

SSR memorial trust's

SSR College of Education, Sayli, Silvassa,
UT of Dadra and Nagar Haveli.



SNDT Women's University, Churchgate, Mumbai 20.



SSR memorial trust's
SSR College of Education,
Sayli, Silvassa,
UT of Dadra and Nagar Haveli.



In collaboration with

Department of Education,
SNDT Women's University,
Churchgate, Mumbai

TWO – DAY NATIONAL CONFERENCE

NEP 2020: Ensuring Universal Access To Education

11th & 12th February 2023

Director

Dr. Meena P. Kute
Prof. Pradnya Wakpainjan

Editor

Dr. Rekha Chavhan
Dr. Rakesh Ramraje
Dr. Sarika Patel

NEP 2020: Ensuring Universal Access To Education

Book No.1



Global Online Electronic International Interdisciplinary Research
Journal (GOEIJR) ISSN : 2278 – 5639 (IIFS Impact Factor : 5.375)
Volume - XII, Special Issues – I, February 2023



**SSR memorial trust's
SSR College of Education, Sayli, Silvassa,
UT of Dadra and Nagar Haveli.**



In collaboration with



**Department of Education,
SNDT Women's University, Churchgate, Mumbai**

TWO – DAY NATIONAL CONFERENCE

On

NEP 2020: Ensuring Universal Access to Education

11th & 12th February 2023

Director

Dr. Meena P. Kute

Prof. Pradnya Wakpainjan

Chief Editor

Dr. Rekha Chavhan

Dr. Sarika Patel

Dr. Rakesh Ramraje

Published by :

**Global Online Electronic International Interdisciplinary Research
Journal (GOEIJR)**

Peer Reviewed Refereed Journal, {Bi-Monthly}

Impact Factor : IIFS : 5.375

Volume – XII, Special Issue – I, February 2023

Publish Date : 11th February 2023

ISSN : 2278 - 5639

**© SSR College of Education, Sayli, Silvassa,
UT of Dadra and Nagar Haveli.
&
Department of Education,
SNDT Women's University, Churchgate, Mumbai**

**PRINTING : Satvik Publication, Nashik Road.
(9922444833)**

Disclaimer :

The views expressed herein are those of the authors. The editors, publishers and printers do not guarantee the correctness of facts, and do not accept any liability with respect to the matter published in the book. However editors and publishers can be informed about any error or omission for the sake of improvement. All rights reserved.

No part of the publication be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording and or otherwise without the prior written permission of the publisher and authors.

SSR memorial trust's
SSR College of Education, Sayli, Silvassa,
UT of Dadra and Nagar Haveli.



In collaboration with



Department of Education,
SNDT Women's University, Churchgate, Mumbai

TWO – DAY NATIONAL CONFERENCE

On

NEP 2020: Ensuring Universal Access to Education

11th & 12th February 2023

Director

Dr. Meena P. Kute
Prof. Pradnya Wakpainjan

Convener Of Conference

Dr. Rekha Chavhan

Co-Convener Of Conference

Dr. Sarika Patel
Dr. Rakesh Ramraje

Organising Committee

Dr. Vinu Agrawal
Dr. Bhupendra Bansod
Mrs. Nirupama Sahu
Ms. Vinita Shrouty
Mr. Nandkishore Bodkhe
Mrs. Snehal Mahajan
Mr. Bhagirath Pande

ISSN: 2278 – 5639

**Global Online Electronic International
Interdisciplinary Research Journal**

(GOEIIRJ)

Peer Reviewed Refereed Journal

{Bi-Monthly}

Impact Factor : IIFS 5.375

Volume – XII

Special Issue – I

February - 2023

www.goeiirj.com

Message from Chairman



Dear friends, I am very happy to know that SSR Memorial Trust's SSR College of Education, Sayli, Silvassa in collaboration with Department of Education, SNDT Women's University, Mumbai organized Two Day National Conference on "NEP-2020: Ensuring Universal Access to Education." This National Conference is an initiative to develop the awareness about transformation of education. All over the world the need for the teacher is to change the role as a provider of knowledge and skills, to facilitate for learning. It is the need of the hour. This development presents both a challenge and limitless opportunity, through organizing such conferences. Teacher educators and students will get ample opportunities to widen their knowledge.

