ISSN 2229 – 631 X

Historic lens view of India's National Education Policy 2020 from Employability Perspective

Dr. Hergovind Singh[1], K. Pallavi[2], Dr. Harsh Vardhan Samalia[3], Dr. Y V R Murthy[4]
[1]Department of Management Studies, Maulana Azad National Institute of Technology, Bhopal, India hgs@manit.ac.in
[2] Maulana Azad National Institute of Technology Bhopal, India; pallavi.karri93@gmail.com
[3]National Institute of Technical Teachers Training and Research, Chandigarh, India harsh.nitttr@gmail.com
[4]Nalsar University of Law, Hyderabad; yvrmurthy@nalsar.ac.in

Abstract

Education is something as essential as like breathing is for an individual. Developed as well as developing nations all over the world are working towards amending and implementing better education policies. The recent National Education Policy (NEP 2020) of India implies the same. Government of India is heading towards progressive and inclusive education which is addressing all major contemporary education related issue of Indian society. This may provide better, flexible learning opportunities to education seekers and it will surely supplement faster growth of country. In NEP 2020, skill development has been provided with major emphasis just to enhance entrepreneurial and employability prospects after education thus paving way for the quality and quantity of practical knowledge to be increased drastically.

This investigative conceptual research paper is an attempt to suggest a conceptual framework for boosting the employment rate across the country and bridging the demand-supply gap that exists between the employment providers (i.e. industry) and employment seekers (i.e. educated youths) of India . This process includes collection and allocation of total internships/jobs opportunities from industries and matching them with the total requirement of internships/jobs from various educational institutions.

Keywords: Education policy, skill development, employability, central agency.

Analysis of Opportunities of Achieving Objectives of National Education Policy 2020 and Challenges of its Implementation

Dr. Anupam Karmakar
Assistant Professor of Commerce, New Alipore College, Kolkata, West Bengal; anupam_2013@yahoo.com

Abstract

India is moving towards universal education but in spite of that the quality and type of Indian education has been questioned. India now becomes a digitally empowered society and knowledge economy due to 'Digital India Campaign' and it plays an important role in the transformation of education because relationship between technology and education is bidirectional. Agriculture, legal and healthcare education must be revamped in order to make it professional education and globally competitive. The NEP 2020 is built on the pillars such access for all, equity, quality, affordable for all and accountability. Professional development through multidisciplinary education is the need of the hour. The NEP has been designed in such a way so that it can give maximum benefits of online and digital education with initiatives like virtual labs, Pilot studies for online education, online assessment and examinations etc. In India there are about 40,000 colleges and 800 universities but in spite of that the rate of enrolment in higher education is 26.3% in 2018 compared to primary and secondary education. The NEP aims to achieve at least 50% enrolment ratio in higher education by 2035.In this backdrop the main objectives of this paper are: (i) To examine the merits of NEP 2020; (ii) To identify the innovation in NEP 2020; and (iii) To examine the challenges in implementation of National Education Policy, 2020 and finally offering some suggestions for effective implementation of NEP 2020. The conclusion of this paper is that destination of NEP 2020 is very much clear but how to reach that destination and how long it will take to reach that destination is not clear. Finally this paper offers some suggestions for effective implementation of NEP 2020.

Keywords: Gross Enrolment Ratio (GER), Higher Education Institutions (HEIs), AYUSH, DIKSHA, SWAYAM, SWAYAMPRABHA, Higher Education Commission of India (HECI).

ISSN 2229 – 631 X

Teaching Learning Process Based on Outcome-Based Education

K. Upendra Raju[1], D. Srinivasulu Reddy [2], P.E.S.N.Krishna Prasad[3]
[1]ECE, Sri Venkateswara College of Engineering, Tirupati, kupendraraju@gmail.com
[2]ECE, Sri Venkateswara College of Engineering, Tirupati, cnudega@gmail.com
[3]CSE, GITAMS, Visakhapatnam, surya24@gmail.com

Abstract

This paper explains the Teaching Learning process based on outcome-based education. The teaching and learning process is a continuous improvement program. A teacher is a learner/motivator/guider and students are a listener. Always a teacher has to motivate and encourage each and every student in a class to concentrate on all core related domains and develop technical and non-technical knowledge to improve their skills related to Design, Problem-solving, intellectually adept with knowledge as well as to improve practical skills to meet society needs. A teacher has to develop practical skills to meet society needs and updating the knowledge to fill the gap between institutions and industries to develop the nation. A teacher has to set some goals like short term goals and long term goals. These goals were map to the vision and mission of the department and institute.

