राचीन और सनातन भारतीय ज्ञान और विचार की समृद्ध परम्परा के आलोक में तैयार की गई है।

नवीन शिक्षा नीति के अनुसार स्वायत्तशासी संस्थाओं की भूमिका :-

यह शिक्षा नीति उच्चतर शिक्षा के केन्द्र गुणवत्तापूर्ण विश्वविद्यालय एवं महाविद्यालय हेतु एक नया और भविष्योन्मुखी दृष्टिकोण है। इस शिक्षा नीति के क्रियान्वयन में स्वायत्तशासी संस्थाओं की भूमिका निम्न बिन्दुओं के आधार पर समझी जा सकती है। आज की युवा पीढ़ी ऐसी शिक्षा प्रणाली चाहती है जो उसके खोजी और सृजनशील मन को सबल बनाने के साथ ही उसके सामने चुनौती प्रस्तुत करे।

1. विद्यार्थियों को सुरक्षित और प्रेरणादायक शिक्षण वातावरण प्रदान करना। विद्यार्थियों को सीखने का वातावरण देना और उनमें सीखने की ललक पैदा करना। संस्थान और शिक्षा के विविध स्तरों पर समन्वय और सहज जुड़ाव आवश्यक है।
2. हर बच्चे की विशिष्ट क्षमताओं की स्वीकृति, पहचान और उनके विकास हेतु प्रयास करना। शिक्षकों और अभिभावकों को इन क्षमताओं के प्रति संवेदनशील बनाना जिससे वे बच्चे की शैक्षणिक और इतर शैक्षणिक क्षमताओं के विकास में ध्यान दे सकें।
3. बुनियादी साक्षरता और संख्याज्ञान को सर्वाधिक प्राथमिकता देना, जिससे सभी विद्यार्थी कक्षा 3 तक साक्षरता और संख्याज्ञान जैसे मूलभूत कौशलों को हासिल कर सकें।
4. विद्यार्थियों में उनके सीखने के तौर तरीके और कार्यों को चुनने की क्षमता हो, वे अपनी रुचियों को पहचानकर उनके अनुसार अपना क्षेत्र तय कर सकें। इस तरह शिक्षा नीति में लचीलापन है।
5. कला और विज्ञान के बीच समन्वय और सामंजस्य स्थापित हो सकें।
6. बहुविषयक और समग्र शिक्षा का विकास।
7. रंटत पद्धति की अपेक्षा अवधारणात्मक समझ पर जोर।
8. रचनात्मक और तार्किक सोच को प्रोत्साहन।
9. नैतिकता, मानवीय और संवैधानिक मूल्यों का विद्यार्थियों में उद्भव।
10. अध्ययन में भाषा शक्ति पर जोर।
11. जीवन कौशल के तत्वों पर जोर।
12. सीखने के लिए सतत मूल्यांकन पर जोर।
13. तकनीकी कौशल पर जोर।

उच्चतर शिक्षा मनुष्य और साथ ही सामाजिक कल्याण के विकास में अतिआवश्यक भूमिका निभाती है। किसी भी राष्ट्र के आर्थिक विकास और आजीविकाओं को स्थायित्व देने में भी उच्चतर शिक्षा महत्वपूर्ण योगदान देती है। उच्चतर शिक्षा व्यक्ति को एक या एक से अधिक विशिष्ट क्षेत्रों में गहन स्तर पर अध्ययन करने में सक्षम बनाने के साथ ही व्यक्तिगत उपलब्धि और ज्ञान, रचनात्मक सार्वजनिक सहभागिता और समाज में उत्पादक योगदान को सक्षम करना चाहिये।

सामाजिक स्तर पर उच्चतर शिक्षा का उद्देश्य राष्ट्र को प्रबुद्ध सामाजिक रूप से जागरूक जानकार और सक्षम बनाना है जो अपने नागरिकों का उत्थान कर सकें और अपनी समस्याओं के लिए सशक्त समाधानों को क्रियान्वित कर सकें। ज्ञान निर्माण और नवाचार का आधार उच्चतर शिक्षा राष्ट्रीय अर्थव्यवस्था में महत्वपूर्ण भूमिका निभाती है। इसका उद्देश्य केवल रोजगार निर्मित ही नहीं बल्कि अभिनव, समृद्ध, सुसंस्कृत, उत्पादक और प्रगतिशील राष्ट्र का निर्माण करना है।