At the outset I would like to congratulate the Principal Dr. Meena Kute, and team of SSR College of Education, Sayli, Silvassa and Department of Education, SNDT Women's University, Mumbai for organizing the National Conference on the genuine issue, NEP 2020.

We welcome honorable Pro Vice Chancellor Prof. Sanjeev Sonawane of Savitribai Phule Pune University, Pune and all the delegates. My best wishes for the success of the National Conference.

Hon'ble Abhinav Delkar
Chairman,
SSR Memorial Trust, Silvassa.

Message from Secretary



It is a matter of great pride and pleasure that SSR Memorial Trust's SSR College of Education, Sayli, Silvassa in collaboration with Department of Education, SNDT Women's University, Mumbai has organized Two Days National Conference on "NEP-2020: Ensuring Universal Access to Education."

I congratulate the organizers for choosing a very crucial theme for the conference. Education does not mean mere bookish knowledge but it must be viewed as a tool for the holistic development of an individual which is focused and emphasized in NEP 2020. I hope that the conference shall address to universal access to education by providing platform through NEP 2020.

I wish and hope that the combined wisdom of the educationists participating in the conference will lead the way and contribute significantly to the excellence. My best wishes to the National Conference to be a grand success.

Hon'ble Divita Delkar
Secretary
SSR Memorial Trust, Silvassa

Message from Managing Trustee



It gives me great pleasure that SSR Memorial Trust's SSR College of Education, Sayli, Silvassa in collaboration with Department of Education, SNTD Women's University, Mumbai has organized Two Days National Conference on "NEP-2020: Ensuring Universal Access to Education."

The theme of the conference is most essential focus in today's scenario. There is a dearth of good teachers and good students resulting in overall degradation of quality in education. Hence NEP 2020 will resolve all these problems.

I am glad that the participants have focused on challenges faced in improving the quality of education through NEP 2020. The outcome of the conference will be of great worth. I wish the organizers of the conference grand success.

Hon'ble Ajit Deshpande
SSR Memorial Trust
Silvassa

Message from Public Relation Officer (PRO)



It is a matter of great pleasure for us to welcome you all for Two days National Conference on “NEP-2020: Ensuring Universal Access to Education.” Organized by SSR Memorial Trust’s SSR College of Education, Sayli, Silvassa in collaboration with Department of Education, SNDT Women’s University, Mumbai.

Education is always a sign of development and learning. This conference provides forum for scholarly discussion on NEP 2020. It is also relevant for exploring and searching various aspects of education through the appropriate application.

The cohesive efforts of a dedicated and committed team becomes necessary for organizing such conferences. We are fortunate enough for having such a hard-working team with us. I wish for the grand success of the conference.

Hon’ble Dr. Pankaj Sharma
SSR Memorial Trust
Silvassa

Director's Desk



It's my immense pleasure to handover the Peer reviewed referred Journal with ISSN 2278-5639 IIFS IF 5.037 of Two days National Conference on NEP 2020: Ensuring Universal Access to Education, organised by SSR Memorial Trust's SSR College of Education, Sayli, Silvassa in collaboration with Dept of Education, SNDTWU, Mumbai.

I would like to extend my sincere thanks to our Management for giving consent to organise the event and for their kind support for the success of the Conference.

The Government has introduced NEP 2020 with the aim of, transforming India's Education System. The aim of national conference is to create awareness about the role of teacher educators, so that they can use various strategies for effective implementation of NEP 2020 at various levels of Education. We all must be aware to achieve 100% GER across all levels of Education by 2030. NEP 2020 is a comprehensive framework for pre primary Education to Higher Education as well as vocational training in both rural and urban India.

It also ensures to reduce drop out rates by implementing various strategies. It aims to bring clarity about social and professional values among stake holders and provide access to education through open learning platforms so that life long learning can be continued.

I am really happy to share that, from six states the delegates have contributed their thoughts, through research papers and articles.. More than 70 papers we had received from Maharashtra, Kerala, Gujarat, Madhya Pradesh, Goa and Dadra Nagar Haveli. I express my sincere gratitude towards all the Resource Persons for giving their valuable time and their expertise contribution on the subthemes of NEP 2020.

I am very happy for the co operation of Prof. Pradnya Wakpajjan, for organizing joint venture, on the genuine subject.

I would like to welcome all Resource Persons, Directors, Principals, Teacher Educators, Research Scholars, UG PG students and extend my warm regards for contributing their scholarly views in the conference.

