

National Education Policy 2020 and Role of Higher Education for Sustainable Development Goals in India

Editor

**Prof. Dr. S. C. Advitot
Principal (Add. Charge)
C. B. Khedgi's Basaveshwar Science,
Raja Vijaysinh Commerce, and Raja
Jaysinh Arts College, Akkalkot**

**NATIONAL CONFERENCE
PROCEEDING**

Organized by

**C. B. Khedgis Basaveshwar Science, Raja Vijaysinh Commerce,
and Raja Jaysinh Arts College, Akkalkot**

Sponsored by

**National Assessment and Accreditation Council
(NAAC)**

Date- 26th December 2022



राष्ट्रीय शिक्षा नीति 2020

**National Education Policy 2020 and Role of
Higher Education for Sustainable Development
Goals in India**

ISBN: 978-81-961061-0-2
Pub. Date: 26 Dec. 2022
Volume: I

26	National Education Policy: 2020 And Higher Education	MR. P.S.MALI	96-97
27	Reflections of Multidisciplinary Study	Dr. Pushpanjali G. Metri	98-101
28	Theoretical Analysis Of Indian National Education Policy- 2020	Dr. Siddharth K. Murumkar	102-103
29	A Critical Study on the Effectiveness of Computer Assisted Method for Enhancing Map Skills in Geography	Dr. Disale M.S.	104-108
30	Advantages and Challenges of Technology Enhanced Learning in Higher	Jayashri Birajdar	109-112
31	National Education Policy 2020	Dr. I.M. Khairdi, Mr. Imam Babulal Shaikh	113-121
32	Academic Bank of Credit (ABC)	Mahadev Nagnath Chavan	122-124
33	Salient features of NEP 2020 and its impact on Higher Education	Mahendra Kasabe, Sudhakar Kambale, Somanath Londhe	125-129
34	New education policy 2020 India becomes an education hub in the world a Vital step to nationalism.	Vikas Rajesh Tawar	130-132
35	Introducing Multidisciplinary Strategies in New National Education Policy for the Overall Development of HEIs	Mr. M. T. Sonkamble, Mr. C. A. Sonkamble	133-135
36	Benefits of Being Multilingual Students with the Reference of NEP 2020	Mr. Onkar Siddharadh Bedagnur, Dr. I.M. Khairdi	136-138
37	Introduction To Online And Digital Education	Pramod Kumar Seelam, Cherakanuru Divya	139-142
38	Globalization Of Education	Mrs. Nikhat Parvez, Akhtar Shaikh	143-145
39	Online / Digital Education Advantages in 21 st Century.	Bhavana Narayan Gaikwad, Dr. Jitendra S. Gandhi	146-149
40	Pros and Cons of Academic Bank of Credit for Students	Dhanashri S. Javalkoti, G.M. Pushpanjali	150-153
41	Role of academic libraries in higher Education in India in present scenario	Mr. Ramakrishna R. Kamble, Dr. Pradip H. Barad	154-157
42	Online And Digital Education	Purnima Kapoor	158-161
43	Challenges before New Education Policy (2020)	Mr. Maruti Changdev Hajare	162-166
44	Gender Equality and Women Empowerment	Mr. Arvind B. Shinde, Dr. I. M. Khairdi	167-170
45	Effect of The New Education Policy 2020 On India's Higher Education System	Dr. Nakade Subhash Tryambakrao	171-173
46	Advantages and Disadvantages of New National Education Policy's	Dr. Deshmukh Appasaheb Mallappa	174-176
47	Need To Improve the Education Quality Of Open And Distance Learning	Dr. Siddharam S. Hangaragi,	177-180
48	Impact of National Education Policy 2020	Dr Achole Pandurang Bapurao	181-184
49	Role of Academic Bank Credit In National Education Policy 2020	Mrs. Radhika Ghuge, Prof. Dr. S. C. Advitot	185-188
50	ICT Based Teaching Learning Resources and Platforms CLMS, CMS, MOOC'S OER's Digital Repositories, Virtual Laboratories, Virtual Augmented And Mixed Reality etc.	Mrs. V.N. Vaidya	189-194
51	Towards An Equitable and Inclusive Classroom: A Review on Trans-Affirmative Policies for Gender and Sexual Diversity	Kavita Sharma, Dr. Manju Gera	195-201
52	New Education Policy: Welfare Steps of Women's Education	Sadhana Raikwar, Archana Sharma	202-205