वर्तमान युग में उच्चतर शिक्षा की प्रमुख समस्याएँ:-

1. गंभीर रूप से खंडित उच्चतर शैक्षिक परिस्थितिकी तंत्र।
2. संज्ञानात्मक कौशल के विकास और सीखने के परिणामों पर कम बल।
3. विषयों का कठोर विभाजन, विद्यार्थियों को बहुत पहले ही विशेषज्ञ और अध्ययन के संकीर्ण क्षेत्रों की ओर ढकेल देना।
4. सामाजिक आर्थिक रूप से वंचित क्षेत्रों के विद्यार्थी स्थानीय भाषाओं में पढ़ने को मजबूर
5. सीमित शिक्षक और संस्थागत स्वायत्तता।
6. योग्यता आधारित कैरियर प्रबंधन और संकाय और संस्थागत लीडरों की प्रगति के लिए अपर्याप्त तंत्र।
7. अधिकांश विश्वविद्यालयों एवं महाविद्यालयों में पारदर्शी और समीक्षा शोध निधियों की कमी
8. उच्चतर शिक्षा संस्थानों में गवर्नेंस और नेतृत्व क्षमता का अभाव
9. एक अप्रभावी विनियामक प्रणाली

विद्यार्थियों के वर्तमान और भविष्य दोनों के लिए ही अद्वितीय विनियोग से युक्त यह शिक्षा नीति उच्चतर शिक्षा प्रणाली में आमूलचूल बदलाव और संचार की चुनौतियों को दूर करने का अवसर देती है। जिससे सभी युवाओं को उनकी आकांक्षा के अनुरूप गुणवत्तापूर्ण समान अवसर देने वाली एवं समावेशी उच्चतर शिक्षा मिले। इस नीति के अनुसार वर्तमान उच्चतर शिक्षा प्रणाली में निम्नलिखित परिवर्तनों का समावेश किया गया है—

