

## Internal Quality Assurance Cell

07.09.2021

### Report of the programme on National Education Policy 2020: Vision and Action

#### Day 1

The first day Programme on National Education Policy 2020: Vision and Action, organised by IQAC (Internal Quality Assurance Cell), KAHE was held on 7<sup>th</sup> September 2021. Deans, Directors, Head of the Departments and about 90 faculty members attended the programme.

The Objectives of the programme were:

- 1) to provide a platform to the faculty members for knowing about the shifting paradigm of education policy.
- 2) to aware the role and function of educationists and teachers in the implementation of NEP 2020 in its true spirit and nature, and
- 3) to throw light on the need and significance of higher education and policy



Dignitaries are received by the faculty members



Dignitaries on the Dias

The programme started with an invocation song “Tamil Thai Vazthu”.



Our Vice-Chancellor in his opening remarks said that Higher education significantly contributes towards sustainable livelihoods and economic development of the nation.



Opening remarks by the Vice-Chancellor



The participants

As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education. He highlighted some critical aspects related to reform in education, as suggested in New Education Policy 2020. He stated that NEP 2020 is a treasure of ideas which touches upon many core issues of educational concern existed till now. He added that this new educational policy is mainly student-centric and highly flexible. For students, the most meaningful change may be introducing four-year undergraduate degrees, with options for entry and exit at various stages, a credit transfer system. He explained that the gap between the current state of learning outcomes and what is required was bridged by NEP-2020. He also said that a good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to

learning are available. He advised all the faculty members to implement the NEP-2020 in our Institution with true letter and spirit.

In the second session Dr. K. Muthuchezian, Pro-Vice Chancellor, Dayananda Sagar University, Bangalore gave a talk on “Catalysing Quality Academic Research Under Nep 2020”.



Resource Person addresses the participants

He started the deliberation highlighting the focal points on National Education Policy-2020 which plays a critical role and a central feature of global competitiveness. He briefly explained all the elements of NEP 2020. He insisted that Knowledge creation and research are critical in growing and sustaining a large and vibrant economy and continuously inspiring a nation to achieve even greater heights. A robust ecosystem of research will be maintained in the areas of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. He explained the fact that despite this critical importance of research, the research and innovation investment in India is, at the current time, is 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. He further explained that the world’s best universities showed that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation.

He also highlighted the Establishment of a National Research Foundation (NRF) to enable a culture of research to permeate through our universities.

The primary activities of the NRF to recognise outstanding research and progress was deliberated by him in detail and is as follows;

1. fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
2. seed, grow, and facilitate research at academic institutions
3. act as a liaison between researchers and relevant branches of government as well as industry;

He insisted that this has to be further strengthened to make India lead research and innovation in the 21st century, as a strong and enlightened knowledge society. All of these aspects are extremely critical for developing a research mindset in the country.

In the last session Dr.P. Janardhana Kumar Reddy, Associate Professor, Department of Education, Bharathiar University, Coimbatore gave a talk on “Technology Use and Integration in Education under NEP 2020”.



Resource Person addresses the participants

To begin with he explained the difference between technology in Education and Technology of Education. Also, In his opening remark he highlighted that the Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education plays a critical role in this transformation, technology also plays an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education is bidirectional at all levels. Further he explained that new technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing are required for student development. He also explained that the thrust of technological interventions will be for the purposes of improving teaching learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration. For rapid adoption, HEIs may blend these online courses in undergraduate and vocational programmes. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across higher education programmes. HEIs will play an active role in conducting research on disruptive technologies and in creating instructional materials and courses including online courses in cutting-edge domains. He concluded his session with a couple of videos which self-explain the importance of digital platforms in education.



Participants



Participants

## Day 2

In continuation with the first day's programme on National Education Policy 2020: Vision and Action, organised by Internal Quality Assurance Cell ( IQAC), KAHE on 7th September 2020, the second day's programme was conducted on 25-09-2021.



The Dignitaries on the Dias



The Vice -Chancellor introducing the Resource Person

The programme started at 10.00 am and concluded at 1.30 pm. In the beginning of the first session our Vice Chancellor Dr.S. Sudalaimuthu introduced the resource persons Dr. K. Manimekalai and Dr.V. Manickavasagam to the audience. In the first session Dr. K. Manimekalai gave a talk on “Reimagining vocational education Under NEP-20” and Dr.V. Manickavasagam was the resource

person for the second session and gave a talk on “Optimal learning environment and support for students under NEP-20”.

