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National Education Policy : Exploration and Perspectives

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The new education policy focuses on the child's overall development. The policy is destined to achieve its objective by 2030.

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2.

Curriculum Design and Development: A Vital component of the NEP's Achievement

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Abstract

National Education Policy-2020 is a progressive and visionary policy that serves as a roadmap for bettering education practices in light of society's future requirements. For all stakeholders, putting it into action in the same spirit is a top priority. Educational changes necessitate a shift in all stakeholders' mindsets as well as a willingness to adopt new curriculum and methods. The integration of inter- and trans-disciplinary disciplines, as well as the adoption of a multidisciplinary approach, is a primary goal of the new higher education policy. This chapter highlights the ways to be adopted in curriculum design and development for successful implementation of National Education Policy-2020.

Keywords: National Education Policy; Curriculum Design and Development; MOOC, LOCF;

1. Introduction

Development of any nation depends on the quality of its human resources produced through high-quality education. Education allows people to reflect on social, cultural, moral, economic, and spiritual concerns, as well as contribute to their development through disseminating specialised knowledge and skills. From the Gurukul and the British-influenced education system to the current National Education Policy-2020 (NEP-

2020), many improvements and alterations have been made, accepted, and embraced in the Indian education system. The first education policy was formulated in 1968, and the second was formed in 1986, with minor changes made in 1992. For the past 36 years, we have followed the same educational policy. Based on the recommendations of an expert group convened by Dr. Kasturirangan, former chairman of the ISRO, the Indian government has approved and implemented a new education policy. The NEP-2020 is the new policy that replaces the old National Policy on Education. NEP-2020 establishes a comprehensive framework for primary, secondary, and higher education, as well as vocational training, in both rural and urban India. It “aims to produce engaged, productive, and contributing citizens in order to build an equitable, inclusive, and plural society as envisioned by our Constitution,” and “envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thus making India a global knowledge superpower.”

The NEP-2020 presents a significant chance to transform education. Policy recommendations will have an impact on the higher education sector if the appropriate strategies are in place to implement them. In this context, a major concern revolves around developing carefully designed curriculum that incorporates trans-disciplinary and interdisciplinary subjects; a multidisciplinary approach will naturally emerge in the teaching-learning processes. Both are interconnected.

2. Curriculum Design and Development

The term “curriculum design” refers to how the components of a curriculum are organised. Aims, objectives, subject-content, learning activities, and evaluation are among the components. The framework of all of these components is referred to as curriculum design. Curriculum development should be well-informed. It should be targeted to the requirements,

aspirations, and personality development of the students. It should also offer a variety of action, representation, expression, and participation options.

2.1 Creating a Flexible Curriculum

In most instances, the curriculum in higher education is out of date. It’s old, rigid, and teaches things that the rest of the world has forgotten. The curriculum must be progressive in character in order to instill dynamism. Multiple course options should be available to students. The ethos of the curriculum should be project-based rather than exam-based.

2.2 Seamless Subject Integration

The first and most important stage in ensuring the policy’s effectiveness is to develop a curriculum that allows for seamless subject integration. This is not an easy task. Academicians must have strong domain expertise as well as knowledge of trans-disciplinary and interdisciplinary domains, lest they display resistance to topic integration (often due to ignorance of its importance). Integration of courses and the development of new curricula, on the other hand, will pave the way for a more in-depth study of academics, the acquisition of 21st-century skills, and the facilitation of innovations. Economics, Commerce, and Business Management, for example, are all intertwined and should be taught as a single subject called Business Management or Management of Trade and Economic Affairs. Similarly, Anthropology, Sociology, and Social Work could be combined under the heading of Human Societies Management.

Integration of biological sciences is a difficult task. Biology has spawned almost two dozen specialties. There is, however, a way out to bring them together. One option is to create curricula based on processes/phenomena that are universal to all creatures, such as Reproduction, Inheritance, Nutrition, Digestion, Communication, Locomotion, Paleontology, Biosystematics, and so on. Other subjects could be combined in similar ways (e.g. Physics and Chemistry as Material Science). All streams of higher education require knowledge of

Mathematics, Statistics, and Computer Application; however, the curriculum for these topics must be tailored to individual subject fields. There is no such thing as a one-size-fits-all solution.