6. शिक्षण और भोध के अलावा, उच्चतर शिक्षा संस्थायें अन्य महत्वपूर्ण जिम्मेदारियां भी निभायेंगे। जैसे- अन्य उच्चतर शिक्षा संस्थान को विकसित और स्थापित करने में सहयोग, सामुदायिक सहभागिता और सेवा, कार्यप्रणाली के विविध क्षेत्रों में योगदान, उच्चतर शिक्षा प्रणाली के लिए प्राध्यापकों की योग्यता का विकास, और स्कूली शिक्षा में योगदान जिन्हें वे उपयुक्त संसाधनों, प्रोत्साहनों और संरचनाओं को मुहैया कराने के माध्यम से निर्वहन करेंगे।
7. 2040 तक सभी वर्तमान उच्चतर शिक्षा संस्थानों का उद्देश्य अपने आपको बहुविशयक संस्थानों के रूप में स्थापित करना होगा। बुनियादी ढांचे और संसाधनों के इष्टतम उपयोग के लिए और जीवन्त बहुविशयक समुदायों के निर्माण के लिए हजारों की संख्या में छात्र नामांकित होंगे। पहले 2030 तक सभी उच्चतर शिक्षा संस्थान बहुविशयक संस्थान बनने की योजना बनायेंगे और फिर धीरे-धीरे छात्रों की नामांकन संख्या वांछित स्तर तक बढ़ायेंगे।
8. वंचित क्षेत्रों में पूर्ण उपलब्धता, न्यायसंगतता और समावेश के लिए उचित संख्या में उच्चतर शिक्षा संस्थान स्थापित और विकसित किये जायेंगे। 2030 तक प्रत्येक जिले में या उसके इर्द-गिर्द बड़ा बहुविशयक उच्चतर शिक्षा संस्थान होगा। श्रेष्ठ गुणवत्तापूर्ण उच्चतर शिक्षा संस्थान सार्वजनिक और निजी दोनों को विकसित करने की दिशा में ठोस कदम उठाये जायेंगे, जिनके निर्देश का माध्यम स्थानीय या भारतीय भाषाओं या द्विभाषिक होगा।
9. उच्चतर शिक्षा संस्थान के विकास के लिए सार्वजनिक और निजी दोनों संस्थानों का विकास होगा। एक निष्पक्ष और पारदर्शी प्रणाली के तहत सभी सार्वजनिक संस्थानों के विकास के लिए समान अवसर प्रदान किये जायेंगे। यह प्रत्यायन प्रणाली, प्रत्यायन नियमों जैसे पारदर्शिता और पूर्व प्रचारित मानदण्डों पर आधारित होगी। इस नीति के अनुसार श्रेष्ठतम प्रदर्शन करने वाले उच्चतर शिक्षा संस्थानों को अपनी क्षमताओं का विस्तार करने के लिए प्रोत्साहित किया जायेगा।
10. संस्थानों को नामांकन संख्या बढ़ाने के लिए मुक्त दूरस्थ शिक्षा, और ऑनलाइन पाठ्यक्रमों को संचालित करने का अवसर होगा, बशर्त उन्हें ऐसा करने के लिए मान्यता प्राप्त हो। ऐसे गुणवत्तापूर्ण ऑनलाइन पाठ्यक्रमों को उच्चतर शिक्षा संस्थानों के पाठ्यक्रमों के साथ समन्वित किया जायेगा और इस प्रकार पाठ्यक्रमों के वरीयता स्वरूपों को मान्यता दी जायेगी। भौक्षणिक संस्थानों को ऐसे पाठ्यक्रम विकसित करने होंगे जो विकसित भारत की सामाजिक और प्रौद्योगिकी संबंधी आवश्यकताओं के प्रति संवेदनशील हों।
11. एक ही स्ट्रीम वाले संस्थानों को कालांतर में समय के साथ जीवन्त बहुविशयक संस्थानों या बहुविशयक उच्चतर शिक्षा संस्थान क्लस्टर के अंग के रूप में चरणबद्ध तरीके से परिवर्तित किया जायेगा। जिन्हें उच्चतर गुणवत्ता बहुविशयक और अंतरविशयक शिक्षण और अनुसंधान के लिए सक्षम और प्रोत्साहित किया जायेगा। उपयुक्त प्रत्यायन ;।वतमकजपवदद्वउपलब्धि के माध्यम से सभी उच्चतर शिक्षा संस्थान धीरे-धीरे पूर्ण अकादमिक और प्रशासनिक स्वायत्ता की ओर बढ़ेंगे। सार्वजनिक संस्थानों की स्वायत्ता को पर्याप्त सार्वजनिक वित्त सहायता से स्थायित्व और दृढ़ता मिलेगी। उच्चतर गुणवत्ता एवं समतापूर्ण शिक्षा के लिए प्रतिबद्ध निजी संस्थानों को सार्वजनिक हित के लिए प्रोत्साहित किया जायेगा।
12. इस नीति द्वारा कल्पित नवीन विनियामक प्रणाली ग्रेडेड ऑटोनोमी के जरिये इसे नवाचार के लिए बढ़ावा देगी। प्रत्येक विश्वविद्यालय अपने सम्बद्ध महाविद्यालय के अकादमिक और प्रशासनिक कार्यों के मार्गदर्शन के लिए उत्तरदायी होगा। समूचे उच्चतर शिक्षा क्षेत्र का एक लक्ष्य एक एकीकृत उच्चतर शिक्षा प्रणाली का निर्माण होगा।

➤ **समग्र और बहुविशयक शिक्षा की ओर :-**

भारत में बहुविशयक प्रणाली से सीखने की प्राचीन परम्परा मिलती है। जैसे बाणभट्ट की कादम्बरी शिक्षा को 64 कलाओं के ज्ञान के रूप में वर्णित करती है और इन 64 कलाओं में गायन, नृत्य, चित्रकला के साथ ही रसायनशास्त्र और गणित, सिलाई, बढईगिरी, औषधि निर्माण, अभियांत्रिकी ज्ञान, सम्प्रेषण, संवादकौशल, रचनात्मक लेखन आदि का ज्ञान दिया जाता था जिसे आज हम 21 वीं शताब्दी में हार्ड स्किल और सॉफ्ट स्किल के रूप में परिभाषित करते हैं। आवश्यकता है उस ज्ञान की ओर पुनः लौटने की। विद्यार्थियों को अपनी जड़ों से जोड़ने की, उनमें गुणवत्तापूर्ण कौशल का विकास करने की।