The Short and long term goals are to improve the knowledge by attending workshops, seminars, Presenting the papers in national conferences & journals, to know the advanced topics by doing online courses like NPTEL, COURSERA, MOOCs, etc., and to improve my communication skills. Improve the knowledge by researching a particular field to involve the student in research and solve the problems faced by society and expose their knowledge to develop the country are the long term goals.

Key points: *Knowledge, Design, Problem solving and skills*

Ecosystem of Accreditation for School and Higher Education vis-à-vis NEP-2020

Dr. Manish Kumar Jindal[1] & Dr. Gaurang Tiwari[2]
[1]Chief Executive Officer (CEO), NABET, Quality Council of India, New Delhi
[2]Accreditation Officer, NABET, Quality Council of India, New Delhi

Abstract

Accreditation across the globe has been accepted as standard practice for fostering habits of evaluation, monitoring, reflection, continual improvement, probity and accountability in educational institutions. After going through provisions as stipulated in National Education Policy (NEP)-2020, foregoing habits as products of accreditation would be noticed to have been endorsed unequivocally in this policy document. Further accreditation has been envisaged as significant vehicle for attaining critical targets of Sustainable Development Goal (SDG)-4 by 2030. If we reflect over existing landscape of entire education system, one paradox would strike the mind that accreditation's architectures for Higher Educational Institutions (HEIs) have been created whereas same could not be given high priority for school education system. Omission of accreditation provisions for schools in earlier educational policies might be due to discreet treatment of pre-primary education, school education & higher education. Rectifying erroneous discreet treatments of foregoing stages of education system, NEP-2020 has envisaged entire education system including pre-primary education, school education and higher education as one continuum. This policy level shift in treatment of school education & higher education system as one continuum is based on corollary that unless school educational outcomes would be improved, measures for improving outcomes of higher education would not be sustainable. This skewed existing system of accreditation has been addressed in NEP-2020 explicitly by stipulating provisions for creating ecosystem of accreditation for schools and reconfiguring & remodelling of existing accreditation architectures for HEIs. This paper aims at reviewing recommended accreditation system for schools & Higher Education Institutions (HEIs) in NEP-2020 against national & global best practices and further proposing how plausible global accreditation practices suiting to Indian context can be incorporated.

ISSN 2229 – 631 X

Emerging Pedagogy Trends in the Light of NEP 2020

[1]Er. Amandeep Kaur, [2]Er. Rama Chhabra and [3]Dr. Sunil Dutt
[1]Assistant Professor, Department of Education & Educational Management, National Institute of Technical Teachers Training and Research, Chandigarh; amandeep@nitttrchd.ac.in
[2]Associate Professor, Department of Education & Educational Management, National Institute of Technical Teachers Training and Research, Chandigarh; rama@nitttrchd.ac.in
[3]Professor, Department of Education & Educational Management, National Institute of Technical Teachers Training and Research, Chandigarh; sunildut2002@yahoo.co.in

Abstract
The New Education Policy 2020, envision for restructuring the whole education system in India. The policy demands for holistic approach to education where multi-disciplinary and inter-disciplinary education are gaining transaction. The contribution of this policy to education system helps to build an equitable and knowledge based society. Also after the launch of this policy, human society is facing havoc in the form of Covid-19 that changes the way of our life. This particular challenge causes a great shift from face-to-face teaching to online teaching, though we as teachers starts integrating technology in our teaching learning. Keeping this in view, the paper focuses on significance of emerging new pedagogical aspects, their need and various learner centered approaches to develop new pedagogy.