2.3 Core Curriculum Design

The term “core curriculum” refers to areas of study in the curriculum or any educational programme that all students are obliged to complete. The core curriculum teaches students “common learning,” or general education, which is deemed essential for all students. As a result, the core curriculum is the section of the curriculum that teaches all individuals the concepts, abilities, and attitudes they need to perform effectively in society.

2.4 Apprenticeship and Internship

Apprenticeship and internship are the most effective and promising structured training options for exposure to the real working world. Combining work-based learning with theoretical knowledge of relevant fields has immense potential. Students can actively engage with the practical part of their study, such as problem-solving, creative thinking, digital skills, teamwork, and so on, through apprenticeship/internship. Apart from assisting the industry in securing good quality manpower, this apprenticeship/internship experience will significantly enhance the employability of students in the general stream and will also forge a close functional link between education and industry/service sectors on a long-term basis.

2.5 Human Values and Ethics

Whatever subject we teach be it Art, Science, Commerce, Management, Engineering, Medicine, Fine Art, Hospitality, Trade and Crafts etc., there is a scope of visualizing the things from values and ethics lens in almost all the topics. Faculty need to sensitize students from that angle. Values and ethics are intertwined in almost all dimensions of education and thus integration of these aspects is expected from faculty. As per NEP-2020 recommendations, foundation course on Human Values and Professional Ethics at the undergraduate level and advance course at postgraduate level be introduced.

2.6 Social Responsibility and Community Engagement

Many institutions of higher education develop new curricula in existing courses as well as design new courses to engage with community. This enriches the curriculum of existing courses through locally-appropriate subject-matter. It also creates new, locally appropriate educational programmes that interest new generation of students. For example, new courses on financial inclusion, entrepreneurship development and nutritional value of local produce can improve knowledge and business opportunities for students. Effective engagement between local communities and HEIs calls for dynamic revision of curriculum and introduction of new courses. Therefore, HEIs need to design and introduce new courses at undergraduate and post-graduate levels which foster social responsibility and enable community engagement. For instance, new courses for engineering students may be designed focusing exclusively on water harvesting, storage, security and distribution; management programmes may design a new course on logistic & business planning for sustainable 24×7 water supplies to rural habitations, etc. Courses on solid and liquid waste management, design of new toilets, and low-cost housing materials are all examples of such new courses which enable community engagement by students. To tap local knowledge, new courses can enable systematization of local community knowledge. Keeping local realities in view, HEIs can develop new contents in existing courses which make them more relevant to students from the local areas and also be useful to local community. This will not only enrich the curriculum of existing courses through locally appropriate subject matter, but will also create new, locally appropriate course content that is useful to local community.

2.7 Massive Open Online Courses (MOOCs)

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is India’s national Massive Open Online Course (MOOC) platform, aimed to satisfy India’s three cardinal principles of education policy: access, equity, and excellence.

UGC (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021, have been notified in the Indian Gazette, allowing an institution to allow up to 40% of total courses offered in a particular programme in a semester to be delivered online via the SWAYAM platform. Universities may adopt SWAYAM Courses for the benefit of students with the approval of the appropriate authority. A student can receive credit by participating in quality-assured MOOCs offered on the SWAYAM portal or any other online educational platform approved by the UGC/regulatory authority from time to time.

2.8 Multiple Exit Options

The crucial point is the development of curriculum that suit multiple exit options with certificate, diploma or degree after the first, second and third year of graduation respectively. Such qualifications may create problems of equivalence across universities within and outside states. In turn, such certificates/diplomas may lower the credentials of universities. Therefore, making these options truly useful requires great efforts before proposing curriculum for different courses. The multiple entry and exit points in the academic programmes offered at Higher Education Institutions (HEIs) would remove rigid boundaries and create new possibilities for students to choose and learn the subject(s) of their choice. Furthermore, through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption, it will pave the way for smooth student mobility between or within degree-granting HEIs.