नवीन शिक्षा नीति में वर्णित इस पद्धति का उद्देश्य मनुष्य की सभी क्षमताओं, बौद्धिक, सौन्दर्यात्मक, सामाजिक, शारीरिक, भावनात्मक, नैतिकता आदि को एकीकृत तरीके से विकसित करना होगा। इस पद्धति से वर्तमान शिक्षा पद्धति की कठोर अनुशासनात्मक सीमाओं से हटकर आजीवन सीखने की संभावनाओं को बढ़ावा मिलेगा। इसमें विषयों में कठोर विशेषज्ञता के अलावा छात्रों को पाठ्यचर्या में लचीलापन, नए और रोचक पाठ्यक्रमों को विकल्प दिये जायेंगे। शिक्षाशास्त्र में संचार, चर्चा, वाद-विवाद, अनुसंधान, कौंस डिस्प्लिनरी और अंतःविषयक सोच के अवसरों पर अधिक जोर होगा।

इस शिक्षा नीति का उद्देश्य स्वप्रेरणा से आत्मनियंत्रित होकर सीखने वाले छात्रों का निर्माण करना है। यह शिक्षा नीति छात्रों में हम यह कर सकते हैं का भाव भरने का प्रयास है।

- **उपसंहार:-** निष्कर्षतः इस शिक्षा नीति का उद्देश्य छात्रों में राष्ट्र निर्माण की क्षमतायें पैदा करना है। आजीवन स्वायत्त शिक्षार्थी का निर्माण करना जो भविष्य में एक प्रबुद्ध नागरिक के रूप में विकसित हो। छात्रों में ऐसी दृष्टि का निर्माण हो सके कि वे अपने प्रश्नों के उत्तर स्वयं ढूँढ सकें। ऐसी शिक्षा विद्यार्थियों को प्रदान करना जो उनकी अपेक्षाओं, आकांक्षाओं, बौद्धिक सजगता एवं सपनों को समझ सकें। उन्हें ऐसा शैखिक वातावरण प्रदान करना कि जीवन के हर क्षण में उनकी मुस्कुराहट बनी रहे। युवा मस्तिष्क को तेजस्वी और धारदार बनाना ही शिक्षा की प्रामाणिकता है। शिक्षा एवं ज्ञानार्जन की

सम्पूर्ण प्रक्रिया का परिणाम यह होना चाहिये कि विद्यार्थी में पेशेवर क्षमता का विकास हो। उसमें इस आत्मविश्वास और इच्छा शक्ति का उदय हो कि वह दृढ़तापूर्वक सारी बाधाओं को पार कर एक रूपरेखा, एक उत्पाद प्रणाली का विकास कर सके।

➤ **नवीन शिक्षा नीति का महत्व :-**

1. अनुसंधान और जिज्ञासा :- विद्यार्थियों में ऐसी योग्यता को संचार करना होगा जिससे वे अपने ज्ञान के संसार में वृद्धि कर अपने लिए सही रास्ता तलाश कर सकें। शिक्षा का उद्देश्य है –सत्य की खोज करना। इस खोज के लिए जिज्ञासा उत्पन्न करना।
2. सृजनशीलता और नवीनता :- 21 वीं सदी में उपलब्ध सूचना के विशाल सागर का प्रबंधन सीखने के लिए विद्यार्थियों में नवीनता और रचनात्मकता का सृजन करना होगा।
3. उच्च स्तरीय प्रौद्योगिकी के उपयोग की क्षमता :- छात्रों को अपनी सीखने की प्रक्रिया को आगे बढ़ाने के लिए उन्नत प्रौद्योगिकी का ज्ञान होना चाहिये। आज तक प्राप्त ज्ञान और जानकारी को प्रबंधन और मानवीय मूल्यों से जोड़ना आवश्यक है।
4. उद्यमशीलता :- हमें छात्रों को सिखाना होगा कि वे वृहत लाभ के लिए वे सोच समझकर जोखिम उठाएँ और सदाचार का पालन करें।
5. नैतिक नेतृत्व :- मानव जीवन को बेहतर बनाने के लिए छात्रों के पास सम्मोहक और सशक्त सपने हों, किन्तु साथ ही उनमें स्वयं उचित कार्य करने और दूसरों को प्रेरित करने की प्रवृत्ति का विकास हो।
6. उपयोगी कौशल सिखाना :- विद्यार्थियों को शिक्षा काल के दौरान की उनके रोजगार के लिए उपयोगी कौशल का विकास किया जाये।