I thank all my colleagues, Convener and Co Conveners of the conference and non teaching staff for their support and cooperation.

I express my gratitude to our Pro VC, Hon'ble Prof. Sanjeev Sonavane, who is a constant source of inspiration for teacher educators.

I thank our Chairman of SSR Memorial Trust Hon 'ble Abhinav Delkar Ji, Hon'ble Secretary Divita Delkar Ji, Managing Trustee Hon 'ble Ajit Deshpande Sir,

P R O Dr. Pankaj Sharma Sir, Director Academic, Dr. Sanjeev Acharya, The Principals of our sister institutions Dr Rajeev Singh Sir, Dr. Vijayendra Swamy Sir, Dr Rajesh Pande for their Support.

It's possible for us to organise such a grand level National conference only because of the support and cooperation from all SSR family. I am thankful to Dr. Rakesh Ramraje for his sincere efforts to bring this Proceeding in to concrete form.

I am really thankful to all those who directly or indirectly contributed for the successful organization of Two days National conference.

Dr Meena Prakash Kute
Principal,
SSR College of Education
Sayli, Silvassa, DNH, UT.

Director's Desk



Any country needs proper planning to achieve its goal. There is no doubt that education plays significant role in the development of an individual and the society. This demands the accurate planning not only on the paper but also the strategies that are to be designed to achieve the expected outcomes.

It is crucial to understand the policy document, analyze, and critically look into the goals and the expectations from all of us as the individuals working in the field of education. We are shouldering the responsibility of implementing the policy in the most effective manner with great efficiency. On one hand we have the international institutions coming in and on the other hand the population who does not have the access to the education. This demands the accountability at the part of not only the teachers but all the stakeholders like managements, principals, educational leaders, parents, students and so on.

The National Conference organized by SSR Memorial Trust's SSR College of Education in Collaboration with the Department of Education, SNDT Women's University on 'NEP 2020: Ensuring Universal Access to Education' is an endeavor to bring all the personnel working in the field of education, connected directly or indirectly with the field on one platform to share an exchange ideas so as to bring our dream into reality. I believe that the mindsets are to be changed first then the structures can be built easily. I am sure we all will discuss, deliberate our ideas, thoughts, concerns and understands our roles and prepare ourselves to work collaboratively and ensure the access of education to the last person of our nation.

I express my gratitude to Vice Chancellor of SNDTWU Prof. Ujwala Chakradeo who is taking lot of initiative to implement NEP-2020 at higher education institutions. My sincere thanks to Pro-Vice Chancellor Prof. Ruby Ojha for her support.

Working in collaboration is definitely a challenge but creates more spaces for learning and this is made possible by Dr. Meena Kute, Principal of SSR college of Education. We are thankful to Dr. Kute.

I would like to thank SSR Memorial Trust's chairperson and members for providing the opportunity of holding hands together to organize the conference.

I welcome each one in the conference and thankful to everyone.

Prof. Pradnya Wakpainjan
Professor, Department of Education
SNDT Women's University, Churchgate campus,
Mumbai.

Conveners Desk



Dear Participants,

It is my privilege and honour to welcome you all to the National Conference on “NEP 2020: Ensuring Universal Access to Education.”

The new National Education Policy-2020 envisions India regaining the coveted position of global dominance. It enables higher education institutions to develop a system that directly contributes to the country’s transformation into a global knowledge superpower. To enlighten and explore the sphere of NEP 2020 SSR Memorial Trust’s SSR College of Education in Collaboration with Department of Education, SNDT Women’s University organized two days National Conference on “NEP 2020: Ensuring Universal Access to Education on 11-12th February , 2023.

The main goal of organizing this conference is to create awareness about policy commitment to achieve 100 % GER across all levels of education by 2030. We have given a good opportunity for those who have a thirst in knowing the policy perspectives and also share their views and opinions about implementation of NEP 2020. Additionally, this conference will also facilitate the participants to expose and share various ideas. The conference aims to bridge the researchers working in academia and other professionals through presentations. You will get ample opportunities to widen your knowledge and network. Outside of the conference, I hope that you would/will enjoy some of the many attractions found in and around the beautiful campus of SSR College of Education , Sayli, Silvasa.