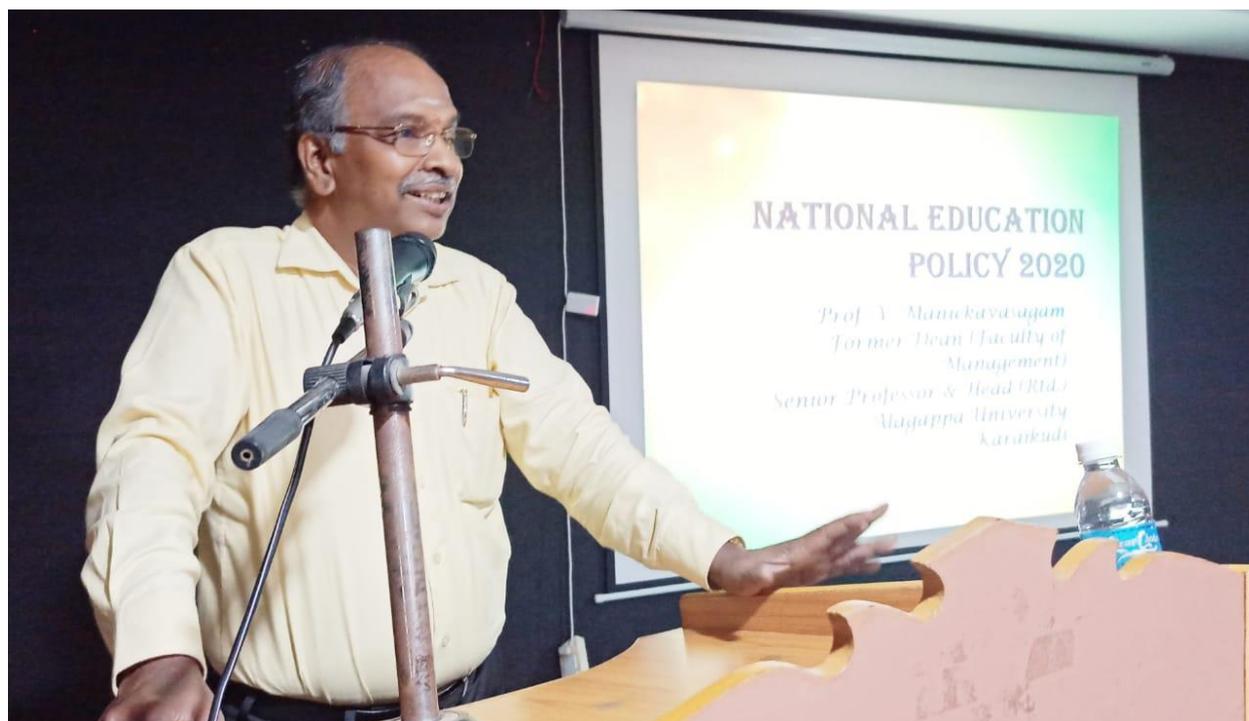
Dr. K. Manimekalai, in her opening remark said that since only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education arises the urgency of the need to hasten the spread of vocational education in India. She urges to build a society with true sense of Rights, duties and bond with the country by instilling skills, knowledge and values in education which reflect as a true global citizen. The salient features of the National Education Policy-20 (NEP-20) was also discussed by her. She is concerned that vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope up with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.



Resource Person addressing the participants

Dr. K. Manimekalai expressed that the target of NEP-20 for 2030 is, (i) access to quality education, quality technical and vocational education and tertiary education (ii) substantial increase in the number of youth who have relevant skills and (iii) to eliminate gender disparities. She also explained how vocational education is given importance in NEP-20. 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. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. The development of vocational capacities will go hand-in-hand with the development of ‘academic’ or other capacities, so that it develops skill based mainstream education system. She insisted for an inclusive, interoperable, interdisciplinary and outcome based education system. She concluded that, the focus areas for vocational education will be chosen based on mapping of gap

analysis of skills and local opportunities. MHRD will constitute a National Committee consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.



The Resource Person addressing the participants

In the second session Dr.V. Manickavasagam to begin with explained the salient features of the National Education Policy-20 (NEP-20) and the basic requirement is to increase the gross enrolment for Higher Education to 50% from the present 23%. Currently in India we spent only 3% of our GDP towards higher Education whereas the world average is 4.7% and to achieve the above goal we are supposed to spend almost 6%. He insisted that funding should be appropriate and in time. He talked about the teacher quality and insisted for right teachers and right teaching methods. He strongly believed that Effective learning requires appropriate curriculum, engaging pedagogy, continuous assessment and student support and these services can substantially increase the quality of education in India. He also talked about the stimulating and engaging learning experience, scientific assessment for student development, CBCS, holistic development of students, capable, energised and motivated faculty and appraised that these will raise the standard of Indian Education to global Standards.

He insisted that each institution has to be committed to the holistic development of students and create systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. Students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. ODL and online education provide a natural path to increase access to quality higher education. Finally, 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. He also talked about Internationalization of Education where the above initiatives will also help in having larger numbers of international students studying in India. 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.



A section of the participants

He concluded that Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Students are to be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Towards the end of both the sessions Faculty members interacted with the resource persons. The advantages and disadvantages of the NEP-20 were discussed elaborately. Many points raised by the faculty members were well clarified by the Resource person.