

Editorial



The National Education Policy 2020 is a landmark document that aims to transform the Indian education system by bringing it in line with the 21st century. The policy envisages an education system that is inclusive, equitable, and accessible to all, regardless of their socioeconomic background, gender, or caste.

Overall, the NEP 2020 aims to make engineering education more relevant to the needs of the industry and society and to promote innovation and entrepreneurship among students. It is expected to bring about significant changes in the engineering education system in India.

NEP 2020 also carries a radical change in Teaching Learning & Evaluation Processes in the engineering education system as it encourages experiential learning, critical thinking, and problem-solving skills. Teachers are expected to adopt student-centric and collaborative teaching methodologies that focus on the overall development of students. It also proposes an integrated and flexible curriculum, which allows students to choose their own courses and subjects. This will give students the freedom to pursue their interests and explore diverse fields. The curriculum will also focus on developing life skills and vocational education. Continuous professional development programs will be systematized to help teachers keep pace with the changing needs of the education system. The policy also recommends that teachers should use a variety of formative assessment techniques to assess student learning on an ongoing basis. This approach will help to identify gaps in learning and provide feedback to students, which can help to improve their performance.

Overall, I am very pleased with the progress that JEET in recent years. I expect researcher will investigate engineering education research in India in the context of NEP 2020. The research findings in this domain will change education in India.

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