सन्दर्भ ग्रन्थ :-

1. राष्ट्रीय शिक्षा नीति 2020, संपादक अतुल कोठारी, प्रभात प्रकाशन, नई दिल्ली ,प्रकाशन-2021
2. शिक्षा नीति 2020, संपादक डॉ. सुधांशु कुमार पाण्डेय, नोटन प्रकाशन, नई दिल्ली ,प्रकाशन-2021
3. राष्ट्रीय शिक्षा नीति 2020, संपादक पंकज अरोडा और उषा शर्मा, क्षिप्रा प्रकाशन, नई दिल्ली ,प्रकाशन-2021
4. शिक्षा और विकास के सामाजिक आयाम- मूनिस रजा, अनुवादक- सुजाता रॉय

1. व्यक्तियों के समग्र विकास के उद्देश्य के लिए यह आवश्यक है कि पूर्व विद्यालय से उच्चतर शिक्षा तक सीखने के प्रत्येक चरण में कौशल और मूल्यों का एक निर्धारित सेट शामिल किया जाएगा।
- क) ऐसी उच्चतर शिक्षा व्यवस्था की ओर बढ़ना जिसमें विशाल बहु-विषयक विश्वविद्यालय और महाविद्यालय हों, जहाँ प्रत्येक जिले में या उसके पास कम से कम एक और पूरे भारत में अधिकतर एचईआई ऐसे ही हो, जो स्थानीय भारतीय भाषाओं में शिक्षा या कार्यक्रमों का माध्यम प्रदान करते हों।
- ख) अधिक बहु-विषयक स्नातक शिक्षा की ओर बढ़ना।
- ग) संकाय और संस्थागत स्वायत्तता की ओर बढ़ना।
- घ) विद्यार्थियों के अनुभव में वृद्धि के लिए पाठ्यचर्या, शिक्षण-शास्त्र मूल्यांकन और विद्यार्थियों को दिए जाने वाले सहयोग में आमूल-चूल परिवर्तन करना।
- ङ) शिक्षण, अनुसंधान और सेवा के आधार पर योग्यता-नियुक्तियों और करियर की प्रगति के माध्यम से संकाय और संस्थागत नेतृत्व की स्थिति की अखंडता की पुष्टि करना।
- च) सहकर्मी द्वारा समीक्षा की गई उत्तम अनुसंधान और विश्वविद्यालयों और कॉलेजों में सक्रिय रूप से अनुसंधान की नींव रखने के लिए राष्ट्रीय अनुसंधान फाउंडेशन (एनआरएफ) की स्थापना।
- छ) शैक्षणिक और प्रशासनिक स्वायत्तता वाले उच्चतर-योग्य स्वतंत्र बोर्डों द्वारा एचईआई का गवर्नेंस
- ज) व्यावसायिक (प्रोफेशनल) शिक्षा सहित उच्चतर शिक्षा के सभी एकल नियामक द्वारा "लचीला लेकिन स्थायित्व प्रदान करने वाला विनियमन।
- झ) उपायों की एक श्रृंखला के माध्यम से पहुँच, समता और समावेशन में वृद्धि, इसके साथ ही उत्कृष्ट सार्वजनिक शिक्षा के लिए अधिक अवसर, वंचित और निर्धन छात्रों के लिए निजी विश्वविद्यालयों द्वारा छात्रवृत्ति में पर्याप्त वृद्धि, ओपन स्कूलिंग, ऑनलाइन शिक्षा, और मुक्त दूरस्थ शिक्षा (ओडीएल), और दिव्यांग शिक्षार्थियों के लिए सभी बुनियादी ढाँचे और शिक्षण सामग्री की उपलब्धता और उस तक उनकी पहुँच।

