

Report Submitted to IQAC

Title: National Seminar on Higher Education in the Context of Implementation of NEP 2020

Organized by:

Department of Education, Banki Autonomous College, in collaboration with the Internal Quality Assurance Cell (IQAC)

Date:

26th November 2024

1. Introduction

- The **Department of Education, Banki Autonomous College**, in collaboration with **IQAC**, organized a National Seminar on Higher Education in the Context of Implementation of NEP 2020 on 26th November 2024. The event provided a platform for academicians, researchers, policymakers, and students to engage in insightful discussions on the transformative changes introduced by NEP 2020.

The seminar featured eminent speakers who deliberated on the policy's impact on higher education and its alignment with global educational standards.

2. Inaugural Session

The seminar was inaugurated by **Dr. Niranjan Mohanty**, Principal of Banki Autonomous College, who served as the chief guest. He highlighted the college's initiatives in implementing NEP 2020 and the importance of its provisions for higher education.

Mr. Samarendra Mohapatra, Honourable Governing Body member and Guest of Honour, inspired the students with his address, emphasizing the significance of Constitution Day and the role of education in nation-building.

The event was presided over by **Sri Sukanta Mohapatra**, Head of the Department of Education, who delivered the opening address. He emphasized the opportunities brought by NEP 2020, particularly the multidisciplinary courses introduced in the current academic session.

3. Keynote Address and Technical Sessions

The keynote address was delivered by **Dr. Sukanta Ku. Pradhan**, Assistant Professor at Indira Gandhi Government College, Tezu, Arunachal Pradesh. He discussed the practical aspects of NEP implementation, challenges faced by institutions, and clarified doubts regarding the newly proposed credit framework.

Former Reader in Education, **Dr. Prasanna Ku. Mohapatra**, presented on Indianization of the Education System and its relevance in the context of NEP 2020.

Other distinguished speakers included:

- **Sri Manoj Ku. Mohapatra** (Former Vice Principal), who highlighted the evolving curriculum and career opportunities.

- **Dr. Sashi Bhusan Mohapatra**(PG Coordinator), who discussed the integration of technology and AI in higher education.

- **Mr. Pramod Kumar Panda**(IQAC Coordinator), who shared insights on quality assurance and regulatory mechanisms under NEP 2020.

Postgraduate (PG) students of the college also actively participated by presenting research papers on various sub-themes of the seminar. Their presentations during the technical sessions enriched the discussions and provided a fresh perspective on topics such as multidisciplinary education, digital learning, and employability under NEP 2020.

4. Sub-Themes Discussed

The seminar covered a wide range of sub-themes aligned with the NEP 2020 framework, including:

1. Access, Equity, and Excellence in Higher Education
2. Internationalization of Higher Education
3. Quality Control and Quality Assurance in Higher Education
4. Regulatory Mechanisms in Higher Education and NEP 2020
5. Problems and Policies of Higher Education in India
6. Multidisciplinary and Holistic Higher Education
7. Digital Learning: Challenges and Opportunities
8. Higher Education and Employability
9. Higher Education and Research: New Reforms in NEP 2020
10. Academic and Administrative Autonomy in Higher Education under NEP 2020

The PG students' papers addressed these sub-themes with a focus on practical applications and region-specific challenges, offering innovative solutions and contributing to the overall academic discourse.

5. Cultural Performances and Student Participation

The event also celebrated cultural diversity through vibrant student performances.

- Jyotirava Sahoo, Archita Pani, and Sandhyarani Behera served as MCs for the event.

- Subhasis Behera, Puja Behera, Biswarupa Mohapatra, and Shitu Behera performed a Sambalpuri folk dance, captivating the audience.

6. Objectives of the Seminar

The seminar was designed to:

- Assess the recommendations of NEP 2020 in areas like access, equity, and excellence.
- Highlight reforms initiated under NEP 2020 and address existing challenges.
- Foster innovative approaches to multidisciplinary education and employability.
- feasibility of multidisciplinary courses to be offered to the students.

7. Programme Outcomes

The outcomes of the seminar included:

- Development of institutional frameworks for NEP 2020 implementation.
- Evolving actionable plans for higher education reforms in collaboration with state agencies.
- Equipping faculty with tools to address institutional challenges and foster research-driven solutions.
- Promoting creative and innovative approaches for employability and sustainable development.

