



ꯀꯪꯂꯩ ꯁ꯭ꯂꯩ ꯂꯩꯂꯩꯂꯩ ꯁ꯭ꯂꯩꯂꯩ

The Organising Committee
S. KULA WOMEN'S COLLEGE
 Kongkhampat, Nambol, Manipur
Cordially request the pleasure of your kind presence on

**Inaugural Function of
 National Colloquium cum Workshop
 New Education Policy in
 New Normal**

At the conference Hall

The 16th September, 2020

at 9.30 a. m Sharp

Organized by:

**IQAC & Human Resource and Research
 Innovation Centre, SKWC**

Sponsored by: UGC-STRIDE -C1, SKWC

Shri N. Ibomcha Singh

Former Chairman, GB. SKWC

Kh. Dinesh Kumar Singh

*Associate Professor,
 DM College of Teacher Education*

Dr. W. Jyotirmoy Singh

*Associate Professor,
 DM College of Teacher Education*

Dr. L. Muhindro

*Project Coordinator,
 UGC-STRIDE- C1, SKWC*

Dr. N. Joykumar Singh

*Principal,
 S. Kula Women's College*

*Have kindly consented to grace the function as Chief
 Guest, Guests of Honour and President Respectively
 R.S.V.P. Programme overleaf*

PROGRAMME

- 09:20 am.** - Assemble of participants
09:25 am. - Arrival of VIP
 VIPs take chairs
 Presentation of bouquet
Welcome address - **Dr. Ishwori Laitonjam**
 Asst. Prof. Biotechnology
 - **Lighting Inaugural Lamp**
Key note Speech - **Dr. S. Bhogendra Singh**
 Convenor, Organising
 Committee & HoD, Sociology,
 Nodal Officer, AISHE,
 Speech by Guests of Honour
 Speech by Chief Guest
 Speech by president
Vote of thanks - **M. Surjit Singh**
 Head, Dept. of Education
TEA BREAK
Plenary Speech 1 **Kh. Dinesh Kumar Singh**
 Associate Professor,
 DM College of Teacher Education
 10.50 – 11.30
 11.35 – 12.10 2 **Dr. W. Jyotirmoy Singh**
 Associate Professor,
 DM College of Teacher Education

INTERACTION

Luncheon -1.00 pm

- Technical session –** 1 Chairperson –
 2.00 pm **Dr. L. Muhindro**
Technical session – 2 Chairperson –
 2.30 pm **Dr. S. Bhogendra**
Technical session – 3 Chairperson –
 3.00 pm **M. Surjit Singh**

Anchor - N. Seirowna Chanu

16 Sept 2020

Technical Sessions

Tehnnical Session -1 2.00 pm	Dr. L. Muhindro Project Coordinator UGC-STRIDE-C1	Chairperson
1	N. Seirowna Chanu B Sc 6 th Sem, Dept. of Biotechnology, SKWC	National Education Policy 2020: An Opinion of Student
2	Dr. Mohanti Benerjee PDF, Lifelong Learning, TISS, Mumbai	Paradoxical issues on NEP 2020
3	Ch. Ritu Devi Asst. Prof. Department of Home Science	National Education Policy 2020: Principles
4	Dr. Thongam Chanu Anel Assistant Professor Department of Food Technology	Equitable and Inclusive Education
5	Thokchom Sunder Singh Asst. Professor Department of geology	National Education Policy towards New Normalisation
6	Meena Akoijam Asst. Prof. Dept. of Home Science, SKWC	National Education Policy 2020: My Opinion in Certain Points
7	Mrs. T. Joymala Devi Asst. Prof. Dept. of Geology	Equitable & Inclusive Education
8	Kangjam Umabati Devi Assistant Professor, Dept. of Home Science	Inclusion of Gender & Economics In Education: A take on National Education Policy 2020
9	Ningthoujam Tamubi Devi Assistant Professor, Department of Zoology S. Kula Women's College	Experiential learning: Learning by Doing

Tehnnical Session -2 2.30 pm	Dr. S. Bhogendra Singh Convenor, Organising Committee & Head Department of Sociology, SKWC	Chairperson
10	Akoijam Shandyanani Devi Asst. Professor Dept. of Geography	New Education Policy: My Understanding
11	Dr. Lehari Khera PDF, Department of Education, JNU, New Delhi	Single Regulatory Body, Optimizing the Cultural Values in NEP 2020
12	L. Geetamala Devi Asst. Prof. Dept. of Botany	National Education Policy (2020) On Higher Education
13	A. Chitrashakhi Devi Head, Dept. of English	National Education Policy 2020: Perspective on Higher Education
14	L. Bimola Devi Asst. Prof. Department of Education,	National Education Policy and Higher Education
15	S. Dineshori	Quality Universities and Colleges: A New and Forward-

	Asst. Prof. Dept. of Home Science, SKWC	Looking Vision For India's Higher Education System
16	Dr. Maibam Dineswori Devi Assistant Professor Department of Botany	Impact of National Policy on Education (NEP) 2020 on Higher Education
17	Dr. W. Robindro Singh, Head, Department of Biotechnology,	National Education Policy 2020 – holistic and multidisciplinary education in HEIs.
18	Dr. Rajkumari Rebika Devi Asst. Professor Dept. of Philosophy	Perspective of New Education Policy
19	M. Surjit Singh Head, Dept. of Education, SKWC	Restructuring and key changes in the NEP 2020

Tehcnical Session -3 3,00 pm	M. Surjit Singh Head, Dept. of Education, SKWC	Chairperson
20	Oinam Pahari Singh Assistant Professor, Department of Economics	National Education Policy 2020: A Powerful weapon for Social Change
21	Ch. Rameshwor Singh Asst. Prof. Dept. of Geography	Liberal and flexible system in NEP 2020
22	W. Lata Devi Head, Department of Home Science S. Kula Women's College	Health Care System and ICDS, Anganwadi in New Education Policy 2020
23	Anand Chingtham Asst. Professor Dept. of Geology	National Education Policy in New Normal
24	Nongmaithem Brojendro Singh Assistant Professor Department of Physics	National Education Policy (NEP) 2020 Higher education: A new dawn
25	Dr. W. Kunjarani Chanu Head, Department of Philosophy	National Education policy 2020: Inclusion of sex education and health care
26	Dr. Laishram Sumobala Devi Assistant Professor Head of Department Food Technology	Vocationalisation of Education: National Education Policy 2020
27	L. Muhindro, Ph. D Coordinator, IQAC, SKWC	Professional Ethics: A Mechanism for success of NEP
28	Kh. Somola Devi HOD, Computer Science	Digitization of Education
29	Thokchom Ranjana Devi, HOD, Department of Geology,	New Education Policy 2020: A View on Merits and Demerits.
30	Dr. Nongthombam Sarda Chanu, Assistant Professor, Dept. of Botany	National Education Policy, 2020 and Its Impact.

Registration
National Colloquium cum Workshop on
National Education Policy in New Normal
16 September, 2020

Sl. No.	Name	Department	Signature
1.	L. Purnima Devi	Manipuri	
2.	A. Chitrashakhi Devi	English	
3.	Dr. W. Kunjarani Chanu	Philosophy	
4.	Dr. R.K. Rebika Devi	Philosophy	
5.	M. Surjit Singh	Education	
6.	L. Bimola Devi	Education	
7.	L. Banaruhini Devi	Education	
8.	T. Gitaballi Devi	Economics	
9.	O. Pahari Singh	Economics	
10.	Dr. S. Bhogendra Singh	Sociology	
11.	Dr. Sanoujam Somola Devi	Sociology	
12.	Dr. L. Muhindro Singh	Human Rights	
13.	Kishmatun Begum	Hindi	
14.	M. Sucheta	Chemistry	
15.	N. Tamubi Devi	Zoology	
16.	Dr L. Amarjit Singh	Zoology	
17.	L. Geetamala Devi	Botany	
18.	Dr. N. Sarda Chanu	Botany	
19.	Dr. M. Dineswori Devi	Botany	
20.	Erina Kshetrimayum	Botany	
21.	N. Brojendro Singh	Physics	
22.	Ch. Monika	Computer Science	
23.	Kh. Somola Devi	Computer Science	
24.	Ng. James Singh	Computer Science	
25.	W. Robindro Singh	Biotechnology	
26.	Binapani Chingtham	Biotechnology	

Sl. No.	Name	Department	Signature
27.	Dr. L. Ishwori	Biotechnology	
28.	M. Geetmala Devi	Biotechnology	
29.	Dr. L. Sumobala Devi	Food Technology	
30.	Dr. Thongam Chanu Anel	Food Technology	
31.	Ak. Sandhyarani Devi	Geography	
32.	Ch. Rameshwor Singh	Geography	
33.	W. Lata Devi	Home Science	
34.	S. Chanu Shreela	Home Science	
35.	Meena Akoijam	Home Science	
36.	K. Umabati Devi	Home Science	
37.	Ch. Ritu Devi	Home Science	
38.	S. Dineshori Devi	Home Science	
39.	Th. Ranjana Devi	Geology	
40.	T. Joymala Devi	Geology	
41.	Thokchom Sunder Singh	Geology	
42.	Anand Chingtham	Geology	
43.	L. Tomba Singh	Physical Education	

NEP 2020



Compendium



University Grants Commission –
STRIDE-C1

**National Colloquium cum
Workshop on
National Education Policy
in
New Normal**

**16
September
2020**



IQAC - Internal Quality Assurance Cell and
Human Resource and Research Innovation Centre
S. KULA WOMEN'S COLLEGE

ಪಂತ್ ಪಿರ ಸ್ವರ್ಣಾಭಿಷೇಕ ಪೀಠ

National Colloquium cum Workshop on National Education Policy in New Normal

16 September 2020.



Sponsored by
University Grants Commission –
STRIDE-C1



Organised by
IQAC - Internal Quality Assurance Cell and
Human Resource and Research Innovation Centre
S. KULA WOMEN'S COLLEGE
Kongkhampat, Nambol, Manipur- 795134
Email – skwcollege@gmail.com
Phone☎: 0385-2453428 & 2453465
Website – www.skwomenscollege.ac.in



Dr. N. Joykumar Singh
Principal, SKWC

Message

I am happy to know that the Internal Quality Assurance Cell and Human Resource and Research Innovation Centre of the college is organising National Colloquium cum Workshop on **National Education Policy in New Normal** on the 16th September, 2020. I am also delighted to know that the programme is sponsored by UGC-STRIDE-C1. Indeed this academic exercise will give a tremendous help to all the participants as it is a new policy. The new policy proposes a shift from an assessment that is based on the outcome of a program to a year-round assessment structure. This entails reduction of curricular content and rote learning and supplements it with conceptual learning, experimentation, and critical thinking. The aim is for this era of Indian students to receive a holistic model of learning, well equipped with cutting edge skills necessary to excel in the 21st century.

I thank all the resource persons, panel speaker and paper readers and wishing a Grand Success.

(Dr. N. Joykumar Singh)

Sponsoring Note



L. Muhindro, Ph. D
Project Coordinator
UGC-STRIDE-C1, SKWC

It is my pleasure to sponsor such an academic event of the need of the hour “National Education Policy in New Normal”. Indeed, there was no proper channel or sanctioned amount to sponsor this programme, but in the interest of faculty members, I took the responsibility to manage the required amount submitted by the Convenor of the organising committee from the Head Account of Workshop under UGC-STRIDE-C1, SKWC. I hope all the participants will share their thought provoking ideas on this reformation of education structure. It is very serious that, whatever the good policy or reformation may not be able to translate if we do not implement with an ethical value. In this case, professional ethics is becoming the need of the hour. Many institutions are facing lack of professional ethics within their teachers, besides having ample of degrees, achievements, medals, extra qualifications and content knowledge. Since, teaching is not just about imparting the content and subject-matter, it is just beyond that. Teacher has a wider role in the educational course of action, they should give stress in bringing out the potentialities from the learners and nurture it accordingly. The teaching is regarded as a noble and righteous profession, since it contributes in nation building by creating good quality human resources, responsible citizens, socialized individuals and creative personalities. Hence, this profession requires a lot of commitment, dedication and sincerity towards their institution and learners. So, if they do not have the knowledge of professional ethics, it will become a barrier in the development of institution, learners, society and nation as a whole. It will undeniably affect the overall performance of the students.

Hoping a Grand Success

(L. Muhindro, Ph. D)

Key Note Address

National colloquium cum Workshop on NEP 2020



Dr. Seram Bhogendra Singh

Convenor, Organising Committee
& Head Department of Sociology, SKWC

"I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief such wealth I have seen in this country, such high moral values, people of such calibre, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage and therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native culture and they will become what we want them, a truly dominated nation". - Lord Macaulay's address to the British Parliament 2nd February 1835

OBJECTIVES OF THE WORKSHOP:

- To sensitize the NEP 2020 in new normal among the students and teachers community;
- To explore the major issues and challenges of NEP 2020.

CONCEPTUAL FRAMEWORK:

This is high time to discuss on the National Education Policy 2020. As all we know that society is dynamic in nature. Due to this changing nature of our society, we have to change our mindset, education system, policy and planning accordingly. As our young nation strides towards development and advancing our potentiality inclusively, it becomes imperative to take inspiration from our ancient heritage and cultural values to transform the existing status quo with a modern and sustainable approach. The recently approved New Education Policy 2020 is a much-needed guiding light to nurture in our soil.



Many stalwarts from time to time have made arguments for a better education system for India. During the time British Raj had delegitimized the Indian education system. After Macaulay's Minutes of 1835, the colonial government's work in education was primarily motivated by self-serving concerns. While Western education was spread among Indians, scientific, technical and moral education was largely ignored. In the present day, the Indian educationists and reformers believed that to keep up and transform according to its social environment, a new modern education system was needed.

During the Round Table conference in 1931, [Mahatma Gandhi](#), in one of his speeches, said that the beautiful tree of education was cut down by the British. Therefore, today, India is far more illiterate than it was before 100 years. Babasaheb Ambedkar had also opined that everyone has a right to learn. Ambedkar even metaphorically compared education to the milk of a tigress and added that one who drinks it will ultimately strive for progressive changes in the society. After Independence, several steps were taken by successive governments to decolonise the education system, including through the University Education Commission (1948-49), Secondary Education Commission (1952-53), D S Kothari Commission (1964-66); the National Policy on Education 1968, 1986 and revised policy 1992.

Former Indian President A P J Abdul Kalam had emphasised the need for a value-based education that could be produced young age to make a culturally adapted citizenship and enable for transforming India into a prosperous, peaceful, secure, happy and developed nation.

The National Education Policy in effect until now was 34 years old. A more suitable vision was needed to meet the aspirations of the New India. Since January 2015, onward the government of India work for fructified into the NEP 2020.

NEP 2020 is an ambitious and futuristic policy that ensures opportunities for children to hone their talents by fixing the lacunae in the education system. Recognising the urgency of foundational learning, the shift from the 10+2 system to the 5+3+3+4 - with foundation, preparatory, middle, and secondary stages — will focus on a more holistic development of children. The emphasis on skills like analysis, critical thinking, conceptual clarity and co-curricular and vocational subjects will diversify their learning. Universal access at all levels of school education will be guaranteed, and it is proposed that the around two crore children who drop out will be brought back into the education system.

The mandatory teaching of an Indian language will protect and promote our linguistic and cultural diversity. India has thousands of languages and dialects, and each language has its significance and identity. India takes pride in this. But on the other hand, 196 languages in the country have been included in the list of endangered languages by UNESCO. The NEP 2020 emphasis on local languages will address these concerns. The implementation of a mother-tongue based multilingual



education system will pave the way for addressing the pending demands of recognising many languages under the Eighth Schedule of the Indian Constitution.

The proposed reform in school curricula and pedagogy, a transparent process for teacher recruitment, merit-based promotion and development of the National Professional Standards for Teachers, setting up a Gender Inclusion Fund, and also Special Education Zones for disadvantaged regions and groups will empower the academic fraternity. Changes like PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will redesign assessment and standardised the education boards across the country.

The multiple exit and re-entry system, credit transferability across the universities, and multi-disciplinarily in the higher education system have provided flexibility to students. The internationalisation of education will be facilitated through institutional collaborations, student and faculty exchange programmes, and allowing top-ranked international universities to open campuses in our country. It is proposed that 3.5 crore new seats will be added to higher education institutions. Such prompt measures will ultimately bridge the gap between industry and academia and harness our demographic dividend.

CONCLUSIONS:

In short, under the dynamic leadership of Prime Minister [Narendra Modi](#), this well-plan and farsighted document will be an important milestone in India's journey towards becoming a global knowledge superpower. It is high time for all the stakeholders — students, parents, teachers, public representatives, universities, media, and civil society — to discuss and debate the nuances of NEP 2020. Now the burden is not only on the Ministry of Human Resources and Development and the University Grants Commission but also on every stakeholder to understand the nuances of the policy and work to fulfil its aims by developing a practical, realistic, workable and less bureaucratic roadmap for its implementation. So, let's move for a better education system in India.