I want to thank in advance the conference committee for extending their valuable time in organizing the conference and all the authors, reviewers, and other contributors for their sparkling efforts and their belief in the excellence of NEP 2020.

I cordially invite all the enthusiasts to participate with full vigour in this celebrated event which can give immense exposure and opportunities to all.

Dr. Rekha Chavhan
Associate Professor,
Department of Education,
SNDT Women’s University, Mumbai 20.

Co-conveners Desk



Dr. Sarika Patel



Dr. Rakesh Ramraje

Dear participants,

It gives us an immense pleasure to handover conference proceeding book. It is a pleasure beyond words to present it to the learned people from the world of education. We sincerely hope that we have been able to do justice to all the knowledgeable ideas of the learned educationist which they have put forward in form of their valued papers. When we called for the papers, the response overwhelmed us to no end. It was pleasure to receive papers from various states of the country.

We extend our thanks to SSR Memorial Trust and SNDT Women's University for organizing collaborative National Conference. We are grateful to the Hon'ble Prof. Sanjeev Sonawane, Pro-V.C., Savitribai Phule Pune University, Pune to be the source of inspiration. We thank all the eminent people, participants, delegates, paper presenters and speakers for their kind words and messages.

We are thankful to the Principal, Dr. Meena Kute, SSR College of Education and Prof. Pradnya Wakpainjan, HOD Dept. of Education SNDT University, all teaching and non-teaching staff of both the colleges who have directly and indirectly contributed for the National Conference.

Dr. Sarika Patel
Assistant Professor,
SSR College of Education,
Sayli, Silvassa

Dr. Rakesh Ramraje
Assistant Professor,
P.V.D.T. College of Education for Women,
SNDT Women's University, Mumbai – 20.

INDEX

Sr. No.	Author Name	Title	Page No.
1	Dr. Meena Prakash Kute	NEP: 2020 MAJOR CHALLENGES IN HIGHER EDUCATION	01 to 05
2	Dr. Rekha Chavhan	STATUS OF ACCESS AND ENROLLMENT AT THE ELEMENTARY EDUCATION WITH SPECIAL REFERENCE TO NEP 2020	06 to 11
3	Dr. Sarika Patel	TEACHER EDUCATION IN NEP 2020	12 to 16
4	Dr. Vaibhav Sabnis	NEP 2020: PROMOTION OF INDIAN LANGUAGES, ARTS AND CULTURE	17 to 22
5	प्रोफेसर. कविता साळुंके, ज्योती लष्करी	NEP 2020 संदर्भात शिक्षक प्रशिक्षणाची बदलती दिशा	23 to 28
6	Dr. Kavita Thakur Dr. Sreya Kolte	A REVIEW ON ROLE OF A TEACHER AND TEACHER EDUCATOR IN NEP 2020	29 to 32
7	Ann George C	CHALLENGES AND OPPORTUNITIES FOR ONLINE EDUCATION IN INDIA	33 to 39
8	Dr. Hema Rajendra Bhadawkar, Dr. Manisha Ramesh Gawde	ISSUES AND CHALLENGES IN IMPLEMENTATION OF NEP 2020: A REALITY CHECK	40 to 46
9	Dr. Rajeev Singh, Dr. Ruchi Sinha	OPPORTUNITIES AND CHALLENGES IN INDIAN ONLINE EDUCATION	47 to 54
10	Dr. Hemantkumar D. Patil	TECHNOLOGY FOR TEACHERS	55 to 59
11	Dr. Pravin N. Mahale	NEW EDUCATION POLICY 2020: OPPORTUNITIES AND CHALLENGES IN HIGHER EDUCATION	60 to 64
12	डॉ. भास्कर विष्णु इगवे	रोजगार आणि कौशल्याबाबत उच्च शिक्षणातील महिलांचा दृष्टीकोन	65 to 68
13	Dr. Rajashree Milind Joshi	PROBLEM AND PROJECT BASED LEARNING IN DISTANCE MODE EDUCATION	69 to 73
14	डॉ. तुकाराम वैजनाथराव पोवळे	नवीन शैक्षणिक धोरण 2020 – भविष्य आणि आव्हाने	74 to 80
15	डॉ. जगदिश राजराम काळे	नवीन शैक्षणिक धोरण - भविष्य आणि आव्हाने	81 to 87
16	Dr. Intekhabalam K. Ansari	CHALLENGES BEFORE THE ITEP SUGGESTED IN THE NATIONAL EDUCATION POLICY 2022	88 to 90

