Yavatmal Zilla Vikas Samiti's

Smt. Nankibai Wadhwani Kala Mahavidyalaya, Yavatmal

In Collaboration with

Shri. Durgamata Education Society, Chincholi No. 2

Smt. Savitabai Uttamrao Deshmukh Mahavidyalaya,

Digras, Dist. Yavatmal

CERTIFICATE

This is to certify that Shri. / Smt. / Ku. / Dr. / Prof Vikas. B. Chandajkar

of M.S. Gote College Washim.

has actively participated in the two days National Conference on 20th & 21st of February, 2025, organized by Smt. Nankibai Wadhwani Kala Mahavidyalaya, Yavatmal in collaboration with Smt Savitabai Uttamrao Deshmukh Mahavidyalaya, Digras on **"National Educaation Policy 2020 Opening New Pathways like Clustering and Autonomy for Liberal Educational & Interdisciplinary Approach in HEI's."** He/She has presented / published a paper on

Professional Education in NEP 2020

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Two Day Multidisciplinary National Conference on

NATIONAL EDUCATION POLICY- 2020:

Opening New Pathways Like Clustering and Autonomy for Liberal Educational and Interdisciplinary Approach in HEIs

On 20th & 21st February, 2025
Organized by

SMT. SAVITABAI UTTAMRAO DESHMUKH MAHAVIDYALAYA,
Digras, Dist. Yavatmal, Maharashtra.

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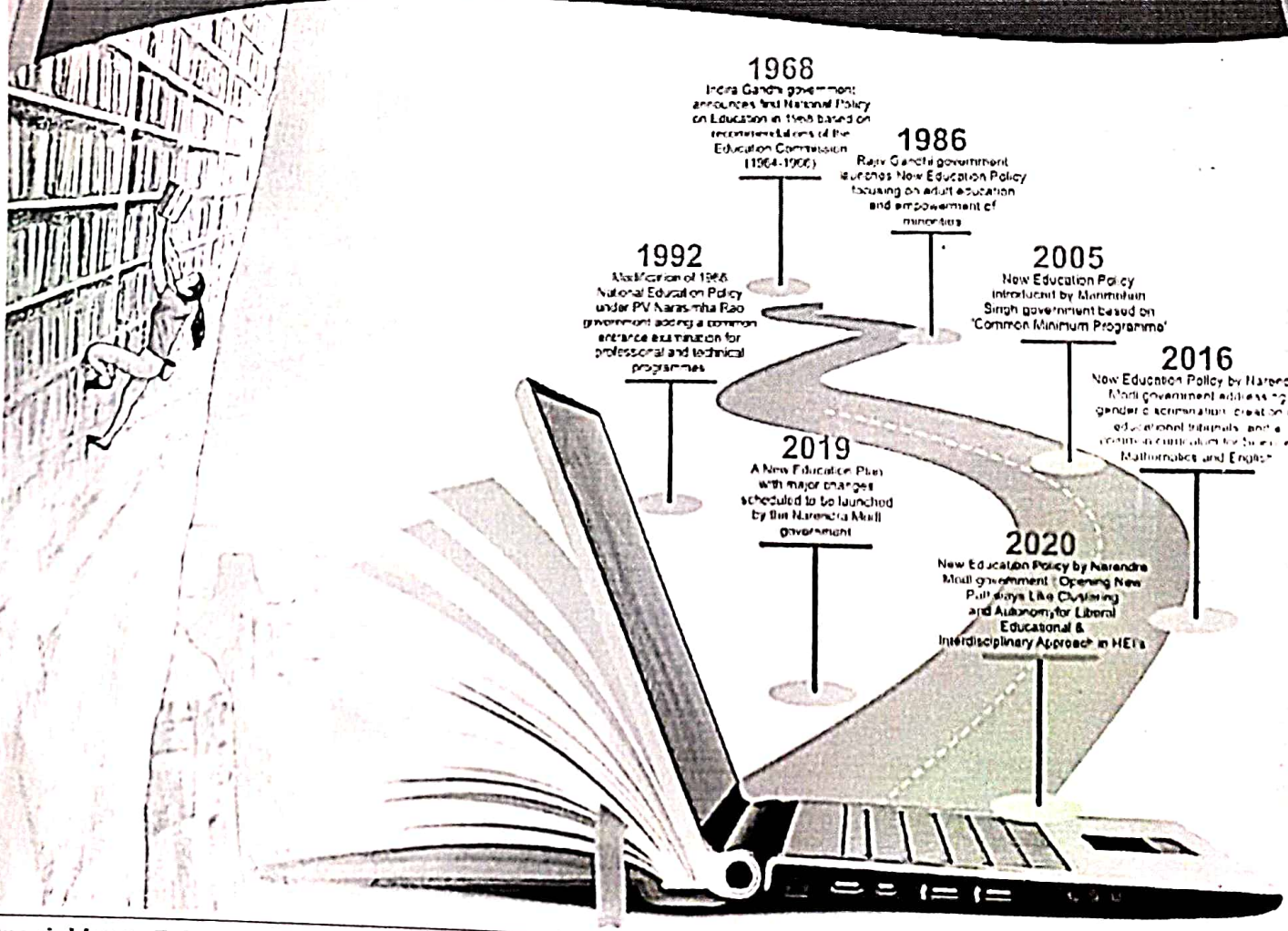
Organizing

Multidisciplinary National Conference on

National Education Policy-2020

: Opening New Pathways Like Clustering and Autonomy for Liberal Educational & Interdisciplinary Approach in HEI's



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Yavatmal, Maharashtra.

