



# **BAMANPUKUR HUMAYUN KABIR MAHAVIDYALAYA**

**Minakhan, North 24 Parganas, West Bengal**

**Seminar on the ICPR Sponsored Periodical Lecture on  
National Education Policy 2020**

**Organized by**

**Department of Education**

**In Collaboration with**

**Internal Quality Assurance Cell (IQAC)**

**Date: 27th March, 2021**

**Time: 4.00 pm**

**Venue: ZOOM and YouTube live**

**Convenor: Dr. Arghadip Paul, Asst. prof. of Education, BHKM**

**Organizing Secretary: Mr. Ashis Biswas, Asst. prof. of English, BHKM**

Report on the ICPR Sponsored Periodical Lecture on  
National Education Policy 2020

Organised on 27<sup>th</sup> March, 2021 by  
Department of Education

In Collaboration with  
Internal Quality Assurance Cell (IQAC)

Indian Council for Philosophical Research (ICPR) sponsored PERIODICAL LECTURE on 'National Education Policy 2020' was organized on 27<sup>th</sup> March 2021 by the Department of Education of Bamanpukur Humayun Kabir Mahavidyalaya in collaboration with Internal Quality Assurance Cell (IQAC). The periodical lecture took place virtually on ZOOM and YouTube live.

The online programme started on 27<sup>th</sup> March 2021 at 04.00 pm with the organizing secretary and the anchor, Sri Ashis Biswas formally informing the audience about the main topic of the webinar and the names of the esteemed speakers who would be talking on key points of National Education Policy 2020. The Principal of the college and the Chief Patron, Dr. Subhash Biswas who could not join the webinar due to some connectivity issues, sent his best wishes and regards to the webinar organizing committee and especial thanks to all the three esteemed speakers, viz. **Prof. Kutubuddin Halder, Prof. Sudarshan C. Panigrahi** and **Prof. Renu Nanda**. Therefore, in the absence of the principal the convenor of the webinar and the IQAC co-ordinator, Dr. Arghadip Paul carried out the inaugural/welcome address; he cordially welcomed all the esteemed speakers and the audience. He briefly touched upon the circumstances under the worldwide corona pandemic situation the academic world was forced to turn towards virtual media for its functioning, and there were overflow of webinars; but despite of the fact the webinar was very much relevant as it was based on such a burning issue as the NEP2020 which was going to influence the entire academic setup of the upcoming future years.

After Dr. Paul introductory speech the anchor formally introduced the first esteemed speaker, **Dr. Kutubuddin Halder, Professor, Department of Education, University of Calcutta, India**. It was with Dr. Halder's speech that the technical session began. He talked on the rudiments of 'What is a policy?' and 'What are its determinants?', the characters of good educational policy; from there on he went on to talk on the chronology of different education policies in pre and post independent India. Then he talked on the contents of 'National Education Policy 2020' which consists of 27 clauses under 4 parts, viz. Part I- School Education, Part II- Higher Education, Part III- Other Key Areas of Focus, and Part IV- Making It Happen. He discussed mainly on the principle, structural pattern of National Education System, ECCE (Early Childhood Care Education), Primary, Secondary, Higher Secondary, Teacher Education, Adult

and Mass Education, Digital Devices and Digital Divide, Finance and the Implementation of NEP2020. As he pointed out the Principle of NEP2020 was to stimulate learners thinking process towards innovation rather than the bookish knowledge as its end. He touched upon the shift from the old

10+2 model to the new 3+2+3+3+4 model of school education. He then very elaborately discussed on the key features every point of NEP2020 and gave a sort orientation of the policy to the audience and provided a perfect base for the upcoming speakers. He concluded his speech with the comparative study of the scenario of the Indian and global education system and mention that still the digital divide and economic stratification of Indian society were the key problems which were to be overcome for the successful implementation of the 'National Education Policy 2020'.

Dr. Arghadip Paul, the Convenor and IQAC Co-ordinator introduced the second esteemed speaker, **Prof. Sudarshan C. Panigrahi, Professor of Education, Dept. of Education, Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, India.** Prof. Panigrahi started his deliberation focusing mainly on higher education and talked of the fact that by 2030 India will have the highest youth population; keeping this increase in the youth population in mind he referred to point 4 of the sustainable development goals where the high-quality education for the youth would determine the future of India. In this regard he talked of the inclusive and high-quality education and promotion of life-long opportunities for all by 2030 as one of the key points of NEP2020. He highlighted the technology based and machine learning as the key feature of the new education policy which was necessary to train the unskilled population to adopt to the needs of the globalization and save them from poverty. The speaker told that unlike the social engineering which was the objective of the previous education policies of Indian the new education policy focused mainly on the reengineering of the higher education. He did not, however, forget to mention the pressing problem in the field of higher education and suggested some improvement upon them such as instead of only stressing on cognitive skill development stress should be laid on overall skill development; he also said instead of the learning outcome the focus on the outcome-based learning would help students increase their employability. He then touched upon points such as flexible nature of the curriculum proposed in NEP2020 but also showed concern over the limited access to knowledge as the shortage of higher education institution in India. NEP2020 proposed the conversion of every university into multidisciplinary institution with the aim to enrol at least 3000 students each year; these institutions would be of two types: research intensive and teaching intensive universities. According to the speaker in present time the teaching intensive university are more in abundance due to lack of funding and infrastructure to support the research-intensive ones. However, the future multidisciplinary universities which would run professional courses would take the gross enrolment ratio from 23.6% (in 2019) to 50% by 2030 through the promotion of open distance learning. He talked to include the imaginative and flexible curriculum for attaining wholistic knowledge to become the global citizen. He also talked on the points such as increasing students' engagement in learning, continuous formative assessment to keep students at their toes, giving autonomy to teachers to frame curriculum withing frame of higher education, infrastructural development for quality classrooms, interdisciplinary approach to pedagogy, promotion of open distance learning for access and quality education. He felt fascinated over the possibility of internationalisation of education where a student may earn credit in a course and transfer the credit to any other institution even in a foreign land to complete his course without a break. He then went on to talk a bit on teacher education through

