

Implementation of National Education Policy -2020: Multidisciplinary Education

ISBN: 978-93-94819-23-8

Pub. Date: 12/02/2023

Volume: I

“A Review of Agricultural Education in National Education Policy 2020”

Mr. Rajesh M. Thoke¹, Dr. Shinde V.G.², Dr. Vikhe A.A.³

¹Assistant. Professor, Department Of Commerce P.V.P.College Pravaranagar.

²Assistant. Professor, Department Of Commerce A.C.S. College, Satral

³Assistant. Professor, Department Of Commerce A.C.S. College Kolhar

Corresponding Author- Mr. Rajesh M. Thoke¹

Abstract:

India's first National Agricultural Education Policy will bring academic credit banks and degree programs with multiple entry-exit alternatives to the 74 universities focussed on crop sciences, fisheries, veterinary and dairy preparing and research. The multiple entry and exit will allow the students to earn a diploma or an advanced diploma with a choice to re-enter as and when they are able to resume their studies and earn a full college degree. The process for formulating the National Agricultural Education Policy was started two months ago, after the release of the National Education Policy (NEP) 2020. The National Agricultural Education Policy is in tune with the NEP and will strengthen the agricultural education system in the country.

Keywords: Agriculture Education in National Education Policy various issues and Challenges, development of agriculture sector

Introduction:

Since the establishment of first agricultural university at Pantnagar in Uttarakhand in 1960, agricultural education in the country has made huge expansion both quantitatively as well as qualitatively. The educational system in the country has been based on the National Education Policy of 1986. The NEP 1986 was reviewed to have a more comprehensive, holistic, sustainable and an inclusive roadmap for a paradigm shift in the country's educational system. Thus came the New Education Policy NEP 2020 with sweeping reforms in the basic structure of education, curriculum, pedagogy and teaching learning process. Blending education with technology, incorporating traditional knowledge and culture and leveraging it with skills and employability through vocational education and an evaluation (both formative and summative), NEP 2020 is all expected to bring about a quality transformation in the education sector by making it internationally competitive, well defined regulatory and governance structure and an accreditation mechanism. Coming 34 years after the last education policy of 1986, NEP 2020 is the first education policy of the 21st Century's in India emphasizing on the creative potential of each and every student. The NEP rests on the basic principles of flexibility, no hard separations between subjects, curricular and extra-curricular activities, Multi-disciplinary education, conceptual understanding, critical thinking, Ethical Values, teachers as the heart of the learning process, the strong

public education system in India. It will require structural changes in the present system of teaching and learning. Keeping in mind the broad mandate of NEP 2020 to focus more on multidisciplinary and holistic education, the structure of institutions imparting higher education in agriculture have to be revisited. This is necessary to meet the requirements of large multidisciplinary universities imparting holistic education. These Higher Education Institutes (HEIs) have to reorient their curriculum, introduce multiple entry and exit levels, go for digital interventions to accommodate Academic Bank of Credits, forge strong partnerships with other HEIs to enable them to transfer credits earned by students from one institute to other.

At the same time the teaching and learning have to be made more technology enabled, skill oriented and culturally integrated to make it more inclusive and equity oriented. At the entry level in HEIs, vocational education has to be included. All the reorientation is to give the students flexibility in shifting from one subject to other, to get higher education in the form of certificates/diplomas/degrees and at the same time giving them an opportunity at a later stage of their life to convert their certificates and diploma into degrees. Students will be at liberty to complete their education both in terms of the length of the time as well as choice of courses. The teaching learning process in the HEIs in the agriculture and allied sectors have to be enabled with a blend of appropriate technologies to remove the