With an appropriate “credit transfer” mechanism, the Academic Bank of Credits (ABC), a national-level institution, will encourage the flexibility of the curriculum framework and interdisciplinary/multidisciplinary academic mobility of students throughout the country’s HEIs. It will be a system that allows students to choose their own learning path to acquire a degree, diploma, or certificate, based on the principles of multiple entry and exit, as well as anytime, anywhere, and any level of learning.

ABC will enable the integration of several higher education disciplines, resulting in desirable learning outcomes such as greater creativity, innovation, higher order thinking skills, and critical analysis. ABC will give students great autonomy by offering a wide range of courses for a programme of study, curriculum flexibility, and unique and interesting course selections across a variety of higher education fields and institutions.

2.9 Internationalization of Higher Education

The NEP-2020 extensively focuses on attaining the highest global standards in the quality of higher education. Further, it reinforces the need to attract a greater number of international students and achieve the goal of “internationalization at home”. This policy appreciates the critical need to promote India as a “global study destination providing premium education at affordable costs thereby helping to restore its role as Vishwa Guru”. The policy also aims to make our young generation of learners aware and understand global issues and make them truly global citizens committed to human rights, sustainable development and global well-being. The approaches to promoting the internationalization of higher education in NEP-2020 involve facilitating student and faculty mobility, establishing international partnerships for research, easing the processes through which institutions can enroll students from around the world, as well as the feasibility of carrying credits across institutions in multiple countries, and other such measures. Above all the NEP calls for promoting India as a global study destination.

3. Some Observations

- Ø The NEP-2020 addresses the quality of higher education in its entirety and in a holistic manner; not in an ad-hoc or piecemeal manner.
- Ø Policy recommendations range from a systemic level to an institutional level.
- Ø The policy considers quality issues in higher education in an inclusive manner.
- Ø There are some universities where in UG Honors is

offered, whereas some universities have General UG Program (Three optional) and some universities have Hybrid UG program (Specialization at III Year).

- Ø There is need of making future education suitable for critical and creative thinking and making innovations.
- Ø Economic stability, prosperity of nations and overcoming job disruptions in the wake of the third wave of the internet (Internet of Everything) largely depend on education, self-reliance, acquisition of entrepreneurial skills and innovation.

4. Conclusions

- Ø The higher education needs a flexible, futuristic empowering curriculum.
- Ø The new curriculum ought to include exercises in solving problems, project-based learning and making innovations.
- Ø Self-learning and group learning should become integral to education with a scope to think creatively and critically.
- Ø Brainstorming debates between experts may be required before curriculum preparation.
- Ø State higher education councils can play a game-changing role in revamping higher education.
- Ø While developing a curriculum, 21st Century Curriculum Design Framework based on Design Thinking should be used.

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3.

National Education Policy 2020 : Advantages And Disadvantages For Students

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INTRODUCTION:

The National Education Policy (NEP)-2020, introduced by the Government of India, to bring about a comprehensive transformation in the country's education system. This policy visualizes a student-centric and holistic approach to learning, focusing on critical thinking, skill development, and preparing students for the challenges of the 21st century. While NEP 2020 offers several advantages, it also faces certain challenges that may impact students. This article will discuss the advantages and disadvantages of the NEP- 2020.

ADVANTAGES:

i) Holistic Development: NEP 2020 stresses on the holistic development of students by integrating process of understanding, emotional, and physical aspects of education. It encourages a multidisciplinary approach, promoting creativity, critical thinking, and problem-solving skills among students, preparing them for real-life challenges.

ii) Skill-based Education: The policy focuses on skill development, aiming to equip students with both academic and Skill Enhancing Courses. It promotes hands-on learning, vocational training, and apprenticeships, enabling students to acquire practical knowledge and enhancing their employability.

iii) Flexible Learning: NEP 2020 recommends for a flexible approach to learning process, allowing students to choose subjects based on their interests and capabilities. It encourages interdisciplinary, multidisciplinary studies, enables students to