Sr. No.	Author Name	Title	Page No.
17	Dr. Kirtikumar Ramesh Pimpliskar	PROMOTION OF INDIAN LANGUAGES AND CULTURE IN NEW EDUCATION POLICY	91 to 93
18	Dr. Santosh S. Rukari	EQUITABLE & INCLUSIVE EDUCATION- NEW PROSPECTIVE OF NEP 2020	94 to 99
19	Dr. Kalpesh K. Tandel	ROLE OF NEW EDUCATION POLICY IN INDIAN LANGUAGES AND CULTURE	100 to 103
20	Dr. Rukmini Jamdar	AN AWARENESS OF NEP 2020 AMONG THE DEGREE COLLEGE STUDENTS - A SURVEY	104 to 106
21	Dr. Frances Ketan Vaidya	AWARENESS OF NATIONAL EDUCATION POLICY (NEP) 2020 AMONG THE TEACHER TRAINEES	107 to 115
22	Sarita Soy, Priyanka Yadav, Santosh Gavit	NEP 2020 AND ROLE OF A TEACHER & TEACHER EDUCATOR	116 to 120
23	डॉ. प्रतिभा दीपक सूर्यवंशी	नवीन शैक्षणिक धोरण 2020 – शिक्षण	121 to 124
24	Dr. Rajesh Kumar Pandey	HIGHER EDUCATION - A FORCE TO SOCIAL CHANGE	125 to 138
25	Mrs. Nirupama Sahu	NEP 2020: CHALLENGES TO TEACHER EDUCATION	139 to 144
26	Dr. Vinu Agrawal, Dr. Mahesh C. Patel	NATIONAL EDUCATION POLICY: 2020 AND VOCATIONAL EDUCATION	145 to 148
27	Dr. Chetan Chavan, Mr. Bhagirath Pande	A STUDY OF EQUITABLE AND INCLUSIVE EDUCATION IN U.T. OF DADRA AND NAGAR HAVELI WITH REFERENCE TO NEP-2020	149 to 155
28	Mr. Nandkishor D. Bodkhe	NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS	156 to 164
29	Nilima S. Kamlu Dr. Nalini Patil	NEP 2020: REFORMS IN EVALUATION FOR 21 ST CENTURY SKILLS	165 to 168
30	स्नेहल जयंत महाजन	भारतातील लायब्ररी आणि राष्ट्रीय शैक्षणिक धोरण (NEP 2020)	169 to 174
31	DR. Manish Mohan Patel	A STUDY ON VOCATIONAL EDUCATION UNDER NATIONAL EDUCATION POLICY 2020 IN SCHOOLS OF NAVSARI DISTRICT	175 to 180
32	Dr. K. C. RATHOD	A STUDY OF SUCCESS STORIES OF VIBRANT CLASSROOM TEACHING PROCESS	181 to 184