Implementation of National Education Policy -2020: Multidisciplinary Education

ISBN: 978-93-94819-23-8

Pub. Date: 12/02/2023

Volume: I

distance and time lag. The necessary steps should be taken to avail the existing e-learning platforms such as Study Web of Active-Learning for Young Aspiring Minds (SWAYAM), Digital Infrastructure for Knowledge Sharing (DIKSHA), SWAYAM-Prabha (an initiative of Ministry of Education to provide 34 high quality educational channels through Direct to Home (DTH) across length and breadth of the country. Agriculture and allied sector universities can develop their own short term e-courses for youth, farmers and farm women who are outside the physical reach of the universities. MANAGE, Hyderabad is already running various MOOC programmes. Necessary technology and tools for two-way video and audio interface for holding online classes have also to be strengthened. This technology enabled learning proved its potential at the times of COVID-19 Pandemic. Academic Bank of Credit is another innovation of the NEP 2020. It gives the students to store the credit earned by them for certain years for their subsequent use in later years when they join back in case they have taken a break from studies. It also gives them the flexibility to shift their institutes also. Agriculture is facing a peculiar 20:80 problem meaning only twenty percent of the candidates graduating from universities get placements whereas eighty percent remain underemployed/misplaced employed/unemployed. One of the reasons for this situation is because of separation of education from training. This results in a huge pool of qualified graduates who unfortunately do not have the necessary skills so that they can at least set up their income generating units. Skill development through trainings has to be made an inalienable part of the teaching and learning process. Agriculture education has to be leveraged with the necessary skills and competencies to enable youths to set up their own ventures.

Objective:

1. To Study the Agriculture Education condition in India.
2. To Study the various issues and Challenges in Agriculture Education in India.
3. To Study the development of agriculture sector in India

4. To Study conclusion and measure of Agriculture Education in National Education Policy in India

1. Agriculture Education condition in India

2. Agricultural education in the country will be revamped in line with the National Education Policy (NEP) with emphasis on skill development, Stressing the importance of analytical tools in social science research, "It is essential to have a solid understanding of modern statistical, econometric and time series methods to make proper inferences in social sciences research," she observed. Sponsored by the Agricultural Education Division of the ICAR, Winter School aims at providing an opportunity to social science researchers to update their analytical skills and make them more familiar with advanced analytical tools and software.

3. Issues and Challenges in Agriculture Education in India

Since this project is India's first-ever agricultural education-based project, there are various challenges and issues with which the authorities will have to deal with. The option for entry and exit modules shall be a bit complex to manage. The Universities will have to come up with measures such that the entire education and experiential methodology both are adapted while completing the education of each student. Agricultural universities have been modelled on the land grant pattern, with a focus on research and extension, and deep community connections, driven by the philosophy that farmers need holistic solutions to their problems. Once the policy is widely accepted, students may have better opportunities to learn and excel in agricultural awareness. This will build a better future for the field of Indian agriculture, which is one of the biggest sectors in our country.

4. Development of agriculture sector in India

India has a particularly large agricultural sector. While the sector's share of GDP has halved in the past 30 years to around 15 per cent, it still employs around half of India's workforce and accounts for much of the volatility in Indian GDP. India has the second largest area of arable land in

Implementation of National Education Policy -2020: Multidisciplinary Education

ISBN: 978-93-94819-23-8

Pub. Date: 12/02/2023

Volume: I

the world and is a major producer of a number of agricultural products .Around the turn of the century, India overtook the United States as the world's largest producer of milk and is also a major producer of pulses, such as chickpeas and lentils, which are major sources of protein in vegetarian diets.

Conclusion:

Agriculture is an enterprise which provides a lot of opportunities for setting up off employment generation ventures. It should be made mandatory for the students to undergo skill trainings for a fixed no. of day during their degree programme. NEP 2020 talks of experiential education and the fact is that, it is already being incorporated in agriculture education since 2016. Experiential education is a teaching method in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. In this regard, the student READY (Rural Entrepreneurship Awareness Development Yojana) programmes requires all students to undertake a six-month internship, usually in their fourth year, to gain hands-on training, rural awareness, industry experience, research expertise and entrepreneurship skills. The country has a robust Agricultural Education System comprising of 75 agricultural universities. Still the curriculum has not been updated in tune with the various issues with which agriculture sector is confronted with. The SAUs are also facing a number of challenges.

Reference:

Anon (2012). Draft document of National Agricultural Education Project. ICAR education Division. www.icar.org
Anon (2013). Vision 2030, Indian Council of Agricultural Research. www.icar.org.in
<http://naasindia.org/Policy%20Papers/Policy%2031.pdf>
<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2919.pdf>
NABARD.<https://www.nabarad.com>