



Institutional preparedness for NEP 2020 (Part 2)

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Abstract

The present article focuses on institutional preparedness for National Education Policy (NEP) and Institutional Initiatives for Electoral Literacy. It proposes subheadings such as multidisciplinary/interdisciplinary, academic bank of credits, skill development, Indian knowledge system integration, outcome-based education, and distance education. Key points for institutional preparedness include physical, digital, innovative academic, intellectual property, emotional, and innovation infrastructure. Further studies will investigate these points through surveys among stakeholders. The study also highlights the importance of network infrastructure, research labs, simulation labs, computational labs, and recording studios.

Keywords: NEP-2020, Institutional preparedness, Academic bank of credits, Outcome based education

Introduction

NEP-2020 envisions India becoming a global knowledge powerhouse in the coming decades by investing in building academic leadership and improving graduate employability through vocational training. It aims to make education more inclusive and easier. However, since the implementation of education policy is a gradual process, the success of NEP-2020 requires the commitment of many successive governments in addition to the current government. To integrate vocational education into regular education programs, we need to create a vocational education infrastructure. To make Indian higher education globally competitive, universities should be free from political influence and academically, administratively and financially independent. After 34 years, India got a new education policy called National Education Policy-2020 (NEP-2020). This policy proposed many transformative reforms in the Indian education system. Although significant efforts have been made to redefine teaching, there are recommendations to increase the country's gross enrollment and move higher education into the future. The policy envisages India becoming a global knowledge power in the coming decades, investing primarily in building academic leadership and improving the employability of university graduates through vocational training. NEP-2020 tried to make education more inclusive and accessible. It tried to bridge the social divide due to geographic, economic or other reasons. The policy also laid strong emphasis on holistic development of the country's youth by imparting meaningful knowledge about India's rich culture and heritage. The NEP-2020 document has gained acceptance from the wider society as the policy is generally seen to address the right issues facing the Indian education system and thus has the potential to make it globally competitive. However, it can be remembered that many recommendations of NEP-2020 were also given by previous education policies, but due to their implementation or non-implementation, the education system could not achieve global value. The implementation of NEP-2020 also has the same challenge. Since the implementation of education policy is a gradual process, the success of NEP-2020 requires that several successive governments, in addition to the current government, are equally committed. While we await the commitment of governments, there are some recommendations that must be transparently analyzed to understand the challenges of their implementation. In this article, few major issues that require deeper discussion, and their possible solutions have been discussed.

Methodology

In the present study focused area have been in relation to Institutional preparedness for NEP and Institutional Initiatives for Electoral Literacy. Following are the major subheadings for proposed investigations - 1. Multidisciplinary / interdisciplinary, 2. Academic bank of credits (ABC), 3 Skill development, 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course), 5. Focus on Outcome based education (OBE), 6. Distance education/online education.

A. Institutional preparedness for NEP

1. Multidisciplinary / interdisciplinary	
Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.	Inclusion of interdisciplinary courses/ units in curriculum <ul style="list-style-type: none"> • Compulsory papers like environment <ul style="list-style-type: none"> • <i>Anandam</i> for life skills • Interdisciplinary knowledge exchange through extension lectures/ research
Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.	Development of specific courses for humanities related with STEM education at college level Designing of certificate courses Motivation for portal related with STEM
Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education? Explain	<ul style="list-style-type: none"> • Creation of theme based projects • Development of CSR based activities Inclusion of community services into credit based evaluation <ul style="list-style-type: none"> • Short term collaborative projects with NGOs and institutes of prominence
What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.	<ul style="list-style-type: none"> • Projects at UG level • Designing of survey based courses • Entry and exit as per employability opportunities and needs
What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?	<ul style="list-style-type: none"> • Creating awareness camps • Focusing on collaborations with NGO • Interaction and engagement with local bodies
Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.	The good practice should be for an over the period of time Good practices should involve maximum stakeholders <ul style="list-style-type: none"> • For ex. Gurukul System
2. Academic bank of credits (ABC)	
Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.	<ul style="list-style-type: none"> • NAAC Accreditation AAP accreditation for colleges of Rajasthan <ul style="list-style-type: none"> • NIRF • NBA • Swayam portal E-library
Whether the institution has registered under the	This can be initiated along with NAAC


ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.	A&A process and making necessary changes in curriculum as per NEP 2020.
Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.	Collaborations with local bodies which are associated with international organizations and faculty exchange
How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.	<ul style="list-style-type: none"> • Set up of studios • Providing advanced tabs / laptops • High speed internet connections <ul style="list-style-type: none"> • Freebies for assignments • LTA
Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.	Induction /awareness workshops for Courses that can be taken by the students through the online modes SWAYAM, NPTEL, V-Lab etc.
3 Skill development	
Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework	<p>Initiation of Community college concept</p> <ul style="list-style-type: none"> • Diploma and certificate courses • alignment of degrees with NSQF • establishment of KAUSHAL Kendras
Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.	<ul style="list-style-type: none"> • Certificate in green auditing • AR / VR
How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.	<p>Development of center for ancient systems</p> <ul style="list-style-type: none"> • Daily prayers • Common meal time <p>Code of conduct and life skills education</p> <ul style="list-style-type: none"> • Surya namaskar / Yoga / mediation
<p>Enlist the institution's efforts to:</p> <p>Design a credit structure to ensure that all students take at least one vocational course before graduating.</p> <p>Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.</p> <p>To offer vocational education in ODL/blended/on-campus modular modes to Learners.</p> <p>NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.</p> <p>Skilling courses are planned to be offered to students through online and/or distance mode.</p>	<ul style="list-style-type: none"> • Tailoring / sewing • Local art and craft work • Culinary skills/Local food • Journalism / mass media • Language proficiency • Typing/ stenography <ul style="list-style-type: none"> • Photography
(e) Describe any good practice/s of the institution pertaining to the Skill development in	

view of NEP 2020	
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses.	<ul style="list-style-type: none"> Content in bilingual mode Integrating Indian philosophies / knowledge systems into delivery of the curriculum
What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.	<ul style="list-style-type: none"> Language lab software faculty exchange and resource exchange Engagement with translation projects
Provide the details of the degree courses taught in Indian languages and bilingually in the institution.	All degree courses
Describe the efforts of the institution to preserve and promote the following: Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) Indian ancient traditional knowledge Indian Arts Indian Culture and traditions.	<ul style="list-style-type: none"> Workshops, activities, conferences and webinars Educational tour to libraries and archives <ul style="list-style-type: none"> Guest lectures by experts Multidisciplinary symposiums experiential language learning activities inviting outstanding local artists, writers, craftsmen, and other experts as master instructors in various subjects of local expertise inclusion of traditional Indian knowledge / tribal/ local knowledge throughout into the curriculum
(e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020	<ul style="list-style-type: none"> Events organized by ministry of culture Research on Indian knowledge systems
5. Focus on Outcome based education (OBE)	
Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?	Feedback of all stakeholders on weekly basis
Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.	<ul style="list-style-type: none"> EDP cell data Placement cell data Happiness index data
Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.	<ul style="list-style-type: none"> BIRC KLC FFD LWWNP
6. Distance education/online education	

Delineate the possibilities of offering vocational courses through ODL mode in the institution.	Establishment of ODL Universities centers as well as offering courses and designing content
Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.	<ul style="list-style-type: none"> • Use of LMS by the faculty • Development of e content <ul style="list-style-type: none"> • GyanDoot • GyanSudha • Google classroom
Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.	SSL

B. Institutional Initiatives for Electoral Literacy

Whether Electoral Literacy Club (ELC) has been set up in the College?	<p style="text-align: center;">SVEEP</p> <p>An Electoral Literacy Club is a platform to engage school students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities.</p>
Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p style="text-align: center;">SVEEP activities regularly conducted</p> <p>Materials sent by department to districts like stickers, posters, hoardings, banners etc., short films, audio clips, messages and scrolls etc., from time to time to be used for publicity. Apart from these materials districts can design their own publicity material with prior approval from ECI.</p>
What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<p>https://ceorajasthan.nic.in/Media%20Corner/Comprehensive%20SVEEP%20Document.pdf</p>
Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation	<p>Districts to roll out all three tier strategies.</p> <p>Activities – Meetings with –</p> <p>Corporate sector</p> <p>Public sector under takings</p> <p>Banks</p> <p>Business associations</p> <p>Barber associations</p>

<p>in electoral processes, etc.</p>	<p>Merchant associations Sarafa associations Pharmacist associations Medical Representative associations Rotary Club, Lions Club, Ladies Club Auto rickshaw association, Rickshaw association School/College Principals and District Education Officers Private School/Colleges Principals Meeting with LIC officers Mandi association to partnership with these associations and promote voter awareness campaign.</p>
<p>Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters</p>	



Discussions

In general it has been noticed that following points should be emphasized and considered for the Institutional preparedness for NEP. In further studies these points will be specified and investigated on the basis of surveys which will be conducted among different stakeholders of selected institutions.

- Physical infrastructure
- Digital infrastructure (data centers, fiber infrastructure, server hardware, personnel, IT virtualization & infrastructure software, operating systems, etc.)
- Innovative academic & training Infrastructure for confidence and capacity building
- Intellectual property infrastructure (IP tools, services, standards, databases and platforms).private creativity and the concept of public protection for the results of that creativity.
- Emotional infrastructure (core values, best practices, traditions)
- innovation capacity building (technology infrastructure, information infrastructure, legal framework, business support services, human resources and financial infrastructure.)
- Network infrastructure (technology Business Incubators (TBI), Technology Parks, Small Business Technology Transfer Programmes (SBTTR), etc.
- Research Labs
- Simulation Lab
- Computational Lab
- Behavioral Lab (soft skills, language and ancient systems)
- IPR Cell
- ED Cell
- DMS Library
- Recording studios (Multimedia development lab)

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