Key Words: NEP (2020), Pandemic, Advanced Pedagogy, Learner centered Teaching Approaches

Engineering Students' Perception about Use of Regional Languages as Medium of Education under NEP- an Empirical Study

Dr. Irum Alvi
Assistant Professor, HEAS (English) Department, Rajasthan Technical University, Kota, India
E-mail: irumalvi@gmail.com

Abstract
The primary objective of this study was to ascertain students' attitudes toward the Use of Regional Languages as the medium of education under the National Educational Policy 2020. The respondents were First year engineering students studying in a Government Engineering College in Rajasthan, India. The questionnaire was divided into Section A (demographics) and Section B consisting of items to gauge engineering students' perspectives on NEP 2020. Questionnaires were distributed to 580 students; 480 responses were received with a response rate of 82.76%. Data were analyzed using Descriptive statistics. The findings revealed that the majority of engineering students had a favorable view toward NEP 2020 and the usage of use of regional languages for education in schools. They claimed that learning in their regional languages improves their self-confidence, abilities, the clarity of classroom communication and instruction, academic achievement, and overall educational quality. Their concerns were limited access to work opportunities and limited professional growth on a national and worldwide level. According to some students, the use of regional languages as the medium of teaching could contribute to low competencies during college study.

Keywords: NEP 2020, benefits, medium of instruction, regional language instruction, quality education

ISSN 2229 – 631 X

Adopting Digital Technologies under the NEP 2020 Multidisciplinary Education Guidelines to achieve the *Atmanirbhar Bharat* Objectives

Jayant G. Joshi[1*], Vaishali J. Joshi[2], Dr. Balwinder Singh Dhaliwal[3] and Dr. Shyam S. Pattnaik[4]
[1]Government Polytechnic Nashik, Maharashtra; jgjoshiantenna@gmail.com
[2] R N. C. Arts, J.D.B. Commerce and N.S.C. Science College Nashik Road, Nashik (MS)
[3]Associate Professor, National Institute of Technical Teachers' Training and Research (NITTTR), Sector 26, Chandigarh
[4]Director, National Institute of Technical Teachers' Training and Research (NITTTR), Sector 26, Chandigarh

Abstract

In this paper, NEP 2020 and *Atmanirbhar Bharat* have been linked through new curriculum strategies in technical education. The triangular approach represents the inter- connection between new courses under NEP 2020, its implementation and applications. This paper also shows the Bicycle-Motion Approach for Holistic Technical Education to implement NEP 2020 for achieving *Atmanirbhar Bharat*. Further, this paper presents the two examples of advanced digital technologies i.e. digital manufacturing and digital agriculture to be incorporated in the curriculum of technical education under NEP 2020. This paper outlines the framework which may be adopted to explore expectations and challenges of recent technologies in various engineering disciplines and to incorporate in the curriculum.

Keywords: National education policy (NEP), Triangular approach, Bicycle motion model, Digital agriculture (DA), Digital manufacturing (DM).

Applying Learning Analytics for Designing Effective Pedagogy for Online Courses

Dr. Srinivasa KG[1], Muralidhar Kurni[2], Dr. Saritha K[3]
[1]Professor, NITTTR, Chandigarh (Now in lien to IIIT, Nava Raipur), India; kgsrinivasa@gmail.com
[2]Assistant Professor, Department of Computer Science, SoS, GITAM (Deemed to be University), Hyderabad, India. muralidhar.kurni@gmail.com
[3]Associate Professor & Principal, S.V. Degree & PG College, Ananthapuram, India; ksaritha.phd@gmail.com

Abstract

The countrywide lockdown since March 2020 due to COVID 19 pandemic has brought drastic changes in the Indian education system. Today, many higher education institutions offer online delivery as an alternative and/or addition, to provide more flexibility to learners, specifically in the current COVID 19 Pandemic. The conventional teaching method to the technology-driven virtual mode of teaching provided opportunities with challenges to academic stakeholders. Now with the new session, discussions on the reopening of educational institutions are going on. Hence, it is time to review the learning that took place during this pandemic situation. Learners being confronted with such services come with different expectations of what that means to their learning paths and behaviors. Learning Analytics is a relatively new and innovative way of making learner behavior and performances explicit by analyzing large learners' feedback data. In this study, we take the case of online courses offered by various educational institutions all over India, and the analysis encompasses the population of learners of the online courses during the COVID 19 Pandemic period. We *classified* the data into distinctive parts: *the overall learning experience of this course, the fulfillment of the learners' objectives, the difficulty of the assignments, the quality of the material supplied, the difficulty level of the course, and the quality of the live session*. The analysis outcomes will guide the host institutions and other similar institutions to design their pedagogy for future online courses more effectively that may influence learner engagement and retention.

