

## National Education Policy-Way forward for Agriculture Education

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### SUMMARY

Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all. The Sustainable Development Goal 4 talks about the Inclusive and equitable quality education and promote lifelong learning opportunities for all. The National Education Policy of India take the steps forward to do in the same direction and channelize the stakeholders need and opportunities through viable tool called Education. Align with Agriculture and its role in Education Policy, The article emphasis the road map to make necessary improvements through overcoming the challenges in the agricultural education. ICAR have come up with the innovative steps to strategise the ways and means how the agriculture education can be made more interesting, simple, viable, affordable and viable to all stakeholders of the agriculture ecosystem through National Education Policy.

### INTRODUCTION

The National Education Policy of India 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of the new education system of India. It replaces the previous National Policy on Education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high-quality education to all, thereby making India a global knowledge superpower.

### Highlights of National Education Policy (NEP 2020) for school education

- Focus on Early Childhood Care and Education (ECCE) & Foundational Literacy and Numeracy (FLN)
- Curtailing dropouts and ensuring universal access at all levels of school education
- Learning Should be Holistic, Integrated, Enjoyable, and Engaging
- Teacher Empowerment
- Equitable and Inclusive Education: Learning for All
- Standard-setting and Accreditation for School Education
- Adoption of pedagogically sound teaching & learning practices
- Adoption of technology in teaching, learning and assessments

### Principles of New Education Policy

- Determine and nurture each child's potential.
- Increase children's reading and numeracy knowledge
- Providing flexible learning opportunities.
- Spend money on public education.
- Improve education quality
- Introduce children to Indian culture.
- Do excellent research, teach good governance, and empower children
- Transparency in education policy
- Emphasize the usage of technology and evaluate
- Teach many languages
- Improve your child's creativity and logical thinking.

### **ICAR Report of National Education Policy Implementation and Strategy**

The New Education Policy-2020 (NEP-2020) of India provides an opportunity and has opened the gateway to introduce various changes in the education system, including higher agricultural education. Pursuant to the decision of implementation of NEP-2020 by the Central Govt., a national level Committee was constituted by the ICAR to develop an implementation strategy to comply with various provisions of NEP-2020. In this direction, several meetings and consultations were held to deliberate with various stakeholders, and based on the principles and philosophy of NEP-2020, a road map and Implementation Strategy for NEP-2020 in Agricultural Education System has been prepared. The Report presents the implementation strategies of NEP2020 in the agricultural education system of the country regulated and supported by Indian Council of Agricultural Research. The proposed changes include transformation in institutional structure as new form of multidisciplinary research-intensive Higher Education Institutions (HEIs), suitably revising course curricula, modifying academic structure of degrees/diplomas/certificate system, introduction of credit banking system, partnerships among HEIs, universities, industry and other stakeholders while continuing the focus on teaching, research and extension systems. Most uniquely, the Report addresses the issue of sufficient fund flow to implement the NEP-2020 by keeping a provision so that AUs get qualified for receiving funds under Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme being operated by the Ministry of Education, Government of India.

### **National Education Policy-Challenges and Opportunities in Agricultural Education**

Government of India announced one of its most transformative public policy initiative-The National Education Policy (NEP)-2020. The policy envisions a complete overhaul and re-energising of the higher education system. The two main thrust of this policy regarding higher education system are: to end the fragmentation of higher education by transforming higher education institutions (HEI) into large multidisciplinary universities and colleges; and to reorient the academic structure in ways that includes vocational education in higher education at entry level. It is intended to provide opportunity to large number of students to undertake higher education of varying types; a certificate course, a diploma, a degree or a post graduate degree or Ph D. Also, students have been given much more freedom to complete their education both in terms of years as well as courses. Agriculture Education in India is guided by National Agriculture Research and Education System (NARES) led by ICAR.

There are set guidelines about academic system and academic standards that the system comprising of agriculture, horticulture and forestry, veterinary and fisheries universities, colleges and institutions of ICAR follow. There are central and state agriculture universities and deemed universities as well as colleges, departments within general universities who impart agriculture education. Implementing NEP within this system thus poses several challenges.

Two most important challenge are: (i) academic restructuring of course curricula so as to bring it in line with the NEP guidelines, and (ii) restructuring of universities and institutions to meet the requirements of large multidisciplinary universities. Issues of adequate number of quality faculty and high-quality research outputs to enhance institutional ranking are other challenges which each institution will face. Each institution related to agriculture education will have to prepare its Institutional Development Plan, say Institutional IDP-2035, presenting a vision of transformation process and its final shape. Finally, success of the implementation strategy hinges on ensuring availability of adequate funds and that each institution works out innovative ways of accessing different sources, public, private as well as generating its own resources. The NEP moves will bring a viable momentum and new avenue opportunities in field of agriculture, agribusiness and other relevant fields. The technological interventions, pedagogy attributes, standards set up, ground level studies will gear up the stakeholders in agriculture and results in long term benefits for the sustainable development of the agriculture ecosystem through education and skills development. NEP will lead to a complete overhaul, and re energise the higher agricultural education system to overcome the challenges currently being faced in India and thereby, deliver high quality higher education with equity and inclusion.

### **REFERENCES**

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