Professional Education in NEP 2020

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Introduction

The National Education Policy (NEP) 2020 aims to improve professional education in India by integrating vocational education into the curriculum, improving teacher training, and using technology.

National Education Policy, 2020 (NEP) envisions a massive transformation in education through– "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, thereby making India a global knowledge superpower." The NEP 2020 is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to meet the diverse national and global challenges of the present and the future.

Professional Education in NEP 2020

In school education, the National Education Policy 2020 stresses on the core values and principle that education must develop not only the cognitive skills, that is, – both 'foundational skills' of literacy and numeracy and 'higher-order' skills such as critical thinking and problem solving – but also, social and emotional skills - also referred to as 'soft skills' -including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others. The Policy aims and aspires to universalize the pre-primary education and provides special emphasis on the attainment of foundational literacy/numeracy in primary school and beyond for all by 2025. It recommends plethora of reforms at all levels of school education which seek to ensure quality of schools, transformation of the curriculum including pedagogy with 5+3+3+4 design covering children in the age group 3-18 years, reform in the current exams and assessment system, strengthening of teacher training, and restructuring the education regulatory framework. It seeks to increase public investment in education, strengthen the use of technology and increase focus on vocational and adult

education, among others. It recommends that the curriculum load in each subject should be reduced to its 'core essential' content by making space for holistic, discussion and analysis-based learning.

It also proposes the revision and revamping of all aspects of the education structure, including the school regulation and governance, to create a new system which is aligned with the aspirational goals of 21st century education along with India's tradition, culture and value system. Technology will be integrated with education through several existing as well as proposed initiatives, including energized text books, high quality e-content for capacity building of teachers and learners, question banks based on learning outcomes, etc. The policy also notes that establishing primary schools in every habitation across the country has helped in increasing access to education. However, it has led to the development of very small schools (having low number of students) which makes it operationally complex to deploy teachers and critical physical resources. Therefore, the Policy recommends that multiple public schools can be brought together to form a school complex or any innovative grouping mechanism for efficient governance. The policy has emphasized upon Quality Education across all stages of School Education. Quality education is not only a life-changing, but also a mind-crafting and character-building experience, that positively impacts on citizenship. Empowered learners not only contribute to many growing developmental imperatives of the country but also participate in creating a just and equitable society.

In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, engaging blended, pedagogy, valid reliable and blended assessment and availability of content in Indian languages. The policy is expected to bring long-lasting positive impact on the education system and making India a global hub of skilled manpower during the 'Amrit Kaal', the next 25 years leading up to Developed India in 2047. Its implementation needs collective efforts of Centre, States, UTs, HEIs, Regulating Agencies / Regulatory Bodies and all other relevant stakeholders.

The new National Education Policy - 2020 (NEP-2020) was notified by the Government of India in July 2020, 34 years after the last NPE was notified in 1986. The NEP-2020 provides for a comprehensive, sustainable and reformative roadmap for a paradigm shift in the entire education system in the country, and is culturally grounded, is geared toward quality transformation, and is internationally competitive. In so far as higher education is concerned, besides proposing for foundational principles for educational change in relation to Indian traditional knowledge, culture and values, the NEP-2020 proposes reforms in all areas of higher education, including its structure, curriculum and pedagogy, teaching-learning strategies, learning resources and technology-enabled learning, vocational education and skilling and employability, 21st century learning and social and life skills, optimal learning environment and learner support, formative and summative assessment, internationalization, research and scholarship, governance and leadership, and regulation and accreditation.

This 2-Credit course aims at development of awareness and understanding toward appreciating and appropriating the nuances, thrusts, recommendations of NEP-2020, and formulate implementation strategies at various levels for its smooth, effective and sustainable implementation.

PDP Learning Outcomes

The 2-Credit Course is targeted primarily to administrators and general practitioners of higher education. After going through the programme, the participants shall be well-equipped with awareness knowledge about various dimensions of NEP-2020. More specifically, they will be able to:

- Describe the foundational principles of NEP-2020, structural arrangements, GER, access, equity, inclusion, and 21st century learning in higher education, and plan for their further growth and development.

Analyse and reflect upon Bhartiya Gyan Parampara, culture and values, holistic and multidisciplinary education, curriculum and pedagogy, multiple entry-exit, skilling and employability, optimal leaning environment and learner support, academic bank of credits, assessment strategies, and formulate plan of action in these areas.

Analyse various components of online and digital education /technology-enabled learning/ blended learning, OERs, MOOCs and flipped classrooms, and visualise effective implementation of flipped and blended learning in teaching-learning, learner support, and learner management/ analytics.

Describe the status and possibilities of cross-border delivery, internationalisation of curriculum; and underline the importance of quality academic research, and regulation and quality assurance in developing an academic culture of evidence-based teaching-learning. Articulate and reflect upon the changing role of faculty, academic leadership and governance, and innovation strategies in grounding the NEP into implementation reality and strategize its effective and appropriate implementation

Vocational education

Features of professional education in NEP 2020

Vocational education.

The policy requires all educational institutions to offer vocational education.

NEP 2020 emphasizes using technology to develop vocational skills and meet industry demands.

Technology

NEP 2020 aims to use technology to enhance learning, assessment, and planning. It also aims to personalize learning with adaptive technologies.

Practical skills

NEP 2020 aims to develop practical skills and hands-on experience through internships, apprenticeships, and other work-integrated learning opportunities.

Continuous learning

NEP 2020 emphasizes the need for continuous learning and upskilling throughout a person's career.

Critical thinking

NEP 2020 aims to develop critical and interdisciplinary thinking, discussion,debate, research, and innovation.

Public purpose

NEP 2020 aims to educate students on the ethics and importance of public purpose.

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