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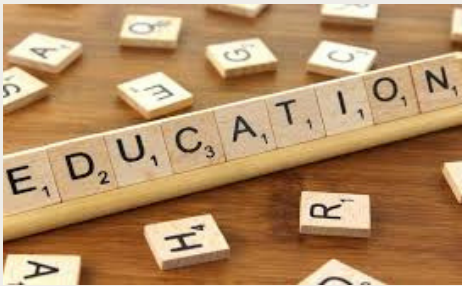
**NATIONAL EDUCATION POLICY
2020**

WHAT HAS THE NATIONAL EDUCATION POLICY 2020 PROPOSED?



BY
RAHUL ANDREW (19221024)

The National Education Policy (NEP) 2020 is ambitious and forward-looking. The aim of the policy is to make the education system holistic, flexible, multidisciplinary, and aligned to the needs of the 21st century. The NEP is a comprehensive framework to guide the development of education in the country. The need for the policy was first felt in 1964, where a 17-member Education Commission, headed by DS Kothari, was constituted to draft a national and coordinated policy on education. A NEP usually comes along every few decades, India has had three to date-1968, 1986(later revised in 1992) and 2020. During this period noteworthy changes have occurred in our nation, society economy, and the world is going out of control. It is in this setting the training part needs to equip itself towards the requests of the 21st Century and the requirements of the individuals and the Sustainable Development Goals. As per the policy public investment in education will be increased from the current 4.3% to 6% of GDP in the nation. Quality, development and exploration will be the columns on which India will turn into an information super force. The policy is implemented with a view to transform the education system by 2040. A few propositions will be executed quickly, beginning with the adjustment for the sake of the Ministry of Human Resource Development into the Ministry of Education. The Government had started the way toward detailing a New Education Policy through the conference procedure for a comprehensive, participatory and all-encompassing methodology, which mulls over master conclusions, field encounters, exact exploration, and partner criticism, just as exercises gained from best practices. The major advantages of the NEP are that this the new NEP policy will focus on the all-round development of students. With no distinction between academic and vocational courses, all disciplines will be given equivalent primacy.



Where does the difficulty lie?

The draft Higher Education Commission of India Bill has been languishing in the Ministry for longer than a year, however it is probably going to be distributed for criticism by September. The proposition for a Board of Governors for colleges may likewise require corrections of the Central and State Universities Acts. A Cabinet note has just been moved to set up the National Research Foundation as a trust under the legislature, yet so as to make it a completely independent body, an Act might be required.

The Ministry feels that an expansion in government subsidizing of instruction to 6% of GDP will be adequate to cover the money related ramifications of the NEP. Be that as it may, such an expansion in subsidizing has been proposed yet not accomplished for the last 50 years, bring up specialists. The proposition to make the primary language the vehicle of guidance till Class 5, which has worked up the fiercest discussions, is reliant on State governments, as indicated by the Education Minister, who might not affirm that the arrangement will be executed by midway run schools. The first draft proposed diminishing of the number to short of what one-fourth of its present spread, while the last form sets as the essential errand of another administrative system a continuous "eliminating of the arrangement of associated schools" out and out. No big surprise that would require a staged removal of the 'HR's that keep these partnered schools running – and, typically, the authoritative workforce turns into the first and most straightforward security. Towards that end, the policy links the targeted demise of affiliated colleges with more encouragement to "private institutions with public-spirited commitment to high-quality equitable education". It is being informed that while student enrolments must be twofold throughout the following 10 years, the quantity of establishments selecting them must be quartered. As an omen to the NEP's vil structures, the MHRD's All India Survey of Higher Education (AISHE) Report 2018-19 as of now announces that a 3.2 million increment in student enrolments in the course of recent years has related to lost 57,000 instructing positions.

Since a not well instructed youth makes for a cheerful country of horde lynchings and troll armed forces, our obstruction requires a demonstration of exceptional inventive work. Our colleges must align with our schools, our educators with the guardians of our understudies, and our 'communities for greatness' with our state-helped universities – so as to completely recover the availability of government funded training.



IMPACT OF NEP ON PRIVATE COLLEGES AND SCHOOLS

BY
JYOTI MISHRA (19221017)

The idea of having more private universities was emphasized by two leading industrialists Mukesh Ambani and Kumarmangalam Birla in a report published in the year 2000, April. They even recommended commercialization and privatization of these universities but on the other side they focused on universal and free primary education. This is how since the year 2000, the number of private institutions have grown at a tremendous rate.

Education Minister Ramesh Pokhriyal in his interview brought out that approximately 7-8 lakhs students every year go to abroad to study. "In its endeavor to bridge this gap we plan to tie-up with top 100 universities to help those students get better facilities in India itself", said Pokhriyal. The multi-disciplinary approach of our New Education Policy would be able to attract a lot of foreign students to our country.