**National Education Policy 2020 and Role of
Higher Education for Sustainable Development
Goals in India**

ISBN: 978-81-961061-0-2
Pub. Date: 26 Dec. 2022
Volume: I

53	The Power of Multilingualism in Education	Dr. I. M. Khairdi, Mr. B. S. Savase	206-208
54	नवीन शैक्षणिक धोरण 2020 : उच्च शिक्षण	प्रा. संघ्या आत्माराम इंगळे	209-211
55	दूरस्थ शिक्षण (Distance Education)	डॉ. उषा जयसिंग भोई-पवार	212-214
56	महिला स्व-सहायता समूह के विकास में शिक्षा का महत्व	डॉ. जया चावला सीमा खोली	215-216
57	"पायाभूत साक्षरता व संख्याज्ञान" अभियानांतर्गत पायाभूत साक्षरता लक्ष्य प्राप्ति करण्यासाठी अध्ययन स्तर निश्चितीची उपयुक्तता - एक अभ्यास.	श्रीम. अन्नपूर्णा माळी	217-219
58	नवीन शैक्षणिक धोरण आणि आव्हाने	डॉ. अशोक गौरीशंकर माळगे	220-223
59	मुक्त आणि दूरस्थ शिक्षण: संधी आणि आव्हाने	प्रा. विलास. जे. बंधारे	224-226
60	उच्च शिक्षणाचे देशाच्या विकासात योगदान	सोमनाथ चंद्रमान मारकड	227-231
61	बाल संगोपन व शिक्षण गरज स्थिती व राष्ट्रीय शैक्षणिक धोरण 2020 नुसार अपेक्षा	प्रा. पद्मश्री राजेंद्र भोजे	232-236
62	राष्ट्रीय शिक्षण धोरण आणि उच्च शिक्षण	डॉ. सी.डी. बांबळे	237-239
63	ऑनलाईन आणि डिजिटल शिक्षण	डॉ. राठोड भाग्यश्री शाम	240-242
64	ऑनलाईन व डिजिटल शिक्षण - काळाची गरज	प्रा. डॉ. भोरे किशोर धोंडीबा	243-247
65	समावेशित शिक्षणापुढील आव्हाने	प्रा. डॉ. धैरट भाषा बालाजी	248-251
66	नवीन शैक्षणिक धोरण 2020 आणि शाश्वत विकास	एच.एस. टिबोळे.	252-254
67	ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಶಿಕ್ಷಣ	ಶ್ರೀ. ಮಹಾಂತಯ್ಯ ಎಮ್. ಮಠ	255-258
68	Sri Aurobindo's views on Education: A Study	Jadhav Dadasaheb Ganpati	259-261
69	बहुभाषावाद और भाषा की शक्ति	प्रा. कि. एच. वाघमारे	262-264
70	Role of Multidisciplinary Nature of Higher Education in NEP 2020	Dr. Konade B. N.	265-268
71	Multilingualism and the Power of Language	Dr. Swami Gurusiddhaya Shivarachayya	269-272
72	बहुविद्याशाखीय शिक्षण पद्धती	डॉ. सौदागर काळे	273-274

Need To Improve the Education Quality Of Open And Distance Learning

Dr. Siddharam. S. Hangaragi,

Associate Professor, Dept. of Geography, S. R. N. Arts and M. B. S. Commerce College,
Bagalkot, Karnataka State, India.

Corresponding Author- Dr. Siddharam. S. Hangaragi,

Email-hangaragiss66@gmail.com

Abstract:

The importance of Open Distance Learning (ODL) could be gauged from the fact that as much as 15% of tertiary learners are getting their higher education through the distance mode through Open Universities and Dual mode Universities. ODL has enormous potential to reach the unreached learners who discontinued formal education on account of economic or social compulsions and millions of young adults who simply unable to secure admission in the colleges and universities due to high percentage cut off. The ODL mode of higher education is always seen as inferior to conventional campus based learning. Such a public perception could be changed by the Open and Dual mode Universities through appropriate steps to improve the quality of delivery, innovative digital and blended learning etc. ODL institutions are catalyst for change as they are pioneer in introducing technologies in higher education. In spite of all the potentials of distance learning, there are many critical issues which are yet to be resolved. Quality, cost effectiveness, assessment, lack of motivation, dropout rate etc. are some important challenges in this field.

Key Words: Education Quality, Open and Distance Learning, Eradicate the challenges
Improve the literacy rate, Reduce the corruption.

Introduction:

India is the largest democracy with remarkable diversity among its population of 1.21 billion (2011 census) which makes up about 17% of the world's population. Almost 70% of Indian population is in rural. The adult literacy rate stands at about 60% and this is significantly lower in women and minorities. Education in India comprises of government, government aided and private institutions of which nearly 40% are government. With the annual population growth rate of 1.5%, there is tremendous pressure on the education system to provide quality education at affordable price and improve the literacy rate. For this reason, in India started the open and distance learning mode before 1885 for improve the literacy rate.