Sr. No.	Author Name	Title	Page No.
33	Ashish Prakash Kute	CHALLENGES IN IMPLEMENTING NEP 2020	185 to 187
34	Ms. Vinita Shrouthy, Dr. Meena P. Kute	GAMIFICATION: AN INSTRUCTIONAL STRATEGY	188 to 196
35	Mr. Ganesh Jibhau Wagh, Dr. Nitinkumar Dadasaheb Mali	IMPACT OF YOGA ON STUDENTS' PERSONALITY DEVELOPMENT IN REFERENCE TO NEP 2020	197 to 200
36	Shaista Rahman	EXPERIENCES OF IMPLEMENTING CONSTRUCTIVIST 7E MODEL IN INDIAN CLASSROOM	201 to 209
37	Mr. Mahendra L.Gharat Dr. Sanjay J. Nimbalkar	A STUDY OF TECHNOLOGY USED IN ASHRAM SCHOOLS IN PALGHAR DISTRICT TO ACHIEVE OBJECTIVES OF NEP 2020	210 to 217
38	Mrs. Sharmistha Pradhan	NATIONAL EDUCATION POLICY 2020: ROLE OF TEACHER	218 to 224
39	Ms. Divyani Purohit	NEP 2020: CURRICULUM AND PEDAGOGY IN RESPECT OF PRIMARY EDUCATION	225 to 227
40	Mr. Ashish Sharad Gurav	NEP 2020: ENSURING UNIVERSAL ACCESS TO EDUCATION	228 to 233
41	Satyajit Baral	TWO YEARS IMPLEMENTATION OF NEP 2020: CURRICULUM & PEDAGOGY IN SCHOOLS EDUCATION	234 to 238
42	Malyani Padhan, Prof. Sujata Srivastava	TOY-BASED PEDAGOGY: PROMOTING HOLISTIC DEVELOPMENT	239 to 244
43	मृदुला ओझा	भारतीय भाषा कला एवं संस्कृति को बढ़ावा देना (नई शिक्षा नीति 2020)	245 to 250
44	Sushma Kamble	PERCEPTION OF PRE-SERVICE TEACHER TOWARDS YOGA	251 to 256
45	Kamble Ketan Laxman Aruna, Dr. Sunayana Kadle	A SUGGESTIVE SOLUTION FOR PROBLEMS FOUND BY STUDENTS AND TEACHERS IN MULTILINGUAL BIOLOGY CLASSROOM	257 to 262
46	Minal N. Jhala	21 ST CENTURY INDIA'S FIRST EDUCATION POLICY NEP 2020	263 to 271
47	प्रा. डॉ. उमेश अशोक शिंदे	वैश्विक ज्ञान महाशक्ति की दिशा में नई राष्ट्रीय शिक्षा नीति: 2020	272 to 274

Sr. No.	Author Name	Title	Page No.
48	Mrs. Sarita Verma	A STUDY OF CHALLENGES IN 4 -YEAR INTEGRATED COURSE (B.A./ B.SC. B.ED.)	275 to 278
49	Mrs. Renuka Anand Pardeshi, Dr. Rajiv Pancham	A COMPARATIVE STUDY OF ONLINE AND OFFLINE TEACHING ON STUDENTS' BEHAVIOUR OF GOA	279 to 286
50	Patel Rakeshbhai, D.Dr.Binny Mehta	A STUDY OF DIGITAL EDUCATION AT UPPER PRIMARY LEVEL	287 to 290
51	Laxmi Sharma	NEP 2020: EQUITABLE AND INCLUSIVE EDUCATION	291 to 298
52	Ms Foram Shah, Dr. Madhavi Dharankar	LEARNER ENGAGEMENT IN FLOW THEORY-BASED IMM COURSE	299 to 308
53	Ghagare U. A.	IMPLEMENTAION OF NEP - 2020 ISSUES AND CHALLENGES	309 to 314
54	Alka K. Mathew	NEW EDUCATION POLICY 2020 AND HIGHER EDUCATION	315 to 318
55	Pillai Aparna Suresh	NEP 2020: CURRICULUM AND PEDAGOGY	319 to 322
56	Miss. Bhakti Chanchal Miss. Neha Kataria	AN ARTICLE ON STRENGTHENING SKILLS SETS THROUGH EDUCATION - A NEP 2020 PERSPECTIVE	323 to 329
57	Miss. Snehal Gund, Miss. Krishna Bhanushali	AN ARTICLE ON NATIONAL EDUCATION POLICY 2020 AND INDUSTRIES	330 to 333
58	Akhila Pillai	ROLE OF NEP 2020 IN EARLY CHILDHOOD CARE AND EDUCATION	334 to 337
59	Aradhana Yadav	ISSUES AND CHALLENGES ON THE A IMPLEMENTATION OF NEP 2020	338 to 341
60	Khushbu Halpati	A FORWARD LOOKING VISION FOR INDIA'S HIGHER EDUCATION SYSTEM	342 to 345
61	Nandini Anant Mohanty	PROMOTION OF INDIAN LANGUAGES, ARTS AND CULTURE NATIONAL EDUCATIONAL POLICY 2020	346 to 349
62	Sheetal Parasram Sanap	NEP- 2020 & TRANSFORMATION OF HIGHER EDUCATION POLICIES	350 to 354
63	Shruti Jagre	NEP-2020-PROMOTION OF ONLINE AND DIGITAL EDUCATION	355 to 358
64	Miss. Geeta Khatri, Mr. Avinash Mishra	AN ARTICLE ON NATIONAL EDUCATION POLICY 2020 AND MANAGEMENT EDUCATION	359 to 363