8. Conclusion

The seminar served as an enlightening platform, fostering dialogue on the transformative potential of NEP 2020 in reshaping higher education. With active participation from faculty, students, and external experts, the event succeeded in achieving its objectives.

The participation of PG students in research presentations was particularly noteworthy, showcasing their engagement with the sub-themes and contributing to the seminar's success.

The organizers extend heartfelt thanks to all participants and contributors, including **Mrs. Jyotirmayee Padhi** for coordination, **Miss Shibani Debadarshini Pradhan** for guest felicitation, **Mr. Biprabara Rout** for guest introductions, and **Mrs. Durgeswari Nayak** for the vote of thanks.

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APPENDIX

Conceptual Framework

Post-Independence Educational Reforms in India

The Post-Independence era witnessed significant social and political changes in India, which expedited the need for comprehensive educational reforms. To align the educational system with national aspirations, the Government of India established a separate Ministry of Education, with Maulana Abul Kalam Azad as the first Minister of Education. Several committees and commissions were constituted to expand and restructure the educational system. Key commissions during this period include:

- **University Education Commission (1948-49)**
- **Secondary Education Commission (1952-53)**
- **Education Commission (1964-66)**
- **National Policy on Education (1986)**
- **Revised National Policy on Education (1992)**
- **National Curriculum Framework for School Education (2005)**

National Policy on Education (1968)

The recommendations of the Education Commission (1964-66) led to the formulation of the National Policy on Education (NPE) in 1968. This was a significant milestone; however, due to political crises, wars, and the declaration of emergency, the policy's implementation faced setbacks. Two primary challenges hindered its success:

1. Inadequate resources for implementation.
2. Absence of a structured mechanism for regular review and follow-up.

These limitations highlighted the urgent need for a new education policy to address issues related to access, equity, quality, and financing.

National Policy on Education (1986)

The 42nd Amendment of the Indian Constitution in 1976 placed education on the Concurrent List, making it a joint responsibility of the Central and State governments. Recognizing the need for an updated policy, Prime Minister Rajiv Gandhi emphasized the need for a New Education Policy in 1985. Consequently, the NPE 1986 was passed, marking a pivotal moment in India's educational history. For the first time, a detailed Plan of Action was introduced alongside the policy, ensuring resources were allocated for its implementation.

The Need for NEP 2020

By the second decade of the 21st century, India faced new challenges, including technological advancements, global competitiveness, and the changing demands of a knowledge-based economy. The United Nations' Sustainable Development Goal 4 (SDG4) emphasized inclusive and equitable quality education by 2030, underscoring the need for a transformative education policy. Education now needed to focus less on content memorization and more on critical thinking, creativity, problem-solving, and adaptability.

Drafting and Approval of NEP 2020

The Government of India appointed a panel of experts, led by Dr. K. Kasturirangan, to draft a new education policy. The draft NEP was submitted in 2019 and reviewed by the Prime Minister on May 1, 2020. The New National Education Policy (NEP) 2020 was approved on July 29, 2020, introducing transformational reforms in school and higher education.

National Education Policy 2020: Key Features

NEP 2020 is the first education policy of the 21st century and aims to revise and revamp the educational structure to align with 21st-century aspirations and SDG4. It emphasizes:

1. **Cognitive Development:** Development of foundational literacy and numeracy skills alongside higher-order cognitive capacities like critical thinking and problem-solving.
2. **Holistic Development:** Focus on social, ethical, and emotional capacities.
3. **Access and Equity:** Bridging gaps in access, particularly for disadvantaged groups.
4. **Global Competitiveness:** Preparing learners for a dynamic global landscape.

Higher Education and NEP 2020

Higher education plays a critical role in building a democratic, socially-conscious, and humane nation, as envisioned in the Indian Constitution. The NEP 2020 highlights the following challenges in the higher education sector:

- Fragmented educational ecosystem.
- Inadequate focus on cognitive skills and learning outcomes.
- Rigid separation of disciplines.
- Limited access in disadvantaged areas.
- Inadequate autonomy for institutions and faculty.
- Weak research funding and infrastructure.
- Suboptimal governance and regulatory systems.

Conclusion

The implementation of NEP 2020 serves as a catalyst for addressing these challenges and transforming higher education in India. The policy envisions a system that develops thoughtful, creative, and socially responsible individuals, contributing to sustainable livelihoods and economic growth. With its focus on equity, quality, and innovation, NEP 2020 is poised to redefine India's educational landscape in the 21st century.