Keywords: Higher Education Institutions, Online courses, Learning Analytics, Learner feedback data, Analysis, Classification, Effective Online Course, Learner engagement, and retention.

ISSN 2229 – 631 X

Using LMS to Digitally Empower the Teaching and Learning Processes in Indian Education

Swagata Das and Dr. P. Malliga

Center for Educational Media & Technology, National Institute of Technical Teachers Training & Research, Chennai

Abstract

To empower the education landscape in India, National Education Policy 2020 has emphasized the importance of digital education and technology integration at all academic levels. This is not only a promising but a necessary step towards advancing our teaching and learning processes. To support the stakeholders in this key educational reform, we propose the use of Learning Management System (LMS) as a technological intervention. LMS holds key potential to facilitate learning for the 21st century. Towards this effort, we referred to empirical studies for investigation in the following areas: the need for LMS in education, integrating LMS in all types of teaching and learning environments, intentional course design to support a diverse set of pedagogy, and issues and challenges in successfully implementing LMS. Through this study, we explored the benefits of using an LMS and how it can positively impact education, and also presented the findings that caution us to pay careful attention to its design and utilization.

Evaluation System of Higher Education in India in perspective of NEP- 2020

Mahendra Khandpekar[1] & Neeta Khandpekar[2]

[1]Associate Professor, Department of Physics, B K Birla College, Kalyan and Member, Board of Studies in Physics, University of Mumbai, Mumbai; dr_mmk1968@yahoo.com

[2] Professor, Department of History, University of Mumbai, Kalina, Mumbai; neeta_khandpekar@yahoo.com

Abstract

New Education Policy of India (2020) truly aims to impart high Quality Education in Indian Context paving a way for '*Atma Nirbhar Bharat*'. To maintain Quality and imbibe Values in Education, there are many challenges before the Evaluation system, which is the most challenging and most researched technique in Higher education. It involves factors like quality, timeliness and stress. It encompasses the psychology of the management, teacher and students alike. Evaluation system is the most complex and the most varied tests associated with every institution. In fact, even if group of institutions are carrying out same system of evaluation still there remain so many unseen factors. In view of many institutions gaining autonomy, evaluation system is the most challenging to keep up with quality of education. To become a truly indigenous Vibrant Knowledge Society, the changes essential in evaluation system in perspective of NEP-2020 and its impact on the entire education system are discussed with real life examples.

Key Words: Education, Evaluation, Higher Education, NEP-2020

ISSN 2229 – 631 X

NPE – 2020: An Innovative Research in Academics

Shalini Jadiya
Assistant Professor, Suresh Gyan Vihar University, Jaipur

Abstract
In the midst of multiple ideas and commentaries about the NEP, this study attempts to analyze the new curriculum design at different level of the 'Education' section from our knowledge over the last five years of having seen in the policy life-cycle through formulation, implementation, and evaluation of education from theoretical knowledge to the practical opportunity offering by NPE-2020 with multidisciplinary and interdisciplinary liberal education. The study build upon some visual policies and approaches with combining reviews, document studies and evaluation over the curriculum. This envisions an education system rooted in Indian that contributes directly to transforming sustainably into an equitable and vibrant knowledge society, by providing high-quality education, and making it as a global knowledge superpower. This paper highlights on various systems and curriculums announced for the higher education system and compare them with NPE-2020. Various innovations and predicted implications in education system for the Indian higher education along with its pros are discussed. Finally, some suggestions are proposed for its effective implementation towards achieving the practical and knowledgeable education system.

Role of Entrepreneurship in Building Atamnirbhar Bharat: An NEP-2020 Perspective

[1]Prof SK Dhameja, [2]Prof N Bala, [3]Dr HV Samalia, [4]Dr Hemant Kumar Vinayak, [5]Er. Amardev Singh
[1]Professor & Head, EDIC Department, National Institute of Technical Teachers Training & Research, Chandigarh
[2]Professor, EDIC Department, National Institute of Technical Teachers Training & Research, Chandigarh
[3]Associate Professor, EDIC Department, National Institute of Technical Teachers Training & Research, Chandigarh
[4]Associate Professor, EDIC Department, National Institute of Technical Teachers Training & Research, Chandigarh
[5]Assistant Professor, EDIC Department, National Institute of Technical Teachers Training & Research, Chandigarh