Sr. No.	Author Name	Title	Page No.
65	Ms. Mahek Makwana, Prof. (Dr.) Jayashree Shinde	BUILDING STUDENT AGENCY IN A PEER-LEARNING ENVIRONMENT: AN EXPLORATORY CASE STUDY	364 to 370
66	Ms. Sakshi Pawar, Dr. Madhavi Dharankar	WEB-BASED COLLABORATIVE READING ANNOTATION SYSTEM-BASED TEACHING-LEARNING FOR CRITICAL READING	371 to 379
67	Daminee Kashyap	NATIONAL EDUCATION POLICY-2020	380 to 384
68	Mahima Jitendra Patel	ROLE OF A TEACHER IN HIGHER EDUCATION	385 to 387
69	Meenakshi Girgas	NEP 2020: ENSURING UNIVERSAL ACCESS TO EDUCATION	388 to 394
70	प्रा. सौ. शोभा दिनेश झुंजारे	1986 च्या राष्ट्रीय शैक्षणिक धोरण व 2020 चे नवीन राष्ट्रीय शैक्षणिक धोरण यांचा तुलनात्मक अभ्यास	395 to 401
71	Kalpana Suresh Mestry, Dr. Meena Kute	CYBER BULLYING TO DIGITAL RIGHTS AND RESPONSIBILITIES: CYBER SAFETY ENVIRONMENT FOR SCHOOL	402 to 406
72	Nusrat Anjum Siddiqui, Dr. Frances Ketan Vaidya	EFFECT OF AN EXPERIENTIAL LEARNING THROUGH TOY BASED PEDAGOGY ON THE ACHIEVEMENT LEVEL OF SECONDARY SCHOOL STUDENTS	407 to 412
73	Ms. Sadaf Kamal, Prof. (Dr.) Jayashree Shinde	TEAM-PAIR-SOLO STRATEGY FOR THE DEVELOPMENT OF LISTENING SKILLS OF SECONDARY SCHOOL STUDENTS: AN EXPLORATORY CASE STUDY	413 to 418
74	Ms. Joyce Maria Sunny Prof. (Dr.) Jayashree Shinde	ANALYSIS OF SOCIAL INTERACTION IN A COLLABORATIVE GAME-BASED LEARNING ENVIRONMENT IN HIGHER EDUCATION STUDENTS: AN EXPLORATORY STUDY	419 to 427

CHALLENGES IN IMPLEMENTING NEP 2020

Ashish Prakash Kute

Research Scholar

Rabindranath Tagore University, Bhopal.

Abstract-

NEP-2020 focuses on key reforms in Higher Education. It prepares the future generation to thrive and compete in the new digital age of 21st Century. The NEP 2020 emphasizes the importance of teacher education and professional development. NEP 2020 also recommends the establishment of a national professional standards for teachers. It also in of proposes the integration of technology in teacher education and the establishment of a National Teacher's Portal to provide access to resources and support for teachers. It has been covering from pre primary school education to Higher Education for successful implementation of NEP 2020, the teachers from Anganwadi to University teachers need guidance to execute the decided objectives. If it is implemented properly, then the aims of be NEP 2020 ,can- achieved at all Levels. That's why it is said that NEP 2020, ensures Universal access to Education.

Key words- NEP 2020, professional standards, professional development, universal access, integration of technology ascent, leadership, global stage, economic growth.

Introduction –

NEP 2020, claims that Education is fundamental for achieving full human potential, developing an equitable and just society and promoting National Development. It provides universal access to quality education. So It is the Key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration as well as cultural preservation. India will have the highest population of the young people in the world over the next decade and our ability to provide high-quality educational opportunities to them will determine the future of our country. It requires the entire education system need to be reconfigured to support and foster learning, so that all of the challenges and goals of -fulfilling the agenda for Sustainable Development of 2030 can be achieved. It seems that the teachers have to face many challenges in implementation of NEP 2020. That's why the researcher has decided to study the challenges in implementing NEP 2020, at school level.

Objectives of the Study-

- 1) To study the aims of NEP 2020 for school Education.
- 2) To find out the awareness of NEP 2020 among the school teachers.
- 3) To study the Challenges in implementation of NEP 2020.
- 4) To suggest remedies to overcome the challenges.

Sample- The school teachers of K.J. Mehta school, Nashik.