Although most private schools have well equipped early childhood units but, they used to burden the students by curriculum overload. This was done due to extremely high parental expectations which schools are unable to resist for the fear of losing their students. It would rationalize the curriculum and introduce a new pedagogy to remove the pressure, stress and anxiety on the early learners. This was caused due to unreasonable expectations to perform beyond their normal capacity.



The New Education Policy would help in regulating the fees of the private colleges and schools. Resulting in equal opportunity of education for people belonging to diverse economic background. That would be a major impact on the private colleges and schools because there has been a major difference in the fee structures of private and public sector education institutes. The other impacts are that there would be a single body regulating the entire higher education structure in the country. Previously in our country, we had UGC, AICTE, NCTE governing colleges under different categories. After the proper implementation of NEP, there would be a single body governing all the private and public sector education institutions.

After the successful implementation of NEP, India would emerge as a strong nation in the international market as well. There would be various opportunities for Indian students to take active participation in the International events. The idea of the changes in NEP is very much similar to US and UK so it would also bring uniformity.

National Education Policy (NEP) 2020

HOW TO IMPLEMENT NEP IF REVAMPING THE ENTIRE PROCESS.

(CASE STUDY)

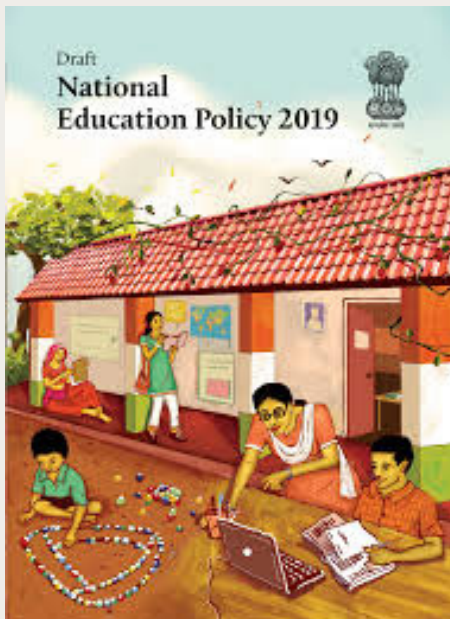


BY
NIHARIKA (19221022)

First education policy was promulgated by PM Indira Gandhi on 1968, and the second policy was given by PM Rajiv Gandhi in 1986, which was modified later by PV Narshima Rao in 1992. A significant change has been taken place in our country since then, and therefore there was a need to gear the education sector with the demand of 21'st century and the needs of the country. The plan for bringing the new education policy which will replace 1986 policy was under discussion since 2016, when a report was submitted to the union government by T.S.R Subramanian. Later in 2017, K. Kasturirangan

committee was constituted by the government and a draft was submitted in 2019 and now this is the third national policy on Indian Education given by the federal government on 29th of July 2020 which aims to bring a revolution in our education system. The main objective is to make our current education system more flexible, holistic, and multidisciplinary.

NEP is multi-levelled and multi-faceted. In order to implement NEP more operation-specific approach need to be taken care. For the effectiveness of the policy, it should be effectively communicated with the stakeholders, as the policy should first be understood by all stakeholders. The suggestions and feedback that were received on the NEP draft were deliberated through the democratic process for collaborative policymaking. Second is the ownership by the stakeholders, when NEP was announced there was a great in-depth discussion across the country, several webinars took place which suggests that the effective communication leads to a sense of ownership by the stakeholders as it also leads to a sense of responsibility.



Setting high priorities is essential for successful implementation of NEP. Stakeholders and Ministry of education at the center plays a vital role by providing regulations, governance, direction, and funding. Both the players set priority based on short- and long-term needs of funding requirement, realistic deadlines, and education institute for meeting their goals. People who are responsible for the implementation of NEP should be decisive, committed, technically savvy, and open-minded.

NEP is exceptionally long term in nature, and therefore there is a need for building a support mechanism as its priority. Though it has already been made in NEP with the establishment of HECI (Higher education commission of India) with four verticals of different functions such as accreditation, academic standard-setting, regulations, and funding. HECI and Ministry of education must work with education institutes and states by setting achievable and realistic targets and tracking their progress. This tracking would require the collection of data, then its categorization, and analyzing the performance of data. There should be a robust system with a unified and integrated database by linking all the records across all education institutes and universities, states, and union territories.

There is a need to define the KPI (Key performance indicator) for both the stakeholders and the minister of education for NEP implementation. There would be a review of performance indicator periodically to view all ineffective processes that can affect the implementation of the policy. There is a need for well laid log-term goal and its stepwise implementation through various short-term goals and data-driven review and periodic evaluation they all cannot be undervalued for better implementation of NEP.

The implementation of National Education policy is possible by working together determinedly and can be realized with the active collaboration of state and central institute and Management of education.

WORDSEARCH

By JAFFIN JOHN (19221013)

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EDUCATION
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