At present in India education is a very costly commodity. In the present scenario lots of youngsters who pass out of 10th Standard, PUC, Diploma or any graduation would knock on the employer's doors for seize the opportunity for better lifestyle and also finance for continue the higher studies. At present in job market

plenty of new opportunities like BPO, finance, banking, health care support services, call centers attract a lot of youngsters without having higher education. However, after sometime, being stagnant at that stage only for desire new opportunities for higher learning, there is always a craving for higher education. At that time, however, they had to earn while learn. At this stage distance education will be of great help and especially qualifying for higher education in Technology, Management, Hospitality and other allied programmers'. It is known that there are not many institutions/schools, which cater to this class. Hardly, we find very few technical, management and Hospitality institutions, leading to UG and PG programmes at that stage. Distance education will be a boon for those employees who want to qualify higher level at a reasonable cost.

The concept of open and distance learning suggests an educational approach designed to reach learners in their homes, offices, shops, any types of workplace, etc., provides learning resources for them to qualify without attending formal classes in

person, or create opportunities for lifelong learning, no matter where or when they want to study. In recent days more opportunities are available in the job market for those having university level degree and it continues to increase as a result of population growth and the necessity for continuing education in order to upgrade or learn new skills. This means that the majority of learners in Open and Distance Learning (ODL) is generally adults who have other commitments or responsibilities. They form a highly disparate and heterogeneous group with varying cognitive processes, existing stock of knowledge, skills, values, prior experiences, age and worldly responsibilities. This in effect, is a new situation reflecting a change in learner profile.

The Open-Distance-Learning (ODL) system is perhaps the only system that has been planned in such a way that it is able to cater to all those who desire to seek Higher Education in spite of the fact that they are in a disadvantageous position due to social, economic and such other reasons. Also to cater to the increasing demand for Higher Education, flexibilities in terms of age, qualification, location, time, etc., have been introduced to the maximum extent.

Study Area:

The open and distance education system is a crucial vehicle in the sustained development of a knowledge society. However, as India prepares to face the knowledge challenges of the 21st century, higher education presents a rather dismal picture. According to the Ministry of Human Resource Development, India, only about 10% of the population (138 crores projected population of 2020-21) in the relevant age-group is enrolled in higher education, and a mere 5% graduate with degrees in 1990-91. Interestingly, the contribution of ODL to gross enrolment ratio (GER) in higher education has risen to 22% in 2020-21. With the rapid growth of the service, knowledge and associated sectors in the economy, it is imperative that the populace is equipped to contribute to and benefit from these developments. This requires a radical overhaul of the higher education system,

with regard to access, enrollment and most importantly, quality. Failure to address this need and foster more inclusive growth will adversely affect India's future economic prospects and the welfare of its citizens. We believe that this crisis in higher education gives us the necessary impetus for radical change.

Objectives:

- To study the special features of open distance learning education.
- To study the challenges of distance learning education.
- To analyze the Merits and demerits of open and distance education.

Hypotheses:

- Generally, distance education is free from dress code, heavy time table, compulsory attendance and sports-cultural activities.
- For employees, physical handicaps, household women, and additional category people distance education is much needed.

Methodology:

The methodology is highly needed to analyze the research work by using qualitative and quantitative methods in the study. In this paper simple percentile method have been used for data analysis. Based on the secondary data (published sources, literatures and updated information's on the topic e-sources also sighted) this work has been carried out.

Discussion:

Comparing face-to-face learning with ODL learning brings forth significant deficiencies in the ODL mode such as lack of human connect, absence of opportunities of collaborative learning, teacher supervision and the most glaring being lack of opportunities for hands-on learning in complex subjects such as science and mathematics. Besides, amid the rush of hosting online classes the best teaching practices such as addressing learners Multiple Intelligences (MI), VARK Learning Styles and providing a differentiated learning experience have been relegated to the backburner. So how does the head of a school address the challenges of quality learning in online mode

and is it possible to harness technology to provide a rich, immersive and holistic learning experience to the students.