Research Method- Descriptive Survey method was used to collect the data from the school teachers.

Research Tool- The researcher prepared the questionnaire about the NEP 2020 and its execution at school level. It was verified by two research guides in the field of education and then final questionnaire was implemental evaluation tool. The questionnaire was yes/no type questions. And simple percentage tool was used for evaluation purpose. Each statement was given 01 score for correct response. Out of 25 questions, the responses were collected.

Research Procedure- The researcher prepared a questionnaire based on NEP 2020, the questions were of yes/no type. The consent for giving questionnaire to the teachers were taken from the HeadMaster of K.J. Mehta School. Out of 50 teachers, 35 school teachers filled the questionnaire, and responded the NEP 2020 questions. It helped to know the challenges, issues and difficulties in implementation of NEP 2020, at school levels.

Findings and conclusion- Out of 35 school teachers, as per the objectives it was found that more than 50% teachers were aware about NEP 2020. Some of the teachers were still not sure, whether it will be successfully implemented or not. The pre primary to Higher Secondary School Education pattern that is '5 + 3 + 3 + 4' which is restructured and covering Age 3 to 18 as shown for the school education more than 40% teachers are doubtful. It seemed that Anganwadi teachers for pre primary education is the most important element and that is not focused. Actually our education ministers of school as well as higher education have declared to implement NEP 2020, from the year 2023 in our state at all levels. But to some extent there are many lacunas which can create hindrances in successful achievement of NEP 2020.

Challenges in implementation of NEP 2020-

- 1) **Multilingual Education-** NEP 2020 promote National Unity and Diversity. It recommends the use of the mother tongue or regional language as the medium of instruction up to at least grade 5th and the promotion of the study of Indian languages and classical languages. So the stakeholders like parents ,students will not be ready to admit that children in non-English medium schools. They have craze to give education to the children in English medium schools. So to create awareness in all stakeholders about the importance of mother tongue at school level.
- 2) **Flexible and MultidisciplinaryCurriculum-** NEP 2020 promotes flexible and multidisciplinary curriculum that is focused on the overall development of students and prepares them for the 21st century. This approach will allow students arrange of subject and develop a range of skills and knowledge that are relevant to the interest and career goals. As per NEP 2020 goals, the school teacher must need the training for implementing various life skills ,for guiding their students and finding out the inner qualities in that students at school level. So that personality can be developed with the exposure of life skills.
- 3) **Experiential and hands-on-learning-** The NEP 2020 emphasizes the importance of experiential and hands on learning methods such as project method ,inquiry based approach, demonstration method, team teaching, Peer work, group work, cooperative learning,

experimental teaching method etc. to engage students and help them develop critical thinking and problem solving skills. There is dearth of trained teachers in schools. Recruitment of train teachers is also main challenge for implementation of NEP 2020 at school level.

- 4) **Teachers training and Professional development-** NEP 2020 focuses on Teachers Training and professional development. All teachers need to be trained to the highest standards and then only it will be possible to improve the quality of teaching and ensure that students receive the best possible education. Then ultimately the gross enrolment ratio of boys and girls can be achieved.
- 5) **Increase Access and Equity-** The NEP 2020, specially focuses on the increase of GER of disadvantaged groups, who are belonging to economically backward backgrounds. So there should be access to all at school levels so that equity can be maintained. Then only educational opportunities can be more accessible for students.
- 6) **Expansion of school infrastructure , Funding and Resources-** These both are challenges for creating suitable and enough facilities at school level. It requires enough funding's for creating Laboratories, digital smart classroom, for appointing full teaching and non-teaching staff in schools, for maintenance of that infrastructure ,all will require enough human resources, whether the government will be able to provide the necessary funding and resources to fully implementation of NEP 2020 and to implement the reforms which are suggested in NEP 2020.

General Conclusions-

Thus, number of challenges are there for implementation of NEP 2020 at school level. Critical thinking, problem solving, experiential learning, hands on experience method, issues of special students, use of mother tongue as a medium of instruction, various laboratories, playground, digital facilities these are some of the challenges. If we will have faith and support of school management as well as State Government, then it may be possible to achieve all this successfully objectives which are stated to implement NEP 2020 successfully.

References-

- NEP 2020 – Report by Ministry of HRD Government of India.
- <http://www.buddy4study.com/article.nep2020>
- www.studyinindia.gov.in/about