संस्थागत पुनर्गठन और समेकन

1. उच्चतर शिक्षा के बारे में इस नीति का मुख्य जोर उच्चतर शिक्षा संस्थानों को बड़े एवं बहु-विषयक विश्वविद्यालयों, कॉलेजों और एचईआई क्लस्टरों/ नॉलेज हबों में स्थानांतरित करके उच्चतर शिक्षा के विखंडन को समाप्त करना है। जिसमें प्रत्येक का लक्ष्य 3,000 या उससे भी अधिक छात्रों का उत्थान करना होगा। यह पूरी उच्चतर शिक्षा में छात्रों के सीखने के लिए विद्वानों और साथियों के जीवंत समुदाय निर्माण, विषयों की बीच उपजी खाईयों को पाटने, छात्रों को उनके सम्पूर्ण मानसिक और चहुँमुखी (कलात्मक, रचनात्मक, विश्लेषणात्मक और खेल) विकास करने में सक्षम, सक्रिय अनुसंधान समुदायों अन्तर-अनुशासनिक अनुसंधान सहित को विकसित करने और संसाधनों, सामग्री और मनुष्य की कार्य कुशलता की बढ़ोतरी में मदद करेगी।
2. उच्चतर शिक्षा के ढाँचे के बारे में यह नीति सबसे बड़ी अनुशासना बड़े एवं बहु-विषयक विश्वविद्यालयों और उच्चतर शिक्षा संस्थान (एचईआई) क्लस्टरों के संबंध में करती है। जीवंत एवं बहुविषयक परिवेश में शिक्षा प्रदान करने वाले भारतीय प्राचीन विश्वविद्यालयों तक्षशिला, नालन्दा, वल्लभी और विक्रमशिला आदि का अनुगमन ही आज हमें शिक्षा के क्षेत्र में करना होगा। भारत को बहुमुखी प्रतिभा वाले योग्य और अभिनव व्यक्तियों को बनाने के लिए इस परम्परा को वापस लाने की आवश्यकता है।
3. उच्चतर शिक्षा के इस विजन के लिए खासकर एक नई वैचारिक धारणा की जरूरत होगी, जिसमें एक उच्चतर शिक्षा संस्थान (एचईआई) अर्थात् एक विश्वविद्यालय या एक कॉलेज गठन शामिल है। विश्वविद्यालय से अभिप्राय एक ऐसा बहु-विषयक संस्थान, जो उच्चतर स्तरीय अधिगम (लर्निंग) के लिए उच्चतर श्रेणी के शिक्षण, शोध और समुदायिक भागीदारी के साथ स्नातक और स्नातकोत्तर कार्यक्रम चलाता है। एक स्वायत्त डिग्री देने वाला कॉलेज (एसी) उच्चतर शिक्षा के एक बड़े बहु-विषयक संस्थान को संदर्भित करेगा जो स्नातक की डिग्री प्रदान करता है और मुख्य रूप से स्नातक शिक्षण पर केंद्रित है। हालांकि यह उस तक ही सीमित नहीं होगा और इसे उस तक सीमित करने की आवश्यकता भी नहीं है और यह आमतौर पर एक विशिष्ट विश्वविद्यालय से छोटा होगा।
4. श्रेणीबद्ध मान्यता की एक पारदर्शी प्रणाली के माध्यम से, कॉलेजों को ग्रेडेड स्वायत्तता देने के लिए एक चरणबद्ध प्रणाली स्थापित की जायेगी। मान्यता प्राप्त करने के लिए हर स्तर पर जरूरी न्यूनतम मानकों को पूरा करने के लिए महाविद्यालयों को प्रोत्साहन, मार्गदर्शन और सहायता प्रदान की जायेगी। कालांतर में धीरे-धीरे सभी महाविद्यालय या तो डिग्री प्रदान करने वाले स्वायत्त महाविद्यालय बन जायेंगे या किसी विश्वविद्यालय के अंग के रूप में विकसित होंगे।
5. यह महत्वपूर्ण है कि इन तीन प्रकार के संस्थानों का वर्गीकरण एक स्पष्ट और अलग-अलग श्रेणियाँ नहीं है, बल्कि एक निरन्तरता के साथ है। एच. ई. आई. को अपनी योजनाओं, कार्यों और प्रभावशीलता के आधार पर एक श्रेणी से दूसरी श्रेणी में जाने की स्वायत्तता और स्वतंत्रता होगी। इन संस्थाओं को चिन्हित करने के लिए सर्व प्रमुख कार्य उनके लक्ष्यों तथा काम का फोकस होगा। प्रत्यायन प्रणाली इस प्रकार के संस्थानों के लिए उचित रूप से भिन्न और प्रासंगिक मापदण्डों का विकास और उपयोग करेगी।

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