Challenges of Open and Distance Learning:

- **Quality:** Need to maintaining standard of education in more than one lakh higher education institutions nationwide, offering training programs to teachers, and keeping good balance with education system worldwide is a big challenge. Education institutions vary in size and resources and are forced compromise in the all round development opportunities they must provide to students.
 - **Access:** Having infrastructural constraints and social issues, it becomes harder to make education accessible to all segments of the society (women, minorities, poor).
 - **Cost:** The cost of education is very high even for the people and places where it is accessible. e.g. the competitive pressure on students and parents forces them to opt for private tuitions and trainings to supplement the school education.
 - **Social and Cultural:** The ethnic diversity in India poses challenges to implement consistent education nationwide. There are more than 300 languages spoken in the country and makes it difficult to offer education tailored to specific social segment. Educating women in some societies is a big issue. Children of poor families are forced to work and miss out the learning opportunities. Illiterate adults have very limited opportunities to get educated at later age in their lives.
 - to eradicate the language and communication problem through regional diversity.
 - to implement dress code, uniforms and cultural obstacle.
 - to update the syllabus and question paper pattern as per NEP-2020.
 - to control the unknown corruptive Kingpin people mass entry.
 - to build educational environment quality.
- #### **Merits of Open and Distance Learning:**

It makes education open to many people irrespective of age, sex, religion, location, time and qualification, thereby providing access to education for all.

- It provides opportunities for employees to combine education and work.
- It provides affordable, cost effective and flexible educational opportunities to many.
- It is a veritable instrument of lifelong education.
- It provides opportunities for dropouts of the formal school system who are still interested in learning to continue their education.
- It increases access to education for women irrespective of cultural and religious background.
- It reduces inequalities in educational services.
- It provides speedy and efficient training for target groups.
- It provides technology for learning and research.

Demerits of Open and Distance Learning:

Although the advantages of ODL are numerous, it also has some demerits.

- The probability of deceit and fake candidates can take benefits like Nigerian system (corruption).
- Poor communication network, where the internet is malfunctioning, the speed of the progress of ODL can be retarded.
- Many feasible Possibilities are to be make business of certificate racketeering in a country where deceit and corruption are the order of the day.
- There may be prospect of transmitting error to all parts of the country or in the world, if the preparations of the fundamental documents are not well documented.

Conclusion:

The National Knowledge Commission (NKC) in its Report to the Nation (2009 p. 90-92) had proposed radical changes in the system of ODL to achieve expansion, inclusion and excellence in higher education. NKC observed that more than one-fifth of the students enrolled in higher

education were in the ODL stream and opined that ODL should spread beyond brick and mortar world. ODL should not be seen as a mode of educational delivery, but an integrated discipline engaged in the creation of knowledge. Distance education is much easier than formal education. Now a day especially in examinations pattern in open and distance education system are committing some remarkable blunder mistakes like mass coping through new technology for getting higher ranks to grab royal jobs (many cases what we are observing from news and Medias). For this reason, maximum percentage of people offering open and distance learning mode in India rather than formal education system. For overcome all the challenges of ODL education planners and policy making institutions have to take cognizance of the demographic trends and enrolment patters based on data collected through the All India Higher Education Survey. Every State in the country has some peculiarities as far as the GER is concerned. If the policy makers do not take adequate attention to such aspects while making policy formulations, India cannot dream to be a knowledge economy and may lose the opportunity of reaping the demographic dividend in higher education. This may impact the economy of the county in the long run.

References

1. Amadi Martha Nkechinyere, (2008). Open and Distance Learning for Sustainable Development: Reflections on Strategies for the Development of Teachers. Proceedings of the 2nd ACDE Conference and General Assembly, 184.
2. Bradley, J., and Yates, C., (Eds.) (2000). Basic Education at a Distance, World Review of Distance Education and Learning, London: Routledge Falmer.
3. Clark, T., (1993). Attitudes of higher education faculty toward distance education: A national survey. The American Journal of Distance Education, 7, 19-33.
4. Commonwealth of Learning: Open and Distance Learning (2015). Key Terms and Definitions. Retrieved December 5, 2022, from <http://oasis.col.org/handle/11599/829>.
5. Evans, T. and Nation, D., (2013). Reforming Open and Distance Education: Critical Reflections from Practice. Routledge.
6. Garrison, D.R., (1985). Three Generations of Technological Innovations in Distance Education. Distance Education, 6(2), pp.235- 241.
7. Gaskell, A., (2018). Open Education, Open Educational Practice and the concept of Openness: issues and challenges. Journal of Learning for Development-JL4D, 5(2).
8. Gaskell, A., (2019). New Technologies: What are the Opportunities and Challenges?. Journal of Learning for Development-JL4D, 6(1).
9. Government of India, Ministry of Human Resource Development (2014): The Indian Standard of Classification of Education. Retrieved December 11 , 2022, from https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/InSCED2014_1.pdf.
10. Government of India, Human Resource Development: The All India Survey on Higher Education (AISHE) 2017-18. Retrieved June 5, 2019, from <http://aishe.nic.in/aishe/viewDocument.action?documentId=245>.
11. Government of India, National Knowledge Commission (2009). Report to the Nation: National Knowledge Commission, pp. 93, 203- 205. Retrieved December 13 , 2022, from <https://www.aicteindia.org/downloads/nkc.pdf#toolbar=0>.