integrated teacher education in a general course, the training of in-service teacher through

online mode such as Swayam and Diksha. Towards the end he talked on the gaining importance of vocational education in NEP2020 to meet the issue of training the unskilled population. At the end he talks of the Regulatory system where he commented on the functioning of the regulatory bodies NHRC, NAAC, HEC, and GC; here brought out the theories of functionalism and conflict theories in socialism to comment on them, he said these individual bodies should be an integral part of one system and should work cohesively without giving rise to any new confliction. He ended his deliberation with the opinion that there might be effort to direction but still the action was missing; the policy making and committee formation would not do but there was need of serious action and implementation of those policies.

The third esteemed speaker of the day was **Prof. Renu Nanda, Professor & Dean, Faculty of Education, University of Jammu, Jammu Tawi, India**. She was introduced by Ashis Biswas, the organising secretary of the webinar. Prof. Nanda basically focused on the implementation and wayforward of National Education Policy 2020, viz. the vision of education. She said that previous education policies had their strengths but the major drawback was that those could not be implemented; so, the novelty was there from the beginning in the present policy but her concern was the mode of its implementation. She mentioned diversity, local context, equity and inclusion, promotion of community participation, development of conceptual understanding among learners as some of the main objectives of the policy. According to her the basic concern of higher education was its severe fragmented nature across the country; she explain it with her own experience where after coming to J&K states to Calcutta she could not enlist in the MA at University of Calcutta or the Kalyani University as she only did her two years of BA course back at her home state which was not valid at West Bengal, so she needed to pursue some bridge course to make up for that; so her focus point was the disparity among institution across the country; this the present policy seemed to address. Among the setback of the present mode of higher education, as she mentioned, was the rigid segregation of course which Prof. Panigrahi also mentioned in his lecture which was made more flexible in NEP2020. She also talked limited access of education for the poorer section at the remoter part of the country that Prof. Halder and Dr. Panigrahi also touched upon. She said there were guiding and counselling institutions for the underprivilege section to provide them access to education, but they did not seem to play their role in the right way. She talked in favour of the revamping of curriculum to make it contextualised; research should be given importance and it should support the beginners to lead them to bigger researches, so the researches of the beginners should be taken seriously. She briefly stressed on the bilingual curriculum, bridge courses for the disadvantage section, sensitisation of faculty as part of NEP2020. She said that the target GER by 2030 should be achieved by the wilful and enthusiastic work force of all of us. She voiced in favour of retaining the M.Phil as an added degree course. She talks in favour of the promotion of the traditional art, language, cultural, and value education. She highlighted the focus of NEP2020 was on using technology, regional language, increasing the range of choice, skill development. She added some remarks to improve upon the policy; these are: curriculum should be revamped for the topics of cultural and historical significance and for this teacher should be trained in curriculum planning and design; so, it should not be a borrowed concept as it might not be contextualised then. She supports the standardised testing by national testing agency for quality testing. She stressed that courses should be linked to employability, and job

opportunities should be created in courses like folklore, theatre, drama, philosophy etc., employment agencies should be linked to the higher education. According to her opening large number of educational institutions offering variety of courses having campus placement options for students and integration of school and higher education was the need of the hour; respective higher education should adopt the schools to make it more effective. She also gave stress on the aesthetic development which should be linked to the education policy. She towards the end of her lecture mentioned the fact that the chief purpose of the education policy was the prosperity of all, and the policy should be flexible and students friendly. She ended her deliberation by stressing that the states and the centre should work in collaboration as education is in the concurrent list of the Constitution for its effective implementation.

Prof. Renu Nanda's speech was followed by the question-answer session where all participated. It was followed by the vote of thanks by the Shri Ashis Biswas, the organising secretary and formally ended the webinar. It was a successful event well managed by the organisers and jewelled with the informative sessions by distinguished scholars in the field of education.

Youtube Link of the webinar recording:

<https://www.youtube.com/watch?v=FrteOFPOt6A&t=82s>

### Some Pictures of the Programme

		
Dr. Arghadip Paul Convenor	Dr. Renu Nanda (Speaker)	Mr. Ashis Biswas Organizing Secretary
		
Dr. Kutubuddin Halder (Speaker)	Dr. S. C. Panigrahi (speaker)	Participants

*Ashis Biswas*  


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 Mr. Ashis Biswas  
 Organizing Secretary

*Arghadip Paul*  


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 Dr. Arghadip paul  
 Convenor

*[Signature]*  


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 Principal  
 BHK Mahavidyalaya  
 Bamanpukur, Howrah