Abstract:
With the approval of a new national education policy on 29th July, 2020 by the Government of India's Union cabinet, the Indian education system embarked on a journey of change while ushering into a new knowledge era. As COVID-19 pandemic impacted the economies world over, the Indian government launched the Atamnirbhar Bharat initiative on 13th May, 2020 for making the country economically resilient towards such events. The presented paper aims to view both these initiatives from a single lens and how these two initiatives complement each other. This paper by presenting a conceptual four action framework aims to provide a pathway to the policy advocates for orienting the students towards entrepreneurship as the measure of any successful nation can be carried out from the number of wealth creators it generates rather than the number of wage employed people.

Keywords: NEP-2020, National Education Policy, Atamnirbhar Bharat, Entrepreneurship, Incubation

Role of New Education Policy in attaining Rural Atma Nirbhar Bharat

Dr. Ritula Thakur[1] and Dr. Hemant Kumar Vinayak[2]
[1 & 2]Associate Professor, National Institute of Technical Teachers Training & Research, Sector 26, Chandigarh

Abstract
This paper presents the hypothesis that the New Education Policy can play a vital role in achieving Rural Atma Nirbharta in solving the problem of rural India. It is providing the required leverage in the curriculum design to achieve the target. The role of the Engineering Colleges in making India self-reliant can be explored in this direction. Higher Education Institutions can get involved in problem identification at the local level, further networking and solutions implementation. This will lead to capacity building of the institution and strengthen the curriculum under the new education policy. Rural Atma Nirbhar Bharat can be achieved by effective implementation of New Education Policy, which will mainly focus on the continuous updation of the schemes and syllabus.

Keyword: Rural India, Self-reliant, New Education Policy, Atma Nirbhar Bharat

ISSN 2229 – 631 X

Mentoring Approaches for Faculty Members

[1]Dr. BL Gupta and [2]Pratibha Bundle Gupta
[1]Professor in Department of Management Education, and Dean Academics and Research, NITTTR, Bhopal, blgupta@nitttrbpl.ac.in
[2]Ph. D. Research Scholar, IPER, Institute of Management, Bhopal, bundela.pratibha@gmail.com

Abstract

The national education policy 2020 states that a national mentoring mission shall be established to provide short and long-term professional support to faculty members. The study was undertaken to evolve mentoring approaches for faculty members of higher education institutions. It was an exploratory futuristic study in which current and future views are gathered to describe the mentoring approaches for faculty members of higher education institutions. The population for the study is all faculty members of higher and technical institutions of India. It was difficult to enumerate the population, so a purposive sampling technique was used using the email addresses which were available to the researchers. Researchers designed a structured and semi-structured research instrument which was validated and administered through email. The instrument was mailed to more than 8000 potential respondents out of which 529 responded in time. Mentoring approaches such as formal and informal, external and internal, whole institute and individual focus are discussed in the context of NEP 2020 and implications for the institutions are noted.

Keywords: Formal and informal mentoring, internal and external mentoring, mandatory and voluntary mentoring

Science Teacher's Perspectives on National Education Policy 2020 Implementation

Dr. KC Lachhwani[1], Dr. Ashok Kumar[2], Dr. Pankaj Sharma[3], Dr. BC Choudhary[4]
[1]Assistant Professor, Applied Science Department, National Institute of Technical Teachers Training and Research, Chandigarh (email: kailashclachhwani@nitttrchd.ac.in)
[2]Associate Professor, Applied Science Department, National Institute of Technical Teachers Training and Research, Chandigarh
[3&4]Professor, Applied Science Department, National Institute of Technical Teachers Training and Research, Chandigarh

Abstract

The national education policy 2020 (NEP 2020) for the Indian education system has been approved and implemented by the Government of India with the vision of an India-centric education system for providing high-quality education to all. Under NEP, an academic bank of credit has been proposed for the proper utilization of course credits by students for further education. In the pilot scheme under NEP, students are allowed to opt for any subject along with their prospective subject i.e., history may be opted with mathematics or accounting may be opted with physics subject. In this paradigmatic shift in education scheme, specifically, the role of science teachers becomes vital to attract students towards science subjects. The paper discusses the impetus of science teachers' perspective of two aspects in the context of NEP 2020, namely, career orientation of science subjects, and the use of employing new and efficient teaching tools/ techniques so that core science subjects become more enjoyable options.