Thank you all.


(Dr. S. Bhogendra Singh)

Panel Speakers



Kh. Dinesh Kumar Singh
Associate Professor,
DM College of Teacher Education



Dr. W. Jyotirmoy Singh
Associate Professor,
DM College of Teacher Education

Organising Committee

National Colloquium cum Workshop on
National Education Policy in New Normal
16 September 2020.

Sl. No	Name	Designation	Capacity
1.	Dr. N. Joykumar Singh	Principal	President
2.	Dr. L. Muhindro	Coordinator IQAC	Vice President
3.	Dr. S. Bhogendra Singh	Nodal Officer, AISHE	Convener
4.	L. Tomba Meitei	Asst. Prof. & Head, Ph. Edn.	Catering-in-charge
5.	M. Surjit Singh	Head, Dept. of Education	Member
6.	Ch. Rameshwor Singh	Asst. Prof, Dept. of Geography	Member
7.	Dr. Ishwori Laitonjam	Asst. Prof, Dept. of Biotech	Member

ཡུལ་ཁྲུང་སྤྱི་ཤུལ་ཁྲུང་པོ་

The Organising Committee
S. KULA WOMEN'S COLLEGE
Kongkhampat, Nambol, Manipur
Cordially request the pleasure of your kind presence on

**Inaugural Function of
National Colloquium cum Workshop
New Education Policy in
New Normal**

At the conference Hall

The 16th September, 2020
at 9.30 a. m Sharp

Organized by:

**IQAC & Human Resource and Research
Innovation Centre, SKWC**

Sponsored by: UGC-STRIDE -C1, SKWC

Shri N. Ibomcha Singh
Former Chairman, GB. SKWC

Kh. Dinesh Kumar Singh
*Associate Professor,
DM College of Teacher Education*

Dr. W. Jyotirmoy Singh
*Associate Professor,
DM College of Teacher Education*

Dr. L. Muhindro
*Project Coordinator,
UGC-STRIDE- C1, SKWC*

Dr. N. Joykumar Singh
*Principal,
S. Kula Women's College*

*Have kindly consented to grace the function as Chief
Guest, Guests of Honour and President Respectively*
R.S.V.P. Programme overleaf

PROGRAMME

- | | |
|------------------------|---|
| 09:20 am. | - Assemble of participants |
| 09:25 am. | - Arrival of VIP
VIPs take chairs
Presentation of bouquet |
| Welcome address | - Dr. Ishwori Laitonjam
Asst. Prof. Biotechnology |
| Key note Speech | - Lighting Inaugural Lamp
Dr. S. Bhogendra Singh
Convenor, Organising Committee & HoD, Sociology, Nodal Officer, AISHE,
Speech by Guests of Honour
Speech by Chief Guest
Speech by president |
| Vote of thanks | - M. Surjit Singh
Head, Dept. of Education |
| TEA BREAK | |
| Plenary Speech | 1 Kh. Dinesh Kumar Singh
<i>Associate Professor,
DM College of Teacher Education</i> |
| 10.50 – 11.30 | |
| 11.35 – 12.10 | 2 Dr. W. Jyotirmoy Singh
<i>Associate Professor,
DM College of Teacher Education</i> |

INTERACTION

Luncheon -1.00 pm

- | | | |
|----------------------------|----------|-------------------------|
| Technical session – | 1 | Chairperson – |
| 2.00 pm | | Dr. L. Muhindro |
| Technical session – | 2 | Chairperson – |
| 2.30 pm | | Dr. S. Bhogendra |
| Technical session – | 3 | Chairperson – |
| 3.00 pm | | M. Surjit Singh |

Anchor - N. Seirowna Chanu



Technical Sessions - 1

Tehanical Session -1	Dr. L. Muhindro Project Coordinator UGC-STRIDE-C1	Chairperson
1	N. Seirowna Chanu B Sc 6 th Sem, Dept. of Biotechnology, SKWC	National Education Policy 2020: An Opinion of Student
2	Dr. Mohanti Benerjee PDF, Lifelong Learning, TISS, Mumbai	Paradoxical issues on NEP 2020
3	Ch. Ritu Devi Asst. Prof. Department of Home Science	National Education Policy 2020: Principles
4	Dr.Thongam Chanu Anel Assistant Professor Department of Food Technology	Equitable and Inclusive Education
5	Thokchom Sunder Singh Asst. Professor Department of geology	National Education Policy towards New Normalisation
6	Meena Akoijam Asst. Prof. Dept. of Home Science, SKWC	National Education Policy 2020: My Opinion in Certain Points
7	Mrs. T. Joymala Devi Asst. Prof. Dept. of Geology	Equitable & Inclusive Education
8	Kangjam Umabati Devi Assistant Professor, Dept. of Home Science	Inclusion of Gender & Economics In Education: A take on National Education Policy 2020
9	Ningthoujam Tamubi Devi Assistant Professor, Department of Zoology S. Kula Women's College	Experiential learning: Learning by Doing



Technical Sessions – 2

Technical Session -2	Dr. S. Bhogendra Singh Convenor, Organising Committee & Head Department of Sociology, SKWC	Chairperson
10	Akoijam Shandyanani Devi Asst. Professor Dept. of Geography	New Education Policy: My Understanding
11	Dr. Lehari Khara PDF, Department of Education, JNU, New Delhi	Single Regulatory Body, Optimizing the Cultural Values in NEP 2020
12	L. Geetamala Devi Asst. Prof. Dept. of Botany	NATIONAL EDUCATION POLICY (2020) ON HIGHER EDUCATION
13	A. Chitra Devi Head, Dept. of English	National Education Policy 2020: Perspective on Higher Education
14	L. Bimola Devi Asst. Prof. Department of Education,	National Education Policy And Higher Education
15	S. Dineshori Asst. prof. Dept. of Home Science, SKWC	Quality Universities and Colleges: A New and Forward-Looking Vision For India's Higher Education System
16	Dr. Maibam Dineswori Devi Assistant Professor Department of Botany	Impact of National Policy on Education (NEP) 2020 on Higher Education
17	Dr. W. Robindro Singh, Head, Department of Biotechnology,	National Education Policy 2020 – holistic and multidisciplinary education in HEIs.
18	Dr. Rajkumari Rebika Devi Asst. Professor Dept. of Philosophy	Perspective of New Education Policy
19	M. Surjit Singh Head, Dept. of Education, SKWC	Restructuring and key changes in the NEP 2020



Technical Sessions – 3

Tehnical Session -3	M. Surjit Singh Head, Dept. of Education, SKWC	Chairperson
20	Oinam Pahari Singh Assistant Professor, Department of Economics	National Education Policy 2020: A Powerful weapon for Social Change
21	Ch. Rameshwor Singh Asst. Prof. Dept. of Geography	Liberal and flexible system in NEP 2020
22	W. Lata Devi Head, Department of Home Science S. Kula Women's College	Health Care System and ICDS, Anganwadi in New Education Policy 2020
23	Anand Chingtham Asst. Professor Dept. of Geology	National Education Policy In New Normal
24	Nongmaithem Brojendro Singh Assistant Professor Department of Physics	National Education Policy (NEP) 2020 Higher education: A new dawn
25	Dr. W. Kunjarani Chanu Head, Department of Philosophy	National Education policy 2020: Inclusion of sex education and health care
26	Dr. Laishram Sumobala Devi Assistant Professor Head of Department Food Technology	Vocationalisation of Education: National Education Policy 2020
27	L. Muhindro, Ph. D Coordinator, IQAC, SKWC	Professional Ethics: A Mechanism for success of NEP
28	Kh. Somola Devi HOD, Computer Science	Digitization of Education



National Education Policy 2020 Speech

N. Seirowna Chanu

B Sc 6th Sem, Dept. of Biotechnology, SKWC

Saruk kayada ahongba purkkdaba Education policy 2020 asina satrsingda kari krmba opportunity pibage amsung akhoina krmna advantage lwba yabge haibsida ei gi wakhllon khra thmjage. Akhoigi policy siga mannba atei chaokhtpa leibaksingda system hannana kaya ama leikhre amsung mai pakna chtnari. Policy asigi maruoiba feature skill based haibdi thbk oina pangthokpagi mhei, practical knowledge haibsi akhoi satrsinggidi yamna mruoiba amni. Hanngi lairik sum tmlga practical gi saruk watpa kayasina knowledge ti leirga real life ta apply twba ngmdba kaya ama thengnei. Akhoina lairik tmbgi pandm di tmliba lwsing adu punshina hingbda sijinnba aduni. Policy asigi mtengna masi pumnmk asi oithokpada nteng panggni. 21st century gi mapung oiba digital era siga channba ahongba kaya sinasu akhoida topic ama laina gyan tahnba amsung study resources sing yamna laina fngbada mteng oirgni,

Yamna taramna okningai oiba feature singgi mnungda akhoigi Music, Arts, Literature Sciences mkhkl suna college levelda fnghnba asina satrsingda option marang kaihnlagni. Hanngi Science, Arts ana leirga aduda fix twrga tmdaba yadbdgi tmmba adu Music Literature hiram sing pamjaba kaya ama opportunity ama fnglagni. Keigumba kanda science arts heindba adubu atei skill di lejaba satra kaya stream channdbgi lairik tmmba mrkta tokpa yam yaowee makhoidsu chance ama pirgni. Asigumba tonganba mheising sidgi hwrkpa satrsingda prospect ama thmbirbdi thbkta chilhao thidba asina ahenbani sina anembani haidna twdna services kaya ama paikhtpa ngmhnani. Akhoi lamdm asi kala sanskriti mhousana pamjba lmdmni. Sigumba policy ama leirbnina mama mapasingna angangsingda arts tmhnbda ninghnnba leirroi amsung career ama oinba hotnbda mteng panglagni.. Siga loinana Stream amaga amggi mrkta cross twnaba yabgi mtangsu policy sida yaori. Sina Science tmna tmna Eshei jagoi pamjab satra, arts tmna tmna cooking profession pamjaba kayada scope ama pirgani. Samaj amada Science amsung arts animk mthou taba oibnina policy sina mannba thak purkpa, hanna arts lwbdha hnthana yenglmba adu kokhnlani.

Satrsingda nouringei mtamadagi Vocational courses sing tmbiba amsung internshipki system thmbana real world environment da akhoi mkhl kayagi thbksing krmna twee tmbibata nttan profession khudingmk ekai khumnbggi sense amasu takpiragni. Hujik pandemic mtm asida aknba thoudang lwriba health workers, receptionists, co-ordinate twriba staff—thbk sing asi vocational courses tagi lakpa saruk yamna yaori.

Computer programming/Coding haibasi lon amagumna nwna tmgdba amni. Angangsingda nouringeidei Coding tmbiba haiba policy asida yaorkpa asi yamna taramna okningaini. Prithivigi



faorga mioi kaya khudam oina Bill Gates, Elon Musk - chahi nouringeidgi coding twkhiba ngaktnei. Digital Education gi pandm gasu mari leinba yamna tangaifdba saruk Amani khnjei.

Akhoigi lmdm asi lairaba lmdm ama oibnina satra kaya college tmba hwrnga emunggi thbk amdgi nttrga emergency dagi lairik tmba leptaba yadba yaork ee, tungda adum mkha tmthakhdba yaowee. Multiple entry –exit points leirabdi masina lairik tmba leplurabasu amuk tmthbgi khudongchabdu soidna fnghnlani.

Credit Score thmba, School singgi Rating, Monitoring Board kayasina Oja satra singda competitive sense piba ngmlani. Hanngi 10+2 haina punna leirmbadu kaithrbnina saruk khudingmkta henna importance piba amsung mcha khaina takpi tmbiba ngmlagni. Eina sida haibda chittharmbba ema lon chaokhtpagi lina loinana hanna leirmdba tngai fdba kaya ama education policy asina purklagani.

Sidgi Henna mpung faba amaga oihnnba eigi mot ta wafm khra thmjage. Hujik tattana nupi angangda chthba sex crimes, molestations, bodyshaming kaya asi education gi through dagi khradng oirbasu kokhnba ngmnba “Sex Education” gi saruk asida Mityeng chaona pihanninge. Hiram asigigi maruoibgi mtangda einasu Newspaper article ama hndkta ejakhi . Sex education na population control, safe sex, STD dgi ngakthokpa, Early pregnancy dgi knba amsung Mi amgi Consent lwba kaya asi takpibda mteng chaona panggni khnjei. Hann syllabus yaoriba chang asidgi khra henna happa mtm ywrklabra khnjei. Amsung hirmsigi awareness asi eina essay/article ama competition amda erga nttrga publish twrga lepthoklabdi kannde ; miyam sina thungna sndokpa tnagaifade. Ngasigi expert oja mayam tinbagi khudongchaba asi lwjraga eina topic asigi awareness ta emphasis pijabni.

Policy amtta 100 percent perfect oiba nttey Masibu tpna tpna mpung fahnbadu stakeholders mayamgi thoudang lei. Yamna kannba piba policy asi oja satra parents mayam pumbana Government mityeng mkhada ningthina chtnahnbgi thoudang lei. Policy da firba saruk kaya yaorbasu madugi mahei chaba haibdudi eikhoina chtnahnbgi mwongduda mkha ponli.



Paradoxical issues on NEP 2020

Dr. Mohanti Benerjee
PDF, Lifelong Learning, TISS, Mumbai

The policy aims at making “India a global knowledge superpower”. The policy also aims at “light but tight” regulation by a single regulator for higher education as well as increased access, equity, and inclusion. According to the NEP 2020, the children till class V will be taught in their home language or mother tongue. This raises a question on the medium of instruction: how will they be familiar with the English language which is spoken all over the world? India consists of the cosmopolitan population and people living here are also familiar with the various languages. If until the fifth standard, students are not made comfortable in speaking English, it will as a part of the medium of communication will go out of schools. Privatization and centralization of education are taking place as UGC and AICTE will be replaced by one common body. It will be a blow to the federal structure as only one body will operate it and the education sector will become a centre subject. Which body will be responsible for supervising that 6% of GDP is spent on real in the education sector. Currently, due to the COVID pandemic, the country is already facing crises. How can it afford to accommodate more money than before in education? The flaws in the education system vary from generation to generation and with the vintage of a person one asks. Some of the common complaints in the system are that degrees do not fetch you jobs, therefore, half of the population of people are tagged as ‘Unemployed educated youth’, India’s study pattern is more of rote learning and less of practical knowledge, most of the study is irrelevant in real lives, examination system is to exam- centric and so on. Now is the time to fix India’s wasteful degree exam disaster. Therefore, the Government of India introduced the new policy which includes various amendments in the present pattern.

National Education Policy 2020: Principles

Ch. Ritu Devi
Asst. Prof. Department of Home Science
S. Kula Women’s College,
Nambol

The National Education Policy was framed in 1986 and modified in 1992. More than 3 decades have passed since the previous policy. During this period significant changes have taken place in our country, society, economy and the world at large. It is in this context that the education sector needs to gear itself towards the demands of the 21st century and the needs of the people and the country. Quality, innovations and research will be the pillars on which India will become a knowledge superpower. Clearly, a new education policy is needed.



The Union Cabinet chaired by the Prime Minister Shri Narendra Modi approved the National Education Policy 2020 on 29th July 2020. The new policy aims to pave the way for transformational reforms in school and higher educational systems in the country. This policy will also replace the 34 year old National Policy on Education (NPE), 1986. Thus under the NEP, New Structure of school will be:

1. Foundational Stage (3years of Anganwadi or pre-school followed by classes 1-2)
2. Preparatory Stage (classes 3-5)
3. Middle Stage (classes 6-8) and
4. Secondary Stage (classes 9-12)

Principles of this Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

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

- **recognizing, identifying, and fostering the unique capabilities of each student**, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- according the highest priority to **achieving Foundational Literacy and Numeracy** by all students by Grade 3;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **no hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- **multidisciplinary** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **creativity and critical thinking** to encourage logical decision-making and innovation;
- **ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **promoting multilingualism and the power of language** in teaching and learning;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';



- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- **respect for diversity and respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- a **'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas **through autonomy, good governance, and empowerment**;
- **outstanding research** as a corequisite for outstanding education and development;
- **continuous review** of progress based on sustained research and regular assessment by educational experts;
- **a rootedness and pride in India**, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- **education is a public service**; access to quality education must be considered a basic right of every child;
- **substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

To conclude, National Education Policy (NEP) 2020 is a big revolution replacing the 34 year old policy idea and envisioning to bring about the much-needed modification in the Indian Educational System. The policy has maintained a delicate balance between the traditions and the interdisciplinary approach, which is the need of the 21st century. NEP has the potential to revamp the skills of the youth of a country and has all the right tools that are needed to be competitive at the global level.

References

1. Dr.Surya Prakash, National Education Policy 2020: It's Impact on Indian Management Education System and New Pedagogy for Educators, Proceedings of National Webinar on National Education Policy 2020: It's Impact on Management Education, organised by Department of Business Administration, Assam University, Silchar on 22nd August, 2020 (Saturday).
2. National Education Policy 2020, Ministry of Human Resource Development
[www.mhrd.gov.in>sites>filesPDF](http://www.mhrd.gov.in/sites/filesPDF), assessed on 11th September 2020 at 9-00 p.m.



Equitable and Inclusive Education

Dr.Thongam Chanu Anel
Assistant Professor
Department of Food Technology
S. Kula Women's College, Nambol

Educational equity referred to as "Equity in education", is a measure of achievement, fairness and opportunity in education. **Inclusive education** is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions and supports that enable them to meet success in the core curriculum (Bui *et al.*, 2010; Alquraini and Gut, 2012).

The National Educational Policy (NEP), 2020 attempts to address the growing inequality and inequity plaguing country's education system today. Equitable and Inclusive Education NEP 2020 aims to ensure that **no child loses any opportunity to learn and excel because of the circumstances of birth or background**. The NEP 2020 recognizes high dropout rates among socio-economic strata and vulnerable minorities. More importantly, there is recognition of barriers that lead to inefficient resource allocations such as small school campuses and causes for lesser participation of girl child in rural areas. It also recognizes the unmet educational needs of children living in geographically difficult regions.

Emphasis on Socio-Economically Disadvantaged Groups (SEDGs)

The NEP 2020 recognises that certain groups are grossly underrepresented in the existing educational systems. The NEP has clubbed gender identities, socio-cultural identities, geographical identities, disabilities and socio-economic conditions to create a new social group called SEDGs. The policy bases mainly on creating inclusivity around these groups. These groups have higher dropout rates due to various reasons, ranging from lack of accessibility for tribal communities to historical exclusion of communities from systems of education for the socio-cultural identities categorization. Recognising their special needs, the NEP 2020 recommends a series of policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport that have worked in the past to increase enrolment, to create more representation.

Recognition of gendered identities

The NEP 2020 recognises that female and transgenders across all the groups and socio-economic categories are the worst affected people. Further, recognizing critical needs of education of the girl child, the new policy proposes the creation of a 'Gender-Inclusion Fund' to create better educational spaces for women and transgenders. The fund will be accessible to states to create systems that will help the inclusion of these students. The fund will initiate provisions of



sanitation, conditional cash transfers, bicycle distribution schemes, etc. Additionally, funds will also support and scale up effective community-based interventions that address local context-specific barriers and participation in education. In this regard, the policy recommends establishment of Kasturba Gandhi Balika Vidyalayas to provide better boarding facilities for students to tackle geographical barriers to education.

Recognition of individuals with special needs

The policy recognizes children with special needs and believes in incorporating them into the mainstream education systems. It broadly aligns with the objectives of The Rights of Persons with Disabilities (RPWD) Act 2016. The policy also aims to recruit special educators in all school complexes to make sure that teaching is more inclusive and cognizant. Children with benchmark disabilities will be allowed to choose for homeschooling and would be provided with skilled educators so that they can still learn and acquire the best educational facilities. Further, teachers will be trained to identify learning disabilities in children early-on and to help children with learning disabilities in education and take care of their mental health. National Assessment Centre, PARAKH will be formulated to create equitable systems of assessment for children with learning disabilities. Alternate models for schooling are proposed to advance this objective.

Equity and inclusion in higher education

Entering to higher education seems difficult due to lack of knowledge, economic opportunity cost, financial constraints, admission processes, geographical and language barriers, poor employability potential and lack of appropriate student support mechanisms. The NEP 2020 also promote policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs. Therefore, the approach to equity and inclusion must be common across school and higher education. For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs:

Steps to be taken by Governments

- (a) Earmark suitable Government funds for SEDGs education
- (b) Set clear targets for higher GER for SEDGs
- (c) Enhance gender balance in admissions to HEIs
- (d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones
- (e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
- (f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
- (g) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs
- (h) Develop and support technology tools for better participation and learning outcomes
- (a) Mitigate opportunity costs and fees for pursuing higher education



- (b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
- (c) Conduct outreach on higher education opportunities and scholarships
- (d) Make admissions processes more inclusive
- (e) Make curriculum more inclusive
- (f) Increase employability potential
- (g) Develop degree courses taught in Indian languages and bilingually
- (h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- (i) Develop bridge courses
- (j) Provide socio-emotional and academic support, and mentoring students through suitable counselling and mentoring programmes
- (k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- (l) Strictly enforce all no-discrimination and anti-harassment rules
- (m) Develop Institutional Development Plans containing specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

Conclusion

The NEP 2020 recognizes the challenges faced by gendered categories, minorities and children with special needs. It has also done well in terms of proposing a series of laudable steps including education SEZs to address the structural challenges of education in inaccessible regions. The new policy has proposed a new category by clubbing many socio-economic groups for administrative efficiency and better allocation of resources and also ensures that **no child loses any opportunity to learn and excel because of the circumstances of birth or background.**

XXXXXXXXXXXXXXXXXX

National Education Policy towards New Normalisation

Thokchom Sunder Singh
Asst. Professor
Department of Geology, SKWC

The Union Government approved the National Education Policy 2020 on July 29, 2020. This policy replaced the 34 year old National Policy on Education (NPE), 1986. The National Education Policy 2020 aims to bring transformational reforms in school and higher education and thus shape India into a global knowledge superpower. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development.

The National Education Policy (NEP) aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more



holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

Important Highlights of NEP 2020

1. New Policy aims for Universalization of Education from pre-school to secondary level with 100 % GER in school education by 2030.
2. NEP 2020 will bring 2 cr out-of-school-children back into the mainstream.
3. New 5+3+3+4 school curriculum with 12 years of schooling and 3 years of Anganwadi/ Pre-schooling.
4. Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools; Vocational Education to start from Class 6 with Internships.
5. Teaching up to at least Grade 5 to be in mother tongue/ regional language.
6. Assessment reforms with 360-degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes.
7. GER in higher education to be raised to 50 % by 2035; 3.5 crore seats to be added in higher education.
8. Higher Education curriculum to have Flexibility of Subjects.
9. Multiple Entry / Exit to be allowed with appropriate certification.
10. Academic Bank of Credits to be established to facilitate Transfer of Credits.
11. National Research Foundation to be established to foster a strong research culture.
12. Light but Tight Regulation of Higher Education, single regulator with four separate verticals for different functions.
13. Affiliation System to be phased out in 15 years with graded autonomy to colleges.
14. NEP 2020 advocates increased use of technology with equity; National Educational Technology Forum to be created.
15. NEP 2020 emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups.
16. New Policy promotes Multilingualism in both schools and HEs; National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.

The COVID-19 pandemic, due to its unprecedented scale and unique response strategies, had a critical impact on students' education, particularly of those from marginalized sections. Lockdowns to contain the spread of the COVID-19 pandemic have posed many challenges for school education globally, and India is no exception. A detailed introspection is needed in terms of inclusion of NEP amidst Covid-19 and 'new normal' situation.

In a significant shift from the 1986 policy, some of the biggest highlights of the NEP 2020 are a single regulator for higher education institutions, multiple entry and exit options in degree courses, discontinuation of MPhil programs, low stakes board exams and common entrance exams for universities. It brings early childhood education (pre-school education for children of ages 3 to 5 years) under the ambit of formal schooling including mid-day meal program to pre-school children. The NEP indicates that students until Class 5 should be taught in their mother tongue or

regional language. The policy also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to become multidisciplinary 2040.

Every child to learn at least one vocation and exposed to several during Grades 6-8 is one of the key focus areas of the policy. Thus by 2025, at least 50 percent of learners through the school and higher education system shall have exposure to vocational education including holiday periods. Vocational courses through online mode will also be made available. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education, with support of educators with cross disability training, resource centers, accommodations, assistive devices, appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/district will be encouraged to establish “Bal Bhavans” as a special daytime boarding school, to participate in art-related, career-related, and play-related activities.

A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible is part of the NEP. The new academic session will begin in September-October; the delay is due to the unprecedented COVID-19 outbreak.

The COVID-19 pandemic in India is part of the worldwide pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The first case of COVID-19 in India was reported on 30th January 2020. India currently has the largest number of confirmed cases in Asia and has the second highest number of confirmed cases in the world after the United States. With schools being locked down due to COVID-19, educators across the country are moving to virtual classes to ensure learning never stops. Teams not only enables teachers and students to connect over video-enabled remote classrooms but also provides a host of interactive and collaborative tools on a single platform. “Education systems responded with distance learning solutions, all of which offered less or more imperfect substitutes for classroom instruction,” said the UNESCO report, noting that while many poorer countries opted for radio and television lessons, 55 per cent of low-income, 73 per cent of lower-middle-income and 93 per cent of upper-middle-income countries adopted for online learning platforms for primary and secondary education. India has used a mix of all three systems for educational continuity. Even as governments increasingly rely on technology, the digital divide lays bare the limitations of this approach. Not all students and teachers have access to adequate internet connection, equipment, skills and working conditions to take advantage of available platforms.

Lack of infrastructure and teaching and non-teaching staff including sanitation workers will impact Student education immensely, during and post-COVID19. Further, participation of community, school management committees and local institutions needs to be increased so that local needs and voices are well-represented. Physical distancing, sanitization and other guidelines for prevention of infection, should be strictly followed for their safety and of others. The return of students to schools/college/ universities in the above circumstances will bring a new normal, set by the outbreak of the pandemic. Social policy and response during the pandemic will mark the lives of students and will bring a new normal.



National Education Policy 2020: My Opinion in Certain Points

Meena Akoijam
Asst. Prof. Dept. of Home Science, SKWC

My opinion is simply base of the provided policy of National Education Policy 2020. It is attempted to go through specific area of policy that have a vision for transformation of education system in India.

Introduction

The new education policy will transform millions of lives towards making India a knowledge hub in an era where learning, research, and innovation are important stated by the PM Narendra Modi. From the long back, many scholars looking for reformation in the education sector such as widening the availability of scholarships, strengthening infrastructure for open and distance learning, online education and increasing usage of technology but significantly this new education policy encompasses all the sectors. The NEP 2020, which proposes sweeping changes, has caused quite the buzz since its introduction. The policy is supposed to address seven key issues of educational development namely easy access for the students, ease of participation, quality of courses offered, equity, system efficiency, governance and management, facilities of research and development, and financial commitment involved. Does NEP 2020 truly satisfy these criteria? What are the hits and misses of the policy?

The new policy proffers a single regulator for higher education institutions, multiple entry and exit options in degree courses, and discontinuation of MPhil programs, low stakes board exams, and common entrance exams for universities. It also aims to universalize access to school education at all levels, pre-primary to secondary level with 100 percent Gross Enrolment Ratio (GER) in school education by 2030 and proffer foundational literacy and numeracy for all. This new policy also seeks to ensure that no student is at a disadvantage because they are from a Socially and Economically Disadvantaged Group (SEDG). Gender Inclusion Fund and Special Education Zones will be instituted for this purpose. It is also suggested in the policy that the medium of education until at least grade 5 should optionally be in the regional language, mother tongue or local language. Sanskrit, an Indic language of the ancient Indian subcontinent, will now be mainstreamed in schools as one of the language options in the present three language formula.. Indian Sign Language (ISL) will also be standardized throughout the country and a new curriculum will be developed for deaf children.

Another new feather in the new policy is adding coding as a subject from grade 6. In this increasingly technological era, coding may become the language of the future. And being well equipped in this will ensure no hindrances to innovation and creativity whilst promoting



analytical and logical thinking. This new structure will not only be beneficial to school children but also be in tune with the best global practices for the development of the mental faculties of a child.

Critical observation

The English language is not only paramount value for global outreach, but it is also essential in connecting and communicating with people from other states within India. Career building, outsourcing technical support and skills are dominated by western conglomerates where English has utmost importance. In the new scheme, English will only be offered from the secondary level. Children from families who cannot afford to polish their children's English competence will lose out on opportunities. Discontinuing English as the main medium might make fluency in English based on whether you can afford private tutors, thus disadvantaging the lower caste population who see English as a way to escape caste hierarchy. Mainstreaming Sanskrit in India would be synonymous to the west mainstreaming Latin. Sanskrit is used by less than 1% of the Indian population. The English language is what has given India an edge over a majority of south-east Asia. Even the Chinese government, who until recently only promoted the Chinese medium, is bringing in reforms and introducing the English language in their education system.

Under the new policy, private and self-governed college, will receive more autonomy. When these colleges hand out certifications unchecked, corporatism will follow. This will create a situation where higher studies become a privilege only for those who can afford it. A centralized education system will amount to a stepping stone to social exclusion and dilution of the Right to Education Act. The government stated that it is proposing to improve the quality and autonomy of higher education, however, in a completely backward move, it is dismantling the University Grants Commission (UGC) which was a core structural and regulatory body for higher education. This will only accelerate the commodification and centralization of education, which is perilous considering the probability of the ruling party pushing its ideological and capital requirements.

Concluding

Organizations and institutions when vested with educational structure and financial autonomy will be enabled to create additional courses and departments. However, without funding from government bodies, institutions will naturally turn to the students. The tuition fee will substantially increase, not just for students in that particular department, but all the students attending that institution. This coupled with another feature offered by the NEP, i.e., multiple exit options at universities will increase the dropout rates. Under the multiple exit and entry option, if a student decides to leave mid-course, he/she will receive appropriate certification for credits earned until that point which will be digitally stored in an Academic Bank of Credit (ABC). A 'certificate', a 'diploma', a 'Bachelor's degree' and 'Bachelor's Degree with Research' respectively will be awarded for each year of a four-year course. In this scenario holistic, interdisciplinary, multidisciplinary, overall learning could possibly be a front to cover all the above aspects. It will take years before the policy goes into full swing and only then will these complexities become apparent. The method of implementation will determine its successes and failures. The flaws in



this policy need to be addressed with deliberation through proper code of conduct to reduce the current shortfalls.

Reference

Naina Elizabeth Mathew, (2020) A Deeper Look at India's New Education Policy 2020, JURIST – Student Commentary, August 13, 2020, retrieved from <https://www.jurist.org/commentary/2020/08/naina-mathew-india-new-education-policy-2020/>, access on 20 Aug.2020

Ministry of Human Resource Development, (2020). National Education Policy 2020, retrieved from www.mhrd.gov.in/sites/filesPDF, assessed on 11th September 2020

XXXXXXXXXXXXXXXXXXXX

Equitable & Inclusive Education Key focus areas of School Education

Mrs. T. Joymala Devi
Asst. Professor, Dept. of Geology, SKWC

Objective: National Education Policy focusses on creativity & Genuine learning & has the potential of changing lives of millions of students of India. it aims to shape an education system that benefits all of India's children so that no child loses any opportunity to learn and excel because of the circumstances of birth or background.

So the objective of NEP 2020 is to achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive and so that participation and learning outcomes are equalized across all genders and social categories by 2030.

URG (Under represented group) in education.

URGs in education can be broadly categorized into 4:

- I. Based on gender identities – Includes female and transgender individuals.
- II. Based on socio-cultural identities – SC, ST, OBC, Muslims, Migrant communities.
- III. Based on special needs – learning disabilities
- IV. Based on socio-economic conditions – urban poor families.

Upliftment of URGs in Education

NEP 2020 envisages concerted & intensified policy efforts to support all URGs in School education. For this Special Education Zones (SEZ) will be setup in disadvantaged regions across the country. The Central Government will support extra investment & per child expenditure in the ratio 2:1 for each rupee spent by the state in these zones.

A special national fund will also be created for providing scholarships and developing resources and facilities for students from URGs.

I. Education based on Gender Identities – Female & Transgender individuals

Education of girls – NEP 2020 aims to integrate gender as a priority for all aspects of policy implementation. Key efforts will include

a) Partnerships with states and community organizations for girls' education.

The government of India will develop a gender inclusion fund to provide quality and equitable education for all girls focusing on 5 pillars –

b) Fostering Women's participation & Leadership in Education.

Example: In rural & remote areas with low proportion of female teachers, scholarships will be offered to the best female students of that area to enter outstanding teacher education program and become teachers.

c) Prioritizing School Safety & Security.

All schools will develop credible mechanisms to ensure that they remain free of discrimination, harassment & intimidation especially for women & girls.

Education for transgender children.

NEP 2020 recognizes the urgent need for education of transgender children & initiating measures to remove the stigma & discrimination they face in their life including with respect to education. As a part of initiative to promote education of transgender children

- A reliable national data based on TG children will be created.
- School complexes, social workers will be encouraged to develop a plan in consultation with TG students & their parents regarding the use of their names, excess to restroom & other spaces corresponding to their gender identities.
- The curriculum, textbooks will be re-oriented to address issues related to TG children, their concerns & learning needs.
- Involvement of civil society group in conjunction with social workers who have experienced in working with TG children will be sought to facilitate & ensure participation of TG children in all levels of school education.

II. Education of SC, ST, OBC, Muslims & migrant communities.

SC, OBC communities face severe disadvantages at multiple levels. Key interventions for reducing the social category gaps in school education will include –

- Recruitment of teachers from SC & OBC communities.
- Translated learning material (easy reading material translated into local language to initiate children into learning).

Tribal communities & children from ST also face severe disadvantage.

So contextualizing curriculum & incorporating tribal knowledge will be an immediate action – to make relevant education community coordinators from tribal group to be chosen.



NEP 2020 acknowledges the importance of interventions to promote education of children belonging to all minority communities, educationally under represented. Example – Muslim community, the greatest Underrepresented Group.

Therefore, initiative to enhance participation of children belonging to muslim & other URG in School Education will include.

- Supply side interventions to muslims & other URG to complete School Education.
- Strengthening Madrasas, Pathshalas, Schools of Buddhists, Jains, Sikhs & encouraging to preserve their traditions & to integrate the subject learning areas under National curricular framework. Students in such religious institutions will be encouraged to appear for state board exams & assessment by the National Testing Agency (NTA).

III. Education of children with special needs – Learning disabilities.

NEP recognizes the importance of providing children with special needs, the same opportunities of obtaining quality education as any other child.

RTE act 2012 provides inclusion of CWSN as contained in persons with disabilities act, ensures free & compulsory education until the completion of school education or till the age of 18 years.

So, to provide quality & meaningful education to CWSN, the following initiatives have been made.

- Inclusion of CWSN in regular schools (upto cl 12).
- Financial support for educating CWSN.
- Provisions for home based education.
- Availability of open schooling for hearing impaired children.
- Scholarships for differently abled students.

IV. Education of Children from Urban Poor Family.

In India, there are about 1 crore children from urban poor families of which about 75 lakh children are illiterate. Generational divide, lack of literacy, lack of proper schooling & lack of playing opportunities lead to children & adolescents into indulgement in crime, drugs & substance abuse.

To rescue so many children from urban poor families, providing them with quality education is the only way. This will enable them to become happy & productive members of the society.

CONCLUSION

According to 2016-17 data, overall enrolment in schools declined from grade I to grade XII (many of URG). In case of ST & Muslims, it is severe, differently abled children- greater declines & females even greater decline.



This data shows that inequities affects children specially in primary stage. Therefore, actions must be taken to understand the barriers & to implement pro- active measures ensuring inclusive & equitable participation of children from URG. And to uplift URG, due attention must be given to uplift the women in these groups.

XXXXXXXXXXXXXXXXXX

Inclusion of Gender & Economics in Education: A take on National Education Policy 2020

Kangjam Umabati Devi
Assistant Professor, Dept. of Home Science
SKWC

INTRODUCTION

The National Education Policy 2020 (NEP2020) which was approved by the Union Cabinet of India on 29th July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy of Education 1986.

It was considerably overdue - the National Education Policy is only India's third education policy document. The policy introduces a whole gamut of changes and read as a very progressive document overall, with the firm grasp on the current socioeconomic landscape and the prospect of future uncertainty.

Inclusion of gender and economics in education

In the past, the idea of reform in Indian education has usually been conceived in narrow myopic ways -

Confined to the enrolling of children in school and getting schools to function somehow. Earlier policies have never asked the question of what kind of society we want to create, what are the ideologies that school can ignite and how education can inspire social change.

The recently announced National Education Policy 2020 tries to address the issue and heralds a new approach to education. Most importantly, it has equity as one of its founding goals, and gender as an important theme. All effort has been made by the architects of the policy to provide equity including initiatives like gender sensitization in schools that will break stereotyped gender roles. It also harps on the importance of harassment free environment and equal treatment of genders. Special mention has been made of legal protection and entitlement for girls and women. The Protection of Children from Sexual Offences act(POCSO) has been put in place for sexual



offences against children is a strong message that children are vulnerable and needs to be protected.

The National Education Policy advocates of having female role model for girls. In order to strengthen their ambition and change societal mindsets of women's role. This move will ensure that there is a positive multiplier effect on girls and their families and more girls will be encouraged to pursue education and complete the cycle.

All educators and sociologists have welcomed the special funds that have been created to deal with gender issues. Apart from ensuring 100% participation of girls in the schooling system, the fund according to the policy will aim to close gender gaps in educational attainment at all levels. National Education Policy advises the funds to be allocated to give girls equal access education by addressing societal obstacles that they face. The fund would also enable in "changing mindsets and halting harmful practices to foster gender equity and inclusion; inculcating girls' capacity for leadership to help develop current and future role models, and improving dialogue with civil society to exchange best practices and lesson learned.

Now the covid-19 has flushed out other challenges of inclusion that we were not prepared for. Education worldwide has been one of the biggest victims of covid-19. According to UNESCO, the countrywide closure in India has affected 320 million children enrolled in schools. It has been estimated that of these, about 158 million are girl students. Even before covid-19 crisis, it was found that girls who are engaged in housework for more than two hours a day had less chance of completing schools. Several studies show that during the pandemic, the girls have become fully engaged in household chores of cooking, cleaning and looking after younger siblings and most unlikely to go back to school once it opens. It is estimated that 10 million secondary aged girls are likely to drop out by this process.

We have always been confronted with glaring data of how far behind the students from government schools and as compared to students from private schools. While online class have started during the pandemic for the students of private schools, the government schools continue to be limbo. The children going to government schools have lost important learning hours because they do not have internet access at home and some do not even have phones. So the idea of inclusion in education is getting even further remote and then to compound it is the story of girls who are getting pushed further behind. In homes where there are both girls and boys going to school and the access to devices is limited, the first priority is always given to the boys. If this practice continues, the concept of "equal opportunity" will remain just a pipe dream.

CONCLUSION

While the National Education Policy is a visionary document and has pressed the right buttons as far as inclusion both in gender and economics is concerned. It will be up to the respective



governments to take forward the spirit of the inclusion both in gender and economics is concerned.

The new education policy has a commendable vision but its potency will depend on whether it is able to effectively integrate with the government's other policy initiatives.

References

<https://www.scoonews.com/news/inclusion-of-gender-economics-in-education>
<https://feminismindia.com/2020/08/06/new-education-policy-nep-2020-critical-analysis/>
<https://womenalliance.org/national-education-policy-of-india-suggestions-for-promoting-gender-equity/>

XXXXXXXXXXXXXXXXXX

Experiential learning: Learning by Doing

Ningthoujam Tamubi Devi
Assistant Professor, Department of Zoology
S. Kula Women's College

Albert Einstein once said, "Learning is experience, everything else is information". Experiential learning was one of the highlights of Education policy 2020. Experiential learning in simple words can be defined as learning from experience or learning by doing. Though the concept might look new, it was, in fact, embedded way back in the Indian education system. Gurukul is the quintessential experiential learning format — a learning initiated by an interaction between the learner and his environment. In the olden days, the gurukul system imparted key aspects of education to students in the form of various activities undertaken in an open environment under the supervision of a guru. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking.

The first theories of experiential learning arose in the mid-nineteenth century as attempts to move away from traditional formal education, where teachers simply presented students with abstract concepts, and toward an immersive method of instruction. Students would "learn by doing," applying knowledge to experience in order to develop skills or new ways of thinking. This form of learning has been in vogue since the 1930s, and was popularised by education philosopher David A. Kolb, who, along with John Fry, developed the experiential learning theory in 1984. In 1885, Hermann Ebbinghaus, first described the "learning curve", which is a graphical representation of how an increase in learning comes from greater experience; or how the more someone performs a task, the better they get at it. **Raghuram Rajan**, Former Governor of the

Reserve Bank of India, educationist and one of the leading economists in the world, said, “Education should become experiential in nature, enabling students to not just consume information, but also use it effectively in the real world. Such an approach, called ‘interwoven learning’, interweaves various academic disciplines and breaks the silos between the classroom and the real world – thereby training students for an increasingly complex, diverse and dynamic world.”

Experiential learning, in the digital world, is a blended form of learning which essentially has rich content including field trips, DIY experiments, simple videos, robotics and much more. The activities may include internships, lectures abroad, excursion trips, field study, and service-learning job. Every learning program should inculcate the following things: Assessment, teaching and learning strategy, and curriculum choice. Experiential learning enables the approach of personalized learning as it supports the concept of flipped learning, where learning goes to the students, not the other way round. The participants set their own learning pace and hence understand better. Experiential learning methodology is highly effective in meeting these requirements to enable personalized learning.

Experiential learning is a way of educating based on experience, where skills, awareness and understanding are acquired outside of the traditional classrooms. Some of the benefits of experiential learning are:

- 1) **Real-world adaptability:** There is a general tendency among human beings to take an interest in learning facts that exist in the real world. Experiential learning takes information and data from the real world and makes students aware through hands-on tasks. As the students work with real-life information, it becomes authentic for them. Additionally, each student’s learning and understanding will be guided by their past experiences, and thus, each student will approach the task in unique ways, generating different results. Thus, the experience will be real and will have a long-lasting impact.
- 2) **Increased motivation and commitment levels:** The students are provided an option to choose an activity, thus increasing their engagement and commitment. As the student is directly involved in the problem-solving activity or event, the level of commitment is high.
- 3) **Learning from mistakes:** Experiential learning is based on “trial by error.” As you undertake the tasks, you find some approaches work better than others. This allows one to get rid of the methods that don’t work, but the act of trying something and then leaving it — normally considered a “mistake,” actually becomes an essential part in the learning procedure.
- 4) **Honing leadership skills:** Most experiential learning activities require that students work in teams. These team projects foster leadership and team-building skills. Experiential learning gives learners the skills and experience they need for real-world success. More often than not, employees seem to lack problem-solving skills and don’t seem to be able to apply what they’ve learnt in training to the workplace. Experiential learning may lead to higher domain specific creativity and practical use of knowledge, whereas direct instruction may yield higher practical knowledge scores.
- 5) **Fast learning:** Our traditional learning system has been more of a theoretical than practical. This has given birth to rote learning. But, experiential learning promotes the concept of



“Learning by Doing”, which accelerates the process of learning. Experiential Learning methodology uses critical thinking, problem-solving and decision making to deliver a training module.

- 6) **Personalized Learning:** One size fits all approach has long been ostracized from the education industry. Educators have realised the need and importance of personalized learning for better skilling of the students.

This concept is more relevant than ever in today's time, where the attention span of students is decreasing, experiential learning is emerging to be the future of education. Experiential learning requires a series of experiences in the real-world setup. The experiences involved are not required to be equally educative, with some being more engaging from cognitive, emotional, and physical standpoints. Unlike rote learning or curriculum learning, experiential learning may happen in a wink, or over days, weeks or months, depending on the topic.

XXXXXXXXXXXXXXXXXXXX

New Education Policy: My understanding

Akoijam Shandyan Devi
Asst. Professor
Dept. of Geography
SKWC

Introduction

India as fastest developing country introduced many policies and implemented as well. Thus outlines the vision of India's new education system, the National Education Policy 2020 [1], was approved by the Union Cabinet of India on 29 July 2020, to replace the previous national policy on education which was placed in 1986[2] after 34 years. Achieving inclusive and equitable quality education and promote lifelong learning opportunities for all, this policy aims to transform India's education system by 2030 which is part of sustainable development goal SDG #04. During these 34 years, the world has changed in unprecedented ways. Revolutionary alterations in the world's political economy, fuelled by technological developments, have significantly contributed to the dismantling of the barriers of gender, class, caste, culture, geographical distance, and so forth. All this has created a strong sense of aspiration and hope among the people.

This released NEP 2020 is a historic and ambitious document. With an eye on the future, it speaks to all aspects of education during our times. This policy is in many ways radically different from all its predecessors, and it looks at our educational requirements in a new way

Objective

With respect to school education, the makers of the policy have given special emphasis on learning to be holistic, experiential, integrative, and enjoyable. The Policy aims at ‘real understanding and towards learning how to learn’. It is particularly anguished about the persistence of rote learning, something that the National Curriculum Framework of 2005 [3] had tried to cure. The proposed curricular and pedagogic approach underscores critical thinking and learning based on inquiry, discovery, discussion and analysis.

As the policy proposes, ‘the overarching goal would be to ensure universal access to high quality ECCE across the country. This also Bharatiya Janata Party’s manifesto for the 2014 Lok Sabha elections [4] contained the creation of a new education policy. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Then Draft New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development, followed by a number of public consultations.

Curriculum Framework of 2005 had tried to cure. Rote memorisation and mindless regurgitation in response to questions that are neither analytical nor reflective is nothing but the storing of sterile and unconnected pieces information in the mind. This is cognitively taxing and, more often than not, an exercise in futility. The proposed curricular and pedagogic approach underscores critical thinking and learning based on inquiry, discovery, discussion and analysis. In Sec 23 and 24 of NEP 2020 gives details of integrating technology through a dedicated unit for planning and development of digital infrastructure, digital content and capacity building of institutes in technology to look after the e-education needs of both school and higher education and to make India a digitally empowered society and knowledge economy. Main challenge here is the scale at which internet connectivity, technological devices and infrastructure needs to be developed and implemented.

Furthermore, it does not recognise stubborn distinctions between different curricular areas, and among curricular, co-curricular and extra-curricular areas. Art- and sports-integrated education will be important strands in this cross-curricular pedagogic approach. Flexibility in course choices will be another curricular advantage for students. The thought behind this curricular overhaul is to create ‘holistic and well-rounded individuals equipped with the key 21st century skills.’

The policy aspires to dismantle this status hierarchy and aims to integrate vocational education with mainstream education. Starting with vocational exposure in the middle and secondary classes, ‘quality vocational education will be integrated smoothly into higher education’. This will ensure that every individual learns at least one vocation and is able to



develop a sense of the dignity of labour and respect for various vocations. This will also enable us to tap our demographic dividend and address skill-deficits of the economy. The policy envisions that the ‘development of vocational capacities will go hand in hand with development of ‘academic’ or other capacities.’

Vision

The Committee working on the policy has succinctly identified the role of higher education as ‘promoting human as well as societal wellbeing and developing India as envisioned in its Constitution—a democratic, just, socially conscious, cultured and humane nation, upholding liberty, equality, fraternity, and justice for all.’ According to the makers of this policy, some of the salient problems encumbering the higher education system in India are rigid separation of disciplines, limited teacher and institutional autonomy, lack of focus on quality and relevant research and poor institutional governance.

Recognising these and other problems impeding the effective functioning and progress of higher education institutions in the country, the policy envisions a ‘complete overhaul’ of the system. It was naturally anticipated that revamping of curriculum, pedagogy, assessment, and educational administration would be recommended by the policy framers. It must be mentioned that the policy lays out a fairly radical reformation of the higher education structure. There are many features that have been inserted in NEP, however implementation will have its own challenge in terms of funding, best in class resources and the huge scalability. A major sector is assessments which remain bit underrated in present NEP 2020. There is no clear route to erase rote learning and stress on applied knowledge test and a practice of strictly no plagiarism.

Now, one can opt to study Sanskrit along with Mathematics or Music with Physics. The earlier segregation of streams, rather regimented, did not allow for any formal or institutional interface between the sciences, the social sciences and the humanities. This did not allow for a wholesome development of individuals. The Policy’s proposal to integrate engineering courses, at institutions such as IIT, with the arts and the humanities in order to move towards holistic and multidisciplinary education, would surely enthuse every thinking being. This is a holistic approach and should lead to the blossoming of various human capacities—intellectual, aesthetic, social, physical, emotional and moral—in an integrated manner.

Conclusion

Despite a radical curricular and structural redrawing, the outcomes of the new policy cannot exceed the professional capacity and vision of the teachers. Teachers’ capacity cannot be enhanced unless their pre- and in-service education, service conditions, and terms of recruitment and



deployment do not receive renewed focus and uplift. The policy treats these concerns in a detailed and sensitive manner. To attract outstanding students to the teaching profession, it proposes a large number of merit-based scholarships for pursuing quality four-year integrated B.Ed. programmes, with special focus on rural areas. It is also proposed to strengthen Teacher Eligibility Tests (TETs) [5] with respect to the assessment of several parameters: subject-content and pedagogy, classroom teaching, passion and motivation for the profession and proficiency of teaching in the local language. These tests will therefore include teaching demonstration and interview components. A new and comprehensive National Curriculum Framework for Teacher Education will be prepared by the National Council of Teacher Education by 2021, in consultation with the NCERT.

In conclusion, I would like to argue that the New Education Policy, 2020 appears to be truly visionary and comprehensive. Its success, however, lies in its effective implementation. The government will not leave any stone unturned in this national rebuilding project.

Reference

1. MHRD www.mhrd.gov.in › mhrd › files › NEP_Final_English_0PDF
2. mhrd.gov.in › files › document-reports › NPE86-mod92
3. ncertncert.nic.in › pdf › nc-framework › nf2005-englishPDF
4. cdn.narendramodi.in › Manifesto2014highlights
5. en.wikipedia.org › wiki › Teacher_Eligibility_Test

XXXXXXXXXXXX

Single Regulatory Body, Optimizing the Cultural Values in NEP 2020

Dr. Lehari Khera
PDF, Department of Education,
JNU, New Delhi

One of the stated aims of the policy is to portray a “deep-rooted pride” in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development, and living and global well-being. The medium of education till 5th grade would be home language/ mother-tongue or any other local language. Every student has to take up a fun activity on the ‘Language of India’. The state/UTs will decide the three languages that would be taught to students. All classical languages would be given as an option to all the students. Sanskrit being one of the language formulas would be given more value in secondary and higher education. Sanskrit universities will now develop into multidisciplinary institutions. E-content to be available in 8

regional languages. Single regulatory body, The HRD ministry will now be called the Education ministry. 6% of the GDP to be allocated to the education sector. The UGC and AICTE will be merged to form a single regulator and will be called, Higher Education Commission of India (HECI). One common entrance exam for all higher education institutes to be conducted by NTA, it would be optional and would take place twice a year. Foreign university campus will be set up in India. Indian SAT will be conducted. Many more undergraduate colleges will be given autonomy in their administrative and financial matters based on their accreditation. In higher education sector, the integration of UG and PG courses for a 5-year course can be considered. College credit transfer and academic bank of credit will also be considered. Plans are to include Undergraduate programs of three and four years and postgraduate programs of one and two years. The MPhil will be discontinued as a course. Institutions like IITs will be asked to become more holistic and have more courses on arts and humanities.

XXXXXXXXXXXX

NATIONAL EDUCATION POLICY (2020) ON HIGHER EDUCATION

L. Geetamala Devi

Botany Department

S. Kula Women's College, Nambol

Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its constitution. It contributes towards sustainable livelihoods and economic as India moves towards becoming a knowledge economy and society. There is the need to reform the current education policy which will be at par with the global standards. Thus, the new National Education Policy (NEP) is approved by the Union Cabinet on 29th July 2020 after a gap of 34 years and renamed the Ministry of Human Resource and Development as the Ministry of Education. It deals with School education and higher education comprehensively and provides key targets and fundamentals overhauls of the education system. The current form of 10+2 structure will be transformed to new 5+3+3+4 structure with a strong base of Early Childhood Care and Education from age 3. It replaces the previous National Policy on Education, 1986. The policy targets Gross Enrolment Ratio in higher education to be increased to 50% from the current 26.3% by 2035 and 3.5 crore seats to be added in higher education.

The important points of this policy on higher education are as follows:

1. By 2030, one large multidisciplinary college in every district will be established.
2. Departments in languages, literature, music, philosophy, art, dance, theatre, education, mathematics, statistics, pure and applied sciences, sociology, economics, sports, translation and interpretation, etc will be introduced in all higher education institutions.

4. An Academic Bank of Credit (ABC) will be set up which will digitally store the academic credits earned. With the help of ABC, multiple entries and exits systems will be introduced in the higher education sector. This will allow students to take a sabbatical and then join back their studies after a period of time, without losing any credits. Students will also be free to choose major and minor subjects for their degree.

5. According to the NEP 2020, there will be a single common entrance exam for admission to all higher education institutes which will be held by National Testing Agency twice a year. The entrance exam will be optional and not mandatory. This will be implemented from the 2022 session.

6. Every institution will have an International Students Office to host foreign students. Colleges will be promoted to provide premium education at an affordable costs. Top 100 foreign colleges will be allowed to set up their campuses in India. They will be given special dispensation and regulation to set up the campuses.

7. The National Educational Technology Forum (NETF) will provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration.

8. A fee cap will be provided for private education institutions of higher learning.

9. Special Education Zones will be set up for socioeconomically disadvantaged groups which are broadly categorised on gender identities including transgender, socioeconomic identities including SC, ST, OBC, minorities and geographical identities.

10. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

11. Affiliation of colleges is to phased out in 15 years with an aim to develop them into either an autonomous or a constituent college of a university.

12. The Bachelor's degree will be of 4 years with exit options as follows. If the student exit after 1 year the university will give a certificate. If one exit after 2 years the university will issue diploma certificate. The mid- term drop outs will be given the option to complete the degree after a break. Bachelor's programs will be multidisciplinary in nature and there will be no rigid separation between arts and sciences.

13. By 2040, all higher education institutions like IITs will become multidisciplinary. There will be greater inclusion of arts and humanities subjects for science students and vice-versa.

14. The system of affiliated colleges will be phased out in 15 years and colleges will be given greater autonomy and power to grant degrees. The deemed university status will terminate.

15. The National Research foundation will be created for fostering research culture and building research capacity in higher education. The policy reiterates the government's move to set up the Higher Education Commission of India (HECI) as a single umbrella body for the entire education excluding medical and legal education. HECI will be having 4 independent parts: 1. National Higher Education Regulatory Council (NHERC), 2. General Education Council (GEC) 3. Higher Education Grants Council (HEGC), 4. National Accreditation Council (NAC).

16. Curriculum will be reduced to its core essentials for each subject for encouraging critical thinking and inquiry-based and analysis-based learning.

Benefits of NEP 2020

Some of the benefits of NEP 2020 are:

1. The NEP will give importance to students' practical knowledge instead of just pushing them towards rote learning.
2. Many students who are unable to go abroad due to multiple reasons will be able to experience it and get global exposure. This will promote value-based education.
3. The NEP will help students make their career choices from class IX itself and also enable them to enhance their skills to meet global challenges.
4. This policy will boost employment in the country and will radically transform our educational ecosystem.
5. The NEP will promote skill -based education and enhance the practical skills of the students.
6. It will strengthen research and innovation in the country. This will surely lead India to progress.

Conclusion

The new NEP is a good policy as it aims at making the education system holistic, flexible, multidisciplinary aligned to the needs of the 21st century. The New National Education Policy represent aspirations to become a knowledge powerhouse of the world inculcating the best of the global educational experiments. The NEP aims to transform India's education by 2040. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success.

National Education Policy 2020 – Perspectives on higher education

By: A. Chitrashakhi Devi
Head, Deptt. Of English
S.K. Womens' College, Nambol

Introduction:

The New Education policy 2020 is the first such policy in the last 34 years. It was approved with an assent of the Union Cabinet of India on 29th July, 2020 while replacing the previous National policy on education, 1986. The new policy is based on the draft prepared by a committee led by former Indian Space Research (ISRO) chief, K. Kasturirangan. A new education policy comes along every few decades. India has had so far 3 (three) education policies till date. The first came in the year 1968 and the second in 1986 during the regime of Indira Gandhi and Rajib Gandhi respectively. The new education policy of 1986 was revised in 1992 when P.V. Narasimah Rao was the Prime Minister. The third education policy is the present one introduced under the Prime Ministership of Narendra Modi. The new education policy outlines the vision of Indian's new education system. It aims to address the many growing developmental imperatives to bring about a positive change in education. The policy advocates major reforms in education in the country. It is, indeed, a new limestone being achieved. The policy itself is a comprehensive, holistic and multi-disiplinary and is bound to play a pivotal role in the nation's future growth and in creating a new India as well.

The policy places a welcome emphasis on a learner-centered and flexible system that sees to transform India into a vibrant knowledge society. Again the policy will boost a global view towards education as it rightfully balances the rootedness and pride of India as well as acceptances of the best ideas and practices in the world of learning across the globe.

Changes and Highlights: Under the new policy, the Ministry of Human resource development (HRD) will officially be renamed the Ministry of Education. The idea behind changing the name is to give a clearer definition to the ministry's work. Another highlight of the policy is that the government will phase out the affiliation of the colleges in 15 (fifteen) years and stage-wise mechanism for granting autonomy to colleges. Under the new policy, there will be no rigid separation between arts and science, between curricular and extracurricular activities, between vocational and academic streams.

Undergraduate degree will be either 3 (three) or 4 (four) years duration with multiple exit option within the period. M. Phil degree programme will be discontinued and there will be single common entrance examination for universities to be conducted by the National testing Agency. This will ^{lessen} the burden of the students where they will have to pass through multiple examinations and varied difficulty level of question papers across many universities. If the same plan is implemented, a student will certainly get the advantage to give a single entrance examination with a standardized level of question paper and the admission process will also be streamlined. Under the policy, many foreign universities can set up institutes in India and this will lead to competition, latent flow and key-practices from the outside to India. This will certainly lead to a great deal of improvement in the standard of education in the country. Besides, the students can afford global education in India. The new education policy focuses on having multi-disciplinary colleges in every district by 2030. It is indeed, a welcome step and will certainly renew the country's focus on arts, humanities and multi-disciplinary form of education to ensure that the students are well-trained and skilled for their future career.

One of the most significant highlights of the new education policy 2020 is the proposal to set up the Higher Education Commission of India, a single overarching umbrella body for higher education excluding medical and legal education. The Higher Education Commission has four verticals: (1) National Higher Education Regulatory Council (NHERC) for regulation, (2) General Education Council (GEC) for standard setting, (3) Higher Education Grants Council (HEGC) for funding and (4) National Accreditation Council (NAC) for accreditation. It is also a welcome step to set up a single umbrella body to have uniformity in education standards. If the plan proposed is properly implemented there will be uniformity and much easier co-ordination for all institutions in India. Dr. Dishan Kamdar, Vice chancellor of Flame University observes, “This is going to be a game changer for the future of education system in India. Multidisciplinary colleges in every district by 2030 will encourage liberal arts education to a great extent. India will have largest percentage of young population in the world by 2030” Under the new education policy, the world’s top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry Document listing salient features of the policy, “Such foreign universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous universities of India”.

The new education policy aims at encouraging essential learning, critical thinking and experiential learning. To make the Indian education system globally competitive, the government has increased the education budget from 4.46% to 6% of GDP. It also visualizes to convert the current system into a “highly equitable and vibrant knowledge society” by increasing the enrolment ratio. The new education policy is planned to support skill education and streamline education planning, administration and management at all levels. It is expected that there will be surreal effects on higher education which is going to draw a new road map for young students. Regulating the

higher education system is imperative. The previous structure of having multiple regulatory bodies such as UGC, AITCE, NAAC and various other councils were believed to raise the standards concerned. However the proposal to set up the Higher Education Commission of India envisages bringing uniformity and coordination in the system. And moreover, the changes will ease the regulatory burden of higher education institutions and will allow them to focus more on their core role of imparting knowledge.

The new education policy's proposal for setting up of multidisciplinary universities could be considered as a promising idea that promotes liberal education both in terms of multidisciplinary learning and flexibility in tenure. The NEP proposes credit-based degree with a wide range of subjects and emphasis on extra-curricular activities. Students will be flexible to major in engineering completed with minor in liberal arts and vice versa. Liberal education also encourages student to get multiple entries and exit points in degree programmes which further encourages lifelong learning philosophy. A student can obtain a diploma after completing a 1-year program, advanced diploma after completing 2 years or Bachelor's degree after 3 years preferably 4 years. An academic Bank of credit is to be established to digitally store the academic credits of students earned from different HEIS.

Conclusion: In conclusion, the highlights proposed in NEP 2020 seems aspiring and flexible for students with less burden of examination. It is most likely to promote multidisciplinary education and make it more accessible for students to make their career in highly competitive world. However, to achieve this aspiration, there will be huge new demands for professors and faculties. In reality, the Indian higher education is operating at 35% shortage of faculties which will require more initiatives and friendly policies to fulfil the demands. The new Education policy was long overdue. New focuses need to shift to its efficient and effective implementation.



National Education Policy and Higher Education

L. Bimola Devi
Department of Education,
S. Kula Women's College

INTRODUCTION: The NEP, 2020, set up just as like as germination of seed. The policy should be reconstructing schools curriculum & pedagogy (5+3+3+4 design). The new policy of Human resource, for the new era of 21st century, equalised to world wide, not only India, but also global standard. New Educational policy makes a skillful teenagers Indian citizens, to stand up ourselves and must be bridge through the major reforms that bring the highest quality, equity and integrity into the system, from early childhood care and education through higher education.

A New Education policy, "National Education Policy 2020", is the first education policy of 21st century and aims to address the many growing development imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structure including its regulation and governance to create a new system is the aspirational goals of 21st century education including SDG4 upon India's traditions and value system this seed of policy. National Education Policy (NEP) 2020, is planting by the Ministry of Human Resource Development of India. This Educational policy lays emphasis on the development of the creative potential of each individual, it is based on the principle that education must develop not only cognitive capacities, both the 'foundational capacities' of literacy and numeracy and 'higher order' cognitive capacities, such as critical thinking and problem solving but also social, ethics and emotional and disposition. The implementation of previous policies, the unfurnished agenda of the National policy on Education, 1986 modified in 1992 (NPE 1986/92), is appropriately deal with in this policy of 1986/92 has been the right of children to free and compulsory Education Act 2009, which laid down legal underpinnings for achieving universal elementary education.

AIM OF POLICY:- Our country, India to have an education system by 2040 that is second to none with equitable access to the highest quality education for all learners regardless of social or economic background. The previous policy, NPE, 1986 observed, "Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes the national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor for survival, being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system".

Further on, a new education policy 2020, A new and forward looking vision for India's Higher Education system, for "Quality Universities and Colleges". Institutional reconstructing and consolidation, towards a more Holistic Multidisciplinary Education, Optional Learning Environment and supports for students, Internationalization, students activity participation,



Financial support for students , motivational , energized and capable faculty. Equity and Higher education, Teacher education, Reimagining vocational education, catalysing quality Academic Research in all fields through a new National Research Foundation. Transforming the regulatory system Higher education, curbing Commercialization of Education, Effective Governance and Leadership for Higher Education institutions.

Higher education plays an extremely important role in promoting human as well as societal well being and in developing India as envisioned in its Constitution- a democratic just socially conscious culture and human nation upholding liberty, equality, fraternity and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India move towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

It must be given 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded and creative individuals. It must enable an individual study one or more specialized areas of interest at a deep level and also develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity and spirit of service. A quality higher education must enable personal accomplishment enlightenment, constructive public engagement and productive contribution to the society.

Existing system of higher education face by some major problems nowadays they are:-
A severely fragmented higher educational ecosystem less emphasised on the development of cognitive skills, a rigid separation of disciplines with early specialization and streaming of students into narrow study, limited teacher and institutional autonomy. Inadequate mechanism for merit based career management and progression of faculty and institutional leaders, etc.

The main thrust of this regarding higher education is to be end the fragmentation of higher education by transforming higher education institution into large multidisciplinary universities, colleges and HEI Clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos ,enable students to become well-rounded discipline including artistic, creative and analytic subjects as well as sports, develop active research and increase resource efficiency, both material and human, across higher education.

CONCLUSION:- According to NEP,2020 all the stages of education system begins from pre-Schooling to higher education stages, all the major principles are to performed along with to solve and makes a good deed to our society, educational institutions and many more for a good deal.



Quality Universities and Colleges:

A new and forward-looking vision for India's higher education system

S. Dineshori

Asst. prof. Dept. of Home Science, SKWC

INTRODUCTION:

Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution – a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

QUALITY HIGHER EDUCATION:

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

For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

In India, there are some major problems currently faced by the higher education system including limited teachers and institutional autonomy. So for bringing quality higher education we need well qualified number of teachers for the students. There are also some problems like less emphasis on the development of cognitive skills and learning outcomes, a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study, limited access particularly in socio-economically disadvantaged areas, with few Higher Education Institutions that teach in local languages.



Moreover these, we also faced a severely fragmented higher educational ecosystem. There are also inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders. Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines is also one of the most important major problems in India. Other major problems like suboptimal governance and leadership of Higher Education Institutions, an ineffective regulatory system, and large affiliating universities resulting in low standards of undergraduate education are also main problems in our country. For all these, we all know that our respected India government took a better plan for a better quality higher education.

Key Changes to the Current System:

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes many key changes to the current system. Firstly, moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more Higher Educational Institutions across India that offer medium of instruction or programmes in local or Indian languages. Secondly, moving towards a more multidisciplinary undergraduate education. Thirdly, moving towards faculty and institutional autonomy. And there are also many other changes like revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences, reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service.

Other some changes are – establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges, -governance of Higher Educational Institutions by high qualified independent boards having academic and administrative autonomy, -“light but tight” regulation by a single regulator for higher education. Lastly there is also one change to the current system that increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education, scholarships by private or philanthropic universities for disadvantaged and underprivileged students, online education, and Open Distance Learning (ODL), and all infrastructure and learning materials accessible and available to learners with disabilities.

CONCLUSION:

From all these above, as a teacher I would like to say that our beloved students our country is highly developing in education from the early period of education. There are also many programmes which is very important for your future. You only can make your future bright, your guardians and teachers are only helping to you but you are the one and only maker of your life. Do not ever try to go on bad ways because this birth of yours is very precious for your soul. So my dear students Study hard and stay healthy. Your knowledge and your health is the most important one to observe your life. And Thank You our respected Government for considering and taking up new better steps for our future pillars of the society.



REFERENCES:

1. MHRD, NEP 2020, PART II, Chapter 9
2. The Indian Express, Date 11-09-2020
3. Mhrd.gov.in – NEP 2020

XXXXXXXXXXXXX

Impact of National Policy on Education (NEP) 2020 on Higher Education

Dr. Maibam Dineswori Devi
Assistant Professor Department of Botany
S. K. Women's College, Nambol

Introduction

Soon after the Indian independence, making education available to all had become a priority for the government. The setting up of the University Education Commission popularly known as the Radhakrishnan Commission in 1948 was a major landmark for enunciating the goals and objectives of higher education in Independent India. In subsequent years, several Commissions and Committees were also appointed by the government for educational restructure and changes in the system of higher education in India. Some of these may be mention as

1. Report of the Education Commission; 1964-66
2. National Policy on Education, 1968
3. Challenge of Education: A Policy Perspective, 1985
4. National Policy on Education, 1986
5. National Policy on Education. A Programme of Action, 1992
6. Recommendations of the Yashpal Committee, 2009. Etc.

National Policy on Education (NEP) 2020 which was approved by the Union Cabinet of India on 29th July 2020 was a welcoming change in the education system of India amid of all the negativities surrounding the world. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher as well as vocational training to both rural and urban India. The policy aims to transform India's education system by 2030.

The changes that NEP 2020 has suggested were something that many educationist never saw coming. The education policy has impacted school and college education equally and this paper focus on NEP 2020 and its impact on higher education mainly.

Impact on Higher Education

The new NEP 2020 stand out with great level change for higher education. The most significant highlight of NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), a single overarching umbrella body for higher education, excluding medical and legal education. HECI has four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. In a country, to have uniformity in education standards, a single umbrella body was always a requirement. Multiple independent governing bodies led to many standardization issues across institutions, and along with that, any improvement plan to be implemented in this higher education domain took years. If the proposed plan is implemented, uniformity and coordination for all institutions in this country will be much easier. Process changes will be easily implemented and effective too. The second highlight of the proposal is to introduce a single university entrance exam conducted by the National Testing Agency. Earlier, to seek admission across various universities, a student had to go through the burden of multiple examinations plus the varied difficulty level of question papers across many central universities. If this plan is implemented, a student can give one entrance exam and get saved from the burden of many. At the same time, the question paper's level will be standardized, error-free as NTA conducts it, and the admission process will be streamlined. The policy also allows universities to set up offshore campuses as well as many foreign universities can now set up institutes in India. This move is welcoming indeed. It will lead to competition, talent flow, and key practices from the outside to India, which will ultimately lead to a great deal of improvement in the country's education standards. It will also provide real exposure to children, and probably there would come a day where students can afford global education in India, instead of spending lakhs in another country. The focus on having multi-disciplinary colleges in every district by 2030 is a promising idea as well. It will renew the countries' focus on arts, humanities, and a multi-disciplinary form of education to ensure that our students are skilled well for the career ahead. Remote learning of concepts has kept our students very far behind in terms of skills so far. With this policy, we can foresee Gross Enrollment Ratio rising for the country as well as multiple entry and exit options at the undergraduate level have been proposed to be allowed. The academic bank of credit will help store credits, and the concept of credits will finally get more weightage in India. However, the students today will have the freedom to experiment with what they have to learn and have the flexibility in it.

Conclusion

In the conclusion, it is important to point out that these policies have all been proposed, and there is a long way to go before the implementation rolls out. The policies and the suggested changes look great on paper, and they would change the face of the Indian education system in the years to come, but that would depend on how they are approached and implemented.



National Education Policy 2020 – holistic and multidisciplinary education in HEIs.

Dr. W. Robindro Singh,
Head, Department of Biotechnology,
S. Kula Women's College.

Introduction:

The only way for enhancing human potential with full of knowledge for development of the society and nation is education. Without proper education either in school level or Higher education level human society will not develop. Quality education with research can lead the nation to the global level in respect of scientific advancement, economic growth, social justice and equality, national integration, cultural preservation, etc.

The world is changing very fast in the knowledge landscape including scientific and technological advances like the rise of big data, machine learning and artificial intelligence. In this stage a skilled workforce with multidisciplinary education is very must necessary to meet the challenges. Many big issues like climate change, increasing pollution, and depleting natural resources, there is only way to solve the problem is a good and quality education with research and technology to meet the world's energy, water, food and sanitation needs, again resulting in the need for new skilled labour. A good collaborative multidisciplinary research work is highlighted in this National Education Policy 2020.

The aim of this National Education Policy 2020 is to address the many growing imperatives of our country and it also proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with aspirational goals of 21st century education.

The National Education Policy 2020 is guiding light by the rich heritage of ancient and eternal Indian knowledge and thought. This policy is targeted to enhance the quality education with multidisciplinary teaching and research with technology.

This National Education Policy 2020 is also clearly mentioned the important roles of the teachers and it may help to re- establish teachers at all levels. This new policy also mentioned that teachers are most respected and essential members of our society. After implementation of this new policy, teachers will be benefited to do their job as effectively as possible.

The National Education Policy 2020 is trying to touch all the degree of difficulties for effective and enhancing the quality education. It is also mentioned that education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality.

The principle of this National Education Policy 2020 is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. There are some fundamental principles in this National Education Policy 2020 that will guide both the education system at large, as well as the individual institutions.



Components of National Education Policy 2020:

In this National Education Policy 2020, there are four main parts are presented and it is also covered the cornerstone of the education. The four parts are:

1. School Education
2. Higher Education
3. Other key areas of Focus
4. Making it happen.

PART-I: School Education:

It has eight important chapters regarding the foundation of learning, foundational literacy and numeracy, curtailing dropout rates and ensuring universal access to education at all levels, curriculum and pedagogy in schools, teachers, equitable and inclusive education, efficient resourcing and effective governance through school complexes, and standard setting and accreditation for school education.

PART-II: Higher Education:

The NEP 2020 is clearly mentioned to establish multidisciplinary HEIs to meet the challenges as well as to enhance quality education. It is also discussed ten different points to restore its role as a Vishwa Guru.

1. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System:

In this National Education Policy 2020 is proposed to enhance the quality of Universities and Colleges. It is also mentioned that Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.

The new policy's vision includes many key changes to the current system and some important changes regarding teaching and research with technology are (a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages; (b) moving towards a more multidisciplinary undergraduate education; (c) moving towards faculty and institutional autonomy; (d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences; (e) reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service; (f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges; (g) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

2. Institutional Restructuring and Consolidation: The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI

clusters/Knowledge Hubs. The ancient Indian universities studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals. After fully implementation of the new education policy, there may be some multidisciplinary institutions including Autonomous degree-granting College of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university. This policy is also focused to establish more HEIs and by 2030, be at least one large multidisciplinary HEI in or near every district. This policy is also focusing to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning. After fully implemented of this new policy, the present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

3. Towards a More Holistic and Multidisciplinary Education: The National Education Policy 2020 has introduced an ancient Indian literary works. This policy is mainly focused brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century. Research is to be improved and enhanced through a holistic and multidisciplinary education approach. This policy is mainly targeted to establish a holistic and multidisciplinary Institutions, even IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills. Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. This policy mentioned the importance of internships to all the students at all HEIs that internships will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

The NEP 2020 is formulated a new course structure of Higher education that the undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The New policy is targeting to establish An Academic Bank of Credit (ABC) for digitally store the academic credits earned from various recognized HEIs. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI. This policy aims to all the HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to



research for those who have completed the 3-year Bachelor 's programme; (b) for students completing a 4-year Bachelor 's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. programme shall be discontinued. This policy is focusing to establish Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) and aim to attain the highest global standards in quality education.

4. Optimal Learning Environments and Support for Students: Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. In this policy, all programmes, courses, curricula, and pedagogy across subjects, including those in class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

Internationalization: In this National Education Policy clearly mentioned that India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. 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, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.

5. Motivated, Energized, and Capable Faculty: This new policy also mentioned the important roles of the faculty and discussed about the difficulties faced by the teaching fraternity. The policy is Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Under this policy, all HEIs will be equipped with the basic infrastructure and facilities. Every classroom shall have access to the latest educational technology that enables better learning experiences. This policy clearly mentioned for faculty that Teaching duties will not be excessive, and student-teacher ratios not too high. Faculty will be appointed to individual **institutions and generally not be transferable across institutions**. 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.

6. Equity and Inclusion in Higher Education: In NEP 2020 is also focusing to make quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs. The reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education, and there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

7. Teacher Education: In NEP 2020 is clearly mentioned that to improve the Teacher Education, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as specialized subjects. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject.

8. Reimagining Vocational Education: This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more.

9. Catalysing Quality Academic Research in All Fields through a new National Research Foundation: A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, **biotechnology**, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. Today, the criticality of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation. Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea.

9. Transforming the Regulatory System of Higher Education: The NEP 2020 is proposing to establish a commission called HECI which will include four independent verticals bodies within one umbrella institution to strengthening the Higher Education Commission of India (HECI). National Accreditation Council (NAC) will be the second vertical body of HECI, the third vertical body is Higher Education Grants Council (HEGC) and the fourth vertical of HECI will be the General Education Council (GEC).

10. Effective Governance and Leadership for Higher Education Institutions: The NEP 2020 is targeting to establish a Board of Governors (BoG) consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of



commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance.

PART-III: OTHER KEY AREAS OF FOCUS:

1. Professional Education: Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.

2. Adult Education and Lifelong Learning: The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally.

3. Promotion of Indian Languages, Arts, and Culture: The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy.

4. Technology Use and Integration: Education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bidirectional. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.

5. Online and Digital Education: Ensuring Equitable Use of Technology: New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. This Policy recommends the following key initiatives: (a) Pilot studies for online education, (b) Digital infrastructure, (c) Online teaching platform and tools, (d) Content creation, digital repository, and dissemination, (e) Addressing the digital divide, (f) Virtual Labs, (g) Training and incentives for teachers, (h) Online assessment and examinations, (i) Blended models of learning, (j) Laying down standards. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

6. Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity: Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create



solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year.

PART-IV: MAKING IT HAPPEN

1. Strengthening the Central Advisory Board of Education:

The Policy recommends strengthening and empowering the Central Advisory Board of Education (CABE). The remodelled and rejuvenated CABE shall also be responsible for developing, articulating, evaluating, and revising the vision of education in the country on a continuous basis.

2. Financing: Affordable and Quality Education for All:

Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted Expenditure 2017-18) and only around 10% of the total Government spending towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries.

3. Implementation:

Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

CONCLUSION:

The National Education Policy 2020 is mainly focused on the multidisciplinary Institutions. It is trying to establish some multidisciplinary HEIs to meet the challenges. A good collaborative multidisciplinary research work is highlighted in this National Education Policy 2020. This policy is targeted to enhance the quality education with multidisciplinary teaching and research with technology. It is clearly fragmented as school education, Higher Education, Other key areas of Focus, and Making it happen, and it is also helping to restore its role as a Vishwa Guru.



Perspective of New Education Policy

Dr. Rajkumari Rebika Devi
Asst. Professor
Dept. of Philosophy

Introduction

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. This new policy replaces the previous National Policy on Education after almost three and half decades. The previous national policy on education was placed in 1986. This policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030 which is part of sustainable development goal SDG[1], achieving inclusive and equitable quality education and promote lifelong learning opportunities for all and reaffirms the belief that education is one of the most powerful and proven tools.

Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

Objective & Vision

Education has been seen as a core necessity of individuals, social groups, nations and human society. Moreover it is became one the basic human right. Since the formation of the Indian Republic, most landmark committees or commissions on education have unequivocally underscored the idea of education for all. Many crucial concerns of contemporary education find mention in earlier policy documents too. Yet, a study of previous reports and policies makes it amply clear that the educational journey of our country has been quite uneven, and many genuine aspirations have remained unrealised even after seven decades of Independence. In fact NEP 2020 is a milestone in India's journey to becoming a knowledge superpower under the dynamic leadership of Prime Minister Narendra Modi. This also Bharatiya Janata Party's manifesto for the 2014 Lok Sabha elections contained the creation of a new education policy [2]. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released



by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP was 484 pages [3]. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received."

The vision of the National Education Policy 2020 envisions is 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 NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible

During these 34 years, the world has changed in unprecedented ways. Revolutionary alterations in the world's political economy, fuelled by technological developments, have significantly contributed to the dismantling of the barriers of gender, class, caste, culture, geographical distance, and so forth. All this has created a strong sense of aspiration and hope among the people. Rapid economic developments after 1991, the year when India opened economically, have triggered a high demand for knowledge and specialised skills. During the two-and-a-half decades since economic liberalisation, no comprehensive national vision could be conceived to address the gross systemic inadequacies impeding the momentum of an aspirational and restless India. The new National Education Policy (NEP) 2020, released on 29 July 2020[4], is a historic and ambitious document. With an eye on the future, it speaks to all aspects of education during our times. This policy is in many ways radically different from all its predecessors, and it looks at our educational requirements in a new way.

One of the essential as well as fundamental issues that had been left unaddressed until now is Early Childhood Care and Education (ECCE). The holistic development of any individual essentially starts with his or her nourishment and nurturing during the early years. The Policy says, "over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in early years." This idea is based on strong evidence produced by the latest researches in the field of neurosciences and brain development. The early years are the most crucial for the development of the brain. The later cognitive, intellectual and skill advancements are built on capacities unleashed during the crucial early-childhood years. Unfortunately, crores of children are still deprived of quality early childhood care and education due to various socio-economic disadvantages their families face.

There are seven salient features or objectives of the announced National education policy apart from what is clearly evident in its documentation and which are in perfect harmony with Government's previous initiatives since 2014. The NEP 2020 announced by Ministry of Education, is a welcome move for the countrymen. It emphasizes on holistic multidisciplinary education for future nation's stakeholders. First objective of the NEP is to device and implement robust solutions to its own problems that are in harmony with different programs and initiatives of



Government of India – make in India, skill India, start-up India and latest being atma-nirbhar India. Related Regulatory body - A National Committee for the Integration of Vocational Education (NCIVE) will be constituted to set framework.

Conclusion

Since knowledge economy is interrelated to society, this brings multitudes of socio- economic improvements. Stress on vocational studies and support through funding, incubation centers reinforce boosting economy through entrepreneurship. Internationalisation of HE is added first time to Education policy of India. It targets on creating India as a knowledge hub attracting foreign nationals and to promote research collaboration and student exchanges between Indian institutions and global institutions through organised efforts. Exchange of Credits between foreign universities and home institutes will be permitted, to be counted for the award of a degree in appropriation as per HEI. This is a multi-beneficiary significant reform that should benefit in seamless education and industrial jobs across the globe.

The NEP 2020 puts forward many policy changes when it comes to teachers and teacher education. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030. The teacher recruitment process will also be strengthened and made transparent and ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers.

XXXXXXXXXXXXXXXXXX

Restructuring and key changes in the NEP 2020

M. Surjit Singh
Head, Dept. of Education, SKWC

This paper attempted to highlight some major transformation on education sector. The National Education Policy is the new way of structuring the masterminds of incredible India. It is an initiative that gives importance not only to the nerd students but also to the creative minds of this new generation. With the changing centuries, comes the creativity and innovative skills which children possess, and to make efficient use of it so that the country can benefit from these skills, it is necessary to guide the students to the correct path right from their toddler age. This policy was a much-awaited one but now it has finally come into action. Given below are the highlights of this policy as well as the criticism which concerned many people. The 10+2 system is substituted with a 5+3+3+4 system. This pedagogical transformation aims at bringing multiple pathways to learning. This policy does not increase the number of years it just breaks down the existing structure and reframes it. The new structure is divided based on cognitive developmental stages



that is, early childhood, school years, and secondary stage. No rigid separation between streams. Arts, science, and commerce all of them are at an equal pace and now no distinction can be made in terms of choosing a particular set of subjects. The government will now follow a multidisciplinary approach. If a student wants to pursue fashion studies with chemistry or if one wants to learn mathematics with psychology, they'll be allowed to do so. The neutral atmosphere amongst the students will not only provide them with the freedom to choose their subjects but will also eradicate the social- stigma attached to each stream. For example, students opting for medical and non-medical streams are looked up as geniuses by their peer group, whereas, students taking humanities are sometimes being mocked at, that they aren't capable enough to understand the subjects like higher mathematics, accounts, and science and so on.

XXXXXXXXXXXXXXXXXX

National Education Policy 2020: A Powerful weapon for Social Change

Oinam Pahari Singh
Assistant Professor, Department of Economics

1. INTRODUCTION:

The NEP 2020 is the outcome of dedication and discussions among a wide range of stakeholders including academicians, politicians, scientists, industry representatives, NGOs and local Governments. The main credit for this visionary policy goes to Dr K Kasturirangan ,an eminent scientist and Padma Vibhushan awardee, who chaired the committee that drafted the New Education Policy. This is the third policy on Education since independence. The first education policy came in 1968 and the second one came in 1986 which went through minor amendments in 1992. This new policy came after a gap of almost 34 years and has laid the platform for drastic changes.

NEP 2020 aims to prepare India for the new skills of the 21st Century that comprises of 4 Cs- Communication, Collaboration, Critical thinking and Creativity. We faulted behind during the 1st Industrial revolution as we were under the rule of foreign power. But now we cannot afford to miss the opportunities being created by the 4th Industrial revolution and put the future of 1.3 billion populations at stake. NEP 2020 will prepare India for this challenge. NEP 2020 recommended sweeping changes for both the School Education and Higher Education systems. It seeks to holistically resolve the chronic challenges that our education system is ridden with – Accessibility, Equity, Affordability, Quality and Accountability. This policy also recommends to reverse the nomenclature from Human resource Development Department to Education Department. It seeks to increase spending on Education from the current level of 4.4 % of GDP to 6% of GDP.



1.1 SCHOOL EDUCATION:

The most welcome change is the shift from the present 10+2 system to the 5+3+3+4 scheme. This restructuring is based on the scientific premise that an individual goes through different stages, each with varying needs, during his/her course of cognitive development. The new system expands the ambit of formal education from 6-16 years to 3-18 years age group. Since 85% of a child's cumulative brain development occurs by 6 years, bringing Early Childhood Care and Education (ECCE) under formal structure is bound to have a huge impact on overall development and wellbeing of a child, resulting in overall improvement in learning outcomes. Another much appreciated initiative is the setting up of the National Mission on Foundational Literacy and Numeracy. The Annual Survey on Education Report (ASER) by Pratham Foundation regularly highlights the poor learning outcomes on 3 R's – Arithmetic, Reading and Writing at primary education. The mission seeks to achieve universal foundational literacy and numeracy in primary school by 2025

Revamping of assessment system with the adoption of 360 degree holistic report- that includes 3 dimensions viz- self assessment, peer reviews and assessment by teacher. The main objective is to discourage rote learning. The importance of board exams will also take a hit, a much needed change. In this regard, National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be set up that will help setting norms, standards and guidelines for student assessment and evaluation.

It also seeks to make the education system more flexible by blurring the distinction between science, arts and humanities and allowing students to choose any combination of subjects of their own choice. The new policy also focused on learning through activity and vocational education to enhance the skill set in general.

1.2 Higher Education

NEP envisages to improve GER(Gross Enrolment Ratio) from current level of 26% to 50% by 2035. NEP 2020 revamped the HE structure by making it more flexible through multiple entry and multiple exit options and removing the hard distinction between different streams. It has buried the stigma of "Drop Outs". An Academic Bank of Credit (ABC) will be established which would digitally store the academic credits earned from various recognised HEIs and degrees to be awarded based on number of credits earned. To promote quality and exposure, top Indian Universities can now open their campuses outside and top 100 foreign Universities will now be allowed to set up campuses in India. To improve research, National Research Foundation will be set up and will competitively fund research in all disciplines.

Regulatory framework will undergo a complete overhaul in a progressive manner. The numerous regulatory bodies UGC, AICTE and NCTE (National Council for Teachers Education) will be merged into a single umbrella body- Higher Education Commission of India(HECI). The objective is to



ensure adequate checks-and-balances and minimise conflicts of interest among the different bodies. The distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by four distinct, independent, and empowered bodies that will be overlooked by HECI.

2. CONCLUSIONS:

NEP is a futuristic and ambitious document that has the potential to completely revamp the archaic education system of India and help India transition from a developing country tag to a developed one. We are in a critical phase now, where India being a young nation, a progressive education system can help us reap the benefits of Demographic Dividend, which if left untapped will become a perfect recipe for Demographic Disaster. The policy has the potential to act as a model for other countries as well. We have taken a leap forward with a visionary policy and now the onus lies on its effective and efficient implementation. Let's hope the Government shows urgency and the right will to take it forward in the right direction and help India glide onto the path of glory. National Education Policy (NEP 2020) is that it has the ability to create more satisfied professionals and happier individuals in the long run for a sustainable social change in India incorporates with the protocol of Millennium Developments Goal (MDGs), by enabling individual of the society to pursue their profession in their passion areas.

XXXXXXXXXXXXXXXXXXXX

Liberal and flexible system in NEP 2020

Ch. Rameshwor Singh
Asst. Prof. Dept. of Geography, SKWC

The board exams will be at low stake Board exams from now onwards will check actual knowledge rather than rote learned concepts. Board exams will be comparatively made 'easier'. It will test the competency of a child. Giving importance to viable modes, an examination will now take place in two parts- objective and subjective. The responsibility of preparing guidelines will now be given to NCERT in consultation with The SCERT, and Boards of Assessment (BoAs), and PARAKH. All subjects would be provided with two levels based on the difficulty that is the standard and the higher level. This is already being initiated in maths. By 2022-23, teachers have to be ready for a transformation in the assessment system. Every school board should make sure the equivalence of academic standards in learner's attainments. Standards, norms, and guidelines for the school boards through PARAKH -National Center. No bypassing of comprehensive education: Introduction of holistic progress card States/UTs have to redesign the report cards to make them 360 degrees holistic. They'll no longer be only based on theoretical subjects but students will also be provided with 'credit points' for participating or engaging in co-curricular



and extracurricular activities. Progress cards will include the assessment of self, teachers, and peers. Such cards will act as a progress meter for students that will reflect their potential and progress in the social-emotional, cognitive, and psychomotor skills. Active participation of the learner in debates, quizzes, sports, role plays, portfolios, and group activities will also be included. The above process will not only enhance the student-teacher relationship at a personal level but will also involve an acknowledgement of the child's parents. Proper software will be developed to keep the whole record of the student's curriculum which will also allow him to opt for a suitable career in the future.

XXXXXXXXXXXXXX

Health Care System and ICDS, Anganwadi in New Education Policy 2020

W. Lata Devi

Head, Department of Home Science
S. Kula Women's College

Health and education are strongly interconnected. While healthy individuals are more likely to have better education outcomes, right education can improve the health status of a household. The recently released National Education Policy 2020 (NEP) proposes to bring a paradigm shift in Indian education. In doing so, it recognizes the need for proper nourishment and good health to aid optimal learning, and proposes certain health-related interventions.

Following the announcement of the New Education Policy (NEP 2020) that, among other things, aims at universalising pre-primary education, the Uttar Pradesh government is planning to transform anganwadi centres across the state to provide pre-primary education to children aged more than three years. According to the authorities, anganwadi workers would be provided training to educate the children as it is done in playschools and the programme is expected to start by the next session.

Multidisciplinarity and holistic education are part of the key principles of the NEP. Along with subjects like the sciences and social sciences, the curriculum must contain courses that make education well-rounded, useful and fulfilling, including games, sports and fitness. At the school level, the NEP proposes sports-integration, or utilizing physical activities in pedagogical practices, to increase the students' cognitive abilities, while promoting their physical and psychological well-being. Sports-integrated learning will help students achieve fitness levels envisaged in the Fit India movement, and adopt fitness as a lifelong attitude. It will also develop their skills like collaboration, self-initiative, teamwork and responsibility.



EXPANSION OF FOOD PROGRAMME

India's mid-day meal programme exemplifies the convergence of education with a food and nutrition programme. Currently, mid-day meals are provided to children in Classes 1 to 8, studying primarily in government and government-aided schools. The NEP proposes provision of early child childhood care and education to children below 5 years of age in Preparatory Classes in primary schools, and extends the mid-day meal programme to these students.

Further, NEP proposes provision of breakfast for school children in addition to mid-day meals, so that children can benefit from the increased productivity during morning hours after a healthy breakfast, especially for the study of demanding subjects. Where serving cooked meals is not feasible, breakfast may include simple-yet-nutritious foods like groundnuts/chana with jaggery and/or fruits.

To reduce teachers' time spent on non-teaching activities, the NEP recommends not requiring teachers to spend more than a rationalized time on mid-day meal related work. It is not however clear how this will be implemented, especially considering the expanded food programme.

HEALTHY LEARNING ENVIRONMENTS

The NEP proposes some other measures for promoting physical and mental health. This includes regular health check-ups in schools, especially for 100% immunization, and health monitoring through health cards. Health check-ups and growth monitoring under Anganwadi system will be extended to Preparatory Class students. The NEP also recommends reducing the weight of school bags and textbooks. For mental and emotional health of children, the NEP proposes introduction of social workers, counsellors and community involvement into the schooling system.

For implementation of some of these reforms, the NEP proposes the concept of school complexes, which will involve sharing of resources like teachers, counsellors and sports equipment and facilities. Further, special shorter teacher education programmes will enable eminent persons to teach at schools for local professions, knowledge, and skills, including sports. The NEP also proposes ensuring medical facilities and counselling services within higher education institutions.

ADDRESSING CRITICAL HEALTH CHALLENGES

Taking a forward-looking approach, the NEP highlights the need to develop an education system that enables India to address its key challenges, including in health. This will require high-quality studies in science, social sciences and humanities, interdisciplinary research, and other advancements in the education system. India should also focus on cutting-edge areas, such as artificial intelligence, big data and genomic studies. These studies can have important applications in critical areas, including health.



CONCLUSION

The NEP further notes the need to improve professional education in certain fields, including agriculture and healthcare. Agriculture education should be able to develop professionals who can address issues such as food sufficiency and declining land productivity. Healthcare education should be re-envisioned to make the programmes more useful, and to focus on preventive healthcare and community medicine.

Although providing a healthy environment to a child can include other aspects, the NEP takes a step towards integrating education and health to enable children to learn and grow as healthy individuals. Being a policy document, it merely provides a framework, leaving a lot to implementation. While implementation can be challenging, it can go a long way in improving both education and health of the children of our country.

XXXXXXXXXXXXXXXXXX

National Education Policy In New Normal

Anand Chingtham
Asst. Professor
Dept. of Geology

National Education Policy

A NEP is a comprehensive framework to guide the development of education in the country. Based on the suggestions of D S Kothari Commission, Parliament passed the first education policy in 1968. Second in 1986 (revised in 1992). The third is the NEP released on 29th July 2020 under the Prime Ministership of Narendra Modi.

National Education Policy (HIGHER EDUCATION)

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

- (a) Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages.
- (b) Moving towards a more multidisciplinary undergraduate education.
- (c) Moving towards faculty and institutional autonomy.



- (d) Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences.
- (e) Reaffirming the **integrity of faculty** and **institutional leadership** positions through merit appointments and career progression based on teaching, research, and service.
- (f) Establishment of a **National Research Foundation** to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.
- (g) **Governance of HEIs** by high qualified independent boards having academic and administrative autonomy.
- (h) “**Light but tight**” regulation by a single regulator for higher education.
- (i) Increased **access, equity, and inclusion** through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

What this policy aims to do?:

Curriculum and Pedagogy

While the 1986 education policy standardised school education with its push for a uniform 10+2 structure, the 2018 draft pitches for reconfiguration of curriculum and pedagogy in a “5+3+3+4” design, which recognises different stages of development of cognitive abilities in children. This corresponds to the age groups 3-8 years (foundational stage), 8-11 (preparatory stage), 11-14 (middle stage), and 14-18 (secondary stage).

Language

Further, it advocates reduction in curriculum load and reorientation of curriculum to promote multilingualism, ancient Indian knowledge systems, scientific temper, ethical reasoning, social responsibility, digital literacy and knowledge of critical issues facing local communities. The National Curriculum Framework 2005, it states, should be revised by end-2020.

Multiple Disciplines

For this, the draft pitches for reintroduction of the four-year undergraduate programme in Liberal Arts Science Education (LASE) with multiple exit options, and scrapping of the MPhil programme.



The LASE curriculum will be designed to develop broadly “useful capacities” (critical thinking, communication skills, scientific temper, social responsibilities etc.), while offering rigorous education in specialisations (called majors or dual majors) across disciplines.

Pursuing a PhD will require either a Master’s degree or a four-year Bachelor’s degree with research.

“The three-year traditional BA, BSc, as well as BVoc degrees will continue as well for those institutions that wish to continue such programmes, but all Bachelor’s degrees will move towards taking a more comprehensive liberal education approach,” the documents states.

The draft policy also proposes building a small number of new liberal arts universities, modelled after Ivy League schools, in the next five years.

Global Footprint

The NEP 2018 proposes an increase in the number of off-shore campuses of Indian institutions and permitting the world’s top 200 institutions to set up branches in India, with a new law to regulate the latter’s entry and operation. Indian higher education institutions (HEIs), it states, should be encouraged to offer their distance-learning programmes abroad and enter into international partnerships for research.

Currently, India sends the third largest number of students (over 3 lakh) abroad for higher education. However, only 46,000 foreign students, accounting for less than one per cent of international students worldwide, study in Indian HEIs.

The NEP has recommended that a National Research Foundation (NRF), tasked with creating a conducive ecosystem for research through funding and mentoring, should be set up. Funds for research and innovation have fallen from 0.84% of GDP in 2008 to 0.69% in 2014. The draft attributes India’s performance in research to a separation between research institutions and teaching institutions, lack of research culture, lack of funds and poor research capacities of state universities.

The proposed NRF, to be set up by an Act of Parliament as an autonomous institution and with an annual grant of Rs 20,000 crore, will “seed, grow and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage...”

Regulatory Reforms



The draft proposes a common regulatory regime for the entire higher education sector, “eliminating isolation and disjunction”. As with primary education, it suggests that in higher education, too, the functions of “regulation, provision of education, funding, accreditation and standard setting will be separated, and will not be performed by the same institution or institutional hierarchy”.

The National Higher Education Regulatory Authority (NHERA) will be the sole regulatory authority, while NAAC, along with other accreditation agencies, will oversee accreditation. The existing University Grants Commission, currently regulator as well as grants disbursing agency, will transform into the Higher Education Grants Council (HEGC) and will limit itself to grants giving.

Other regulatory bodies — such as Medical Council of India, Bar Council of India, AICTE, National Council for Teacher Education — will become Professional Standard Setting Boards in their respective fields, without regulatory powers in professional education.

The Ministry of Human Resource Development (MHRD), which the report wants, to be re-designated as the Ministry for Education.

Technology in Education

The policy dissects this topic into four broad areas:

- *Training of teachers in the use of educational technology, and use of educational technology for professional development of teachers.
- *Classroom tools and curriculum, such as “computational training”, online course software etc.
- * Access for those disadvantaged students who cannot attend a physical school.
- * Overall educational records management with a National Repository of Educational Data.

Conclusion:

The main thrust of the draft policy is on breaking the “rigid boundaries of disciplines” in higher education and moving towards broad-based, flexible learning. Institutions offering single streams (such as technical education) must be phased out, and all universities and colleges must aim to become multidisciplinary by 2030, the report proposes.

The report states, “The future workplace will demand critical thinking, communication, problem solving, creativity, and multidisciplinary capability. Single-skill and single-discipline jobs are likely to become automated over time. Therefore, there will be a great need to focus on multidisciplinary and 21st century competencies for future work roles — these are indeed the capabilities that will separate humans from robots”.



**National Education Policy (NEP) 2020
Higher education: A new dawn**

Nongmaithem Brojendro Singh
Assistant Professor
Department of Physics
S.K. Women's College, Nambol

National Education Policy 2020 offers transformative road map for colleges and universities. 29 July, 2020 is going to be an important day for Indian Education System, as the government decided to bring in National Education Policy (NEP) with a long term vision of making India a Global Knowledge Superpower with a focus on inclusiveness, participation and holistic approach. NEP 2020 is third in series since independence; the first two were introduced in 1968 and 1986 respectively. It is based on the pillars of Access, Equity, Quality, Affordability, and Accountability. This article will focus more on the vision plan made for Higher Education and potentials risks ahead. Risks can be managed well, only if identified correctly and at the right time. The new policy is expected to bring positive and long-lasting changes in the Indian higher education system. Several innovative ideas have been considered while formulating this policy to improve effectiveness and finally achieve its long term goal. There are some really great steps planned within the policy ambit for taking the Indian education system to a new level of excellence.

The long-term plan as per the policy is to do away with the current system of colleges affiliated to universities. Each college would become either fully integrated into a university or converted into an autonomous and independent degree giving institution. An independent board would come to govern each higher education institution (HEI), whether college or university.

Under the policy, numerous existing tiny colleges that are pedagogically unviable and financially costly would be merged with larger HEIs. Each HEI would come to have a minimum of 3,000 students. HEIs will have the freedom to choose the mix between research and teaching as per their strengths, with the sector eventually consisting of highly research intensive institutions at one extreme and highly teaching intensive institutions on the other. This is broadly the structure prevailing in the US and UK.

Full restructuring along these lines is the long-term goal for which the policy sets a deadline of 2035. But the policy contains many low hanging fruits that can be harvested in five or fewer years. These include conversion of leading colleges into board administered, autonomous, degree giving HEIs; freeing up undergraduate students to take courses across all disciplines; launch of a four-



year bachelor's degree; opening India to foreign universities; incorporating vocational education in college curriculum; and creation of a National Research Foundation. The government must draw up a time-bound plan to implement these changes over the next five years.

The starting point for bringing about these changes is the Higher Education Commission of India (HECI) Act. The policy provides the broad contours of this act. The human resource and development (HRD) ministry has done extensive consultation and ground work for drafting the act. Rather than drag its feet, the ministry must now get down to the task of finalising the draft act that would empower the proposed commission to implement the changes. The goal should be to have a fully functioning commission with all personnel in place before the end of 2021.

An important key to bringing about the changes that NEP 2020 proposes will be to empower HECI to confer degree-giving power on HEIs. Currently, this power is vested in the central and state governments and the University Grants Commission. Central and state governments create degree giving institutions through legislations. The UGC has the power to convert any existing research or teaching HEI into a deemed-to-be university. These powers would need to be transferred to and concentrated in HECI. Only then will the commission be able to create board administered degree giving autonomous colleges in the short run and a higher education system consisting of large HEIs with no affiliated colleges in the long run.

The HECI Act will also need to accommodate foreign institutions in a flexible manner. At present, the policy envisages allowing only top 100 institutions globally to open campuses in India. There is no guarantee that these institutions would rush to establish campuses in India. Chances are that with no prior experience to serve as a guide to administrative and bureaucratic hurdles in India, they will be hesitant. Therefore, depending on the response of these top 100 institutions, HECI will need enough flexibility to open the door wider to other, lower-ranked foreign institutions. Eventually, any foreign institution that helps raise the average level of education should be welcome.

Changes such as permitting undergraduate students to take courses across all disciplines, launch of a four year undergraduate degree, and autonomy to leading colleges can be implemented even within the current legal structure in higher education. The process of granting autonomy to colleges had been initiated in February 2018 on the recommendation of a Niti Aayog committee. This has had a salutary effect on the performance of approximately 60 leading colleges that were granted autonomy. Now that NEP 2020 has put its stamp on creating autonomous colleges on a large scale, this process may be accelerated. Degree giving powers to these colleges may follow once HECI is in place.



**National Education policy 2020:
Inclusion of sex education and health care**

Dr. W. Kunjarani Chanu
Head, Department of Philosophy, SKWC

The issue of national policy and sex education has been a subject matter of intense debate among the social scientist gender activities and intellectuals particularly in the context of the emerging. Today education is the cause as well as the result of development in the society. Sex education is high quality teaching of topics related to sex and sexuality. Exploring values and beliefs about those topics and gaining the skills that are needed to navigate relationships and manage one's own sexual health. By observing the position of women in the family as well as in the society, it is a multidimensional process which enables individuals and groups to realize theirfull identity and powers in all spears of life especially women. In another wards, the AIDS response is an opportunity to improve health equity. As global health expert Bill Forge has said, "with a new interest in global health research , global health delivery and social will we now dare to have a vision of a time when global health equity will be expected: the social norm rather simply rhetoric". Substantial progress on a number of the Millennium Development Goals can be achieved by taking the AIDS response out of isolation and integrating it with efforts to achieve broader human development and the goals of health and social justice. The various obstacles might be occurred that the AIDS response confronts some particularly sensitive issues, sex, gender inequality, sex work, male - male sex ,drug use, stigma and discrimination, which have all proved to be enormous barres to government and civil society responses to the epidemic. The global movement of people living with HIV and the more than three million people on treatment are a force for change. The need of the hour is an increase in public should be understand sexual education

Keywords: Social justice and health care, sexual education

XXXXXXXXXX



Vocationalisation of Education: National Education Policy 2020

Dr. Laishram Sumobala Devi
Assistant Professor &
Head of Department Food Technology

The National Education Policy (NEP) 2020 states that at least 50% of learners going through the school and higher education system shall have exposure to vocational education. It states that - Beginning with vocational exposure at the early age of middle and secondary school, quality vocational education will be integrated smoothly into higher education. Every student from grades 6-8 will take a fun course that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metalwork, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. The policy proposes that every child should learn at least one vocation and be exposed to several more. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort. NEP also talks about setting up “skill labs” in collaboration with polytechnics and local industries. There is also a proposal to set up vocational courses through online mode. NEP states that a concerted national effort will be made to ensure universal access and affordable opportunity to all children of the country to obtain quality holistic education—including vocational education - from preschool to Class 12. The policy also proposes local teacher education programmes in which local resource persons can be hired by schools for shorter courses on vocational crafts. Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor’s degree after a 3-year program. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for Recognition of Prior Learning.



Professional Ethics: A Mechanism for success of NEP

L. Muhindro, Ph. D
Coordinator, IQAC, SKWC

Education Policy lays particular emphasis on the development of the creative potential of each individual. The new policy proposes a shift from an assessment that is based on the outcome of a program to a year-round assessment structure. This entails reduction of curricular content and rote learning and supplements it with conceptual learning, experimentation, and critical thinking. The aim is for this era of Indian students to receive a holistic model of learning, well equipped with cutting edge skills necessary to excel in the 21st century. There will now be flexibility to choose from interests within arts and sciences, vocational and academic streams as well as curricular and extra-curricular activities. Vocational education will begin from grade six and include 'Bagless days' or internship. This will open a real-world understanding of their subject of interest from local experts and inculcate sundry skills at an early age. Beside, major changes are appeared in this new policy but the success lies on the morality and ethics. If the stakeholders do not follow the spirit and vision of this policy while implementing in the field all the reformation and restructure will demean future prospect.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

Professional ethics

Since, change is inevitable the aims and objectives of education is changing according to the need, interests and requirements of the learners, society an nation as a whole. Now, the concept of teacher and teaching also is changing day by day. A teacher in this contemporary era has many duties and responsibilities to play. Apart from having good academic and professional qualifications, they should also possess the knowledge of Professional ethics. Professional ethics is like a guide, which facilitates the teacher to provide quality education and inculcate good values among the learners. The professional ethics will enlighten the teachers that they have a major role in bringing desirable changes in the behaviour of the students. It also helps the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their students and colleagues. But then they have a wider and meaningful



role to play. Teacher having the sense of professional ethics will treat their learners with love, care, affection and commitment.

Professional ethics is becoming the need of the hour. Many institutions are facing lack of professional ethics within their teachers, besides having ample of degrees, achievements, medals, extra qualifications and content knowledge. Since, teaching is not just about imparting the content and subject-matter, it is just beyond that. Teacher has a wider role in the educational course of action, they should give stress in bringing out the potentialities from the learners and nurture it accordingly. The teaching is regarded as a noble and righteous profession, since it contributes in nation building by creating good quality human resources, responsible citizens, socialized individuals and creative personalities. Hence, this profession requires a lot of commitment, dedication and sincerity towards their institution and learners. So, if they do not have the knowledge of professional ethics, it will become a barrier in the development of institution, learners, society and nation as a whole. It will undeniably affect the overall performance of the students.

A Professional code of ethics is a guiding principle aimed to assist professionals conduct work with commitment, dedication, sincerity, honesty and with integrity. A professional should follow the specific principles of their profession and do their duties as per the requirements of the profession. The professional ethics deals with the principles and values that the professional should implement to create a conducive atmosphere in the workplace. Professional knowledge and skills is a key element, which every professional should acquire to do their services with determination and commitment. Every profession has its main aims and objectives. To fulfil those aims and objectives, the professional should follow the professional code of ethics. Professional ethics provides the assistance to the professionals in order to do their work meaningfully.

Code of Professional Ethics

Teachers and their Responsibilities: Whoever adopts teaching as a profession assumes the obligation to conduct · himself / herself in accordance with the ideal of the profession. A teacher is constantly under the scrutiny of her/his students and the society at large. Therefore, every teacher should see that there is no incompatibility between her/his precepts and practice. The national ideals of education which have already been set forth and which she/he should seek to inculcate among students must be her/his own ideals. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.

Teacher should:

- 1) Adhere to a responsible pattern of conduct and demean or expected of them by the community;
- 2) Manage their private affairs in a manner consistent with the dignity of the profession;
- 3) Seek to make professional growth continuous through study and research;

- 4) Express free and frank opinion by participation at professional meetings, seminars, conferences etc., towards the contribution of knowledge;
- 5) Maintain active membership of professional organisations and strive to improve education and profession through them;
- 6) Perform their duties in the form of teaching, tutorials, practicals, seminars and research work, conscientiously and with dedication;
- 7) Discourage and not indulge in plagiarism and other non-ethical behaviour in teaching and research;
- 8) Abide by the Act, Statute and Ordinance of the University and to respect its ideals, vision, mission, cultural practices and tradition;
- 9) Co-operate and assist in carrying out the functions relating to the educational responsibilities of the college and the university, such as: assisting in appraising applications for admission, advising and counselling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation; and
- 10) Participate in extension, co-curricular and extra-curricular activities, including the community service.

II. Teachers and Students Teachers should:

- 1) Respect the rights and dignity of the student in expressing her/his opinion;
- 2) Deal justly and impartially with students regardless of their religion, caste, gender, political, economic, social and physical characteristics;
- 3) Recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;
- 4) Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- 5) Inculcate among students scientific temper, spirit of inquiry and ideals of democracy, patriotism, social justice, environmental protection and peace;
- 6) Treat the students with dignity and not behave in a vindictive manner towards any of them for any reason;
- 7) Pay attention to only the attainment of the student in the assessment of merit;
- 8) Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;
- 9) Aid students to develop an understanding of our national heritage and national goals; and
- 10) Refrain from inciting students against other students, colleagues or administration.

III. Teachers and Colleagues Teachers should:

- 1) Treat other members of the profession in the same manner as they themselves wish to be treated;
- 2) Speak respectfully to other teachers and render assistance for professional betterment;
- 3) Refrain from making unsubstantiated allegations against colleagues to higher authorities;

- 4) Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

IV. Teachers and Authorities Teachers should:

- 1) Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and / or professional organisations for change of any such rule detrimental to the professional interest;
- 2) Refrain from undertaking any other employment and commitment, including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- 3) Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
- 4) Co-operate through their organisations in the formulation of policies of the other institutions and accept offices;
- 5) Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with the dignity of the profession;
- 6) Adhere to the terms of contract;
- 7) Give and expect due notice before a change of position takes place; and
- 8) Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

V. Teachers and Non-Teaching Staff Teachers should:

- 1) Treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;
- 2) Help in the functioning of joint-staff councils covering both the teachers and the nonteaching staff.

VI. Teachers and Guardians Teachers should:

- 1) Try to see through teachers' bodies and organisations, that institutions maintain contact with the guardians, their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

VII. Teachers and Society Teachers should:

- 1) Recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;
- 2) Work to improve education in the community and strengthen the community's moral and intellectual life;
- 3) Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;
- 4) Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;



- 5) Refrain from taking part in or subscribing to or assisting in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.

Reference

- Karma Sherpa (2020) Importance of Professional Ethics for Teachers. Retrieved from <http://ierj.in/journal/index.php/ierj/article/view/1602> , accessed on 12 Aug. 2020
- UGC Guideline, Professional ethics, retrieved from www.ugc.ac.in , accessed on 11 September 2020
- Code of Professional Ethics, retrieved from <https://www.arsdcollege.ac.in/wp-content/uploads/2019/12/Code-of-Professional-Ethics.pdf>, accessed on 12 September 2020

XXXXXXXXXXXXXXXXXXXX

Digitization of Education

Kh. Somola Devi
HOD, Computer Science
S. K. Women's College, Nambol

The above theme of discussion is based on the opportunities given by the Ministry of Education, Govt. of India (erstwhile Ministry of Human Resource Department) in the National Education Policy, 2020. Much was talked and decades have gone in the education sector, yet little was done to fulfil the objectives. Starting with chalks and Dusters, time has changed to Artificial Learning, Machine Learning, Deep Data Analysis, Decision making in every field of the society. Yet, the scenario of the classrooms remains unchanged. Whether our students are ready for the 21st century skills and life skills.

INTRODUCTION :

In continuation of the National Curriculum Framework, 2005 which demands the use of Information and Communication Technology (ICT) in every section of the education, the National Education Policy also demands a major role in fulfilling the vision and objectives of the policy by the “Use of Technology and Integration” and “Online and Digital Education : Ensuring Equitable Use of Technology” – Part III- National Education Policy, 2020.

India is one of the top countries in the world in the consumers list of mobile data, recently due to the stiff competition in digital race. The introduction of the Digital India Campaign



transformed the entire nation into digitally empowered, e-literate citizens. But one of the most unfortunate drawbacks were the lack of penetration in the field of education. Vide 23.1 – NEP.

One of the most important factor is the digital divide which occurs in the country, until and unless the problem is address, the very objective and vision of the policy may remain as a dream.

The American Library Association's Office for Information Technology Policy defines the digital divide as the differences due to geography, race, economic status, gender and physical ability in access to information through the Internet, and other information technologies and services; and in the skills, knowledge, and abilities to use information, the Internet and other technologies (Lor, 2003). The ALA's definition is appropriate when the emphasis is on disparities between groups and individuals in one country. However, the term "digital divide" also refers to the disparities between societies and nations. The phrase "digital divide" refers to the unequal and disproportionate pace of development in societies in having access to digital infrastructure and services (Paul 2002:13).

More importantly, the Higher Education Institutes in the north east India, may suffer more significantly. According to the latest report by the Indian government's National Sample Survey Office, less than one-fourth of households have access to the internet, and the number is reduced to a little more than one-tenth when it comes to households with students.

Section No. 23.6 talks about the variety of Data Repository developed by NCERT, CIET, CBSE, NIOS, UGC, E-Diksha, but a lot of questions needs to be solved as the accessibility, infrastructures and communication is conducive for them.

The above very fact questions doubts the equitable use of technology to the students. What the government is implementing should go down to every classrooms and every households to capacitate each of the student, otherwise the sense of equitability may not be met.

The poorest students do not have smartphones, even they have it, poor connectivity and compounded by the non availability of contents in vernacular languages is a big challenge leading to the discrimination of education.

Another very important aspects of the above topic is the capacitation of the teacher in Higher Education Institutes to use and transact through online mode.

The Online and Digital Education : Ensuring Equitable Use of Technology under Section 24, NEP cannot be leveraged unless the digital divide is eliminated through concerted efforts. The syllabus and Curriculum of various courses may not be appropriate particularly in Social Sciences and Humanities. Customized resources are to be developed to suit the course contents. Teachers are to be trained and capacitate to be effective online educators. A good teacher in the normal classroom requires an in depth knowledge of not only the course but also technology know how of the modules, apps in the net.



Online evaluation, assessments, pedagogy are the routine work in online and Digital Education, the availability of the resources on the net ever demands the attentiveness of the teachers. The competency level of the students demands high alert and skilful management of the teachers.

To accomplish the vision and objectives, the section 24.4 recommends the following initiatives :

- a. *Pilot Studies for Online education.*
- b. *Digital Infrastructure*
- c. *On line Platform and Tools*
- d. *Content Creation, Repository and dissemination*
- e. *Addressing the Digital Divide*
- f. *Virtual Labs*
- g. *Training and incentives for teachers*
- h. *Online Assessment and examinations*
- i. *Blended models of learning*
- j. *Laying of the standards.*

CONCLUSION :

Even though an uphill task is before us, without changing our mind sets, the task may not be completed. The first step should be taken as soon as possible to reach of our goal. Without a step nobody can reach the objective. Needless to mention, it should be the concerted effort of all the stakeholders of education particularly for the higher education Institutes.

ཡུལ་ཁྱེད་སྐྱེ་བའི་ཁྱེད་ཀྱི་ཁྱེད་

IQAC and HRRIC –
16th September 2020



IQAC - Internal Quality Assurance Cell and
Human Resource and Research Innovation Centre
S. KULA WOMEN'S COLLEGE