Keywords: NEP 2020; Science Education; Academic Bank of Credits.

Curriculum Restructuring for Diploma Level Programmes in light of NEP-2020

Dr. AB Gupta[1], Dr. SK Gupta[2], Dr. Meenakshi Sood[3]
[1]Professor & Head, Curriculum Development Centre, NITTTR, Chandigarh
[2&3]Associate Professor, Curriculum Development Centre, NITTTR, Chandigarh

Abstract

Our existing technical education system needs to undergo lot of changes so as to cater to the needs of industry and society. National Education Policy 2020 (NEP 2020) proposes to deal with various challenges being faced by technical education system. NEP 2020 recommends to provide flexibility in programme offering while focusing on holistic and multidisciplinary education. Taking into account the recommendations of NEP 2020, a curriculum structure has been proposed for diploma level technical programmes.

ISSN 2229 – 631 X

Adapting Technological Pedagogy for delivering Computational Thinking Skills envisioned in NEP 2020 - A Goa Case Study

Dr. Vijay Menino Jesus Borges[1], Dr. Vivek B. Kamat[2], Mr. Devendraprasad C. Kuvelkar[3]
[1]Project Director - Project Management Unit (CARES), Directorate of Technical Education, Goa, vijay.borges@gmail.com
[2]Director, Directorate of Technical Education, Goa, vivkamat@rediffmail.com
[3]Academic Officer - Project Management Unit (CARES), Directorate of Technical Education, Goa, devendra.kuvelkar@gmail.com

Abstract

One of the key 21st century skill set is Computational Thinking (CT) [1], which involves problem understanding, solution designing and giving it a form for human or machine execution. National Education Policy (NEP) 2020 [2], recommends Mathematical and Computational Thinking as a skill set that has to be delivered right from early school education. The Government of Goa (GoG) through its recently unveiled budgeted scheme for the year 2020 - Coding and Robotics Education in Schools (CARES) [3] scheme takes the onus to train the students of the State towards CT skills to prepare them for meeting future needs of the digital age. The Directorate of Technical Education (DTE) through the active collaboration of Directorate of Education (DE) and State Council of Educational Research and Training (SCERT) Goa has taken the lead towards realizing transfer of these essential skills by involving all the stakeholders and adopting technological pedagogical aspects by revamping of syllabus [4], enhancing of curriculum, training of teachers, development of Information and Communication Technology (ICT) infrastructure and usage of innovative technological platforms and tools [5].

Keywords: Computational Thinking, National Education Policy, Information and Communication Technology, Technological Pedagogy.

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Scope for Optimal Learning Environments and support for students through NEP- 2020: A case study of dropouts from engineering courses in Kerala

[1]Asha Murali , [2]Ajaya Kumar K, [3]T. Gnana Sambanthan
[1]Associate Professor, ECE Department. Government Engineering College Bartonhill, Thiruvananthapuram. ashamurali2020@gmail.com
[2]Senior Lecturer, National University of Science and Technology, Oman.
[3]Professor/ EDP Manager and Head (Rtd.), Department of CSE, NITTTR, Chennai

Abstract

There are various reasons and concerns towards the drop out of engineering students. Based on a study conducted among the dropout students from various government engineering colleges in Kerala, it is found that the majority (73.3%) of them are belonging to the socially and economically backward groups of the society. When explored, the reasons leading to the dropout decision, language issues, social discrimination, difficulty to access teachers, lack of facilities, financial reasons and no interest in the selected course are the main reasons. Analysis was done for the urban segment and rural segment based on the place of domicile. In urban segments, financial issues are a significant issue, while other issues, including the language, become dominant in the rural segment. As per the National Education Policy provisions, if technical education is made available in the regional languages, the language barrier being a significant reason behind dropout will vanish. The discrimination based on the language and the difficulty in accessing the teachers will be reduced, ultimately reducing the number of dropouts from engineering colleges. This article explores the scope of reducing dropouts based on the optimal learning environments suggested in the National Education Policy 2020.

Keywords: *National Education Policy, dropout students, social discrimination, language barrier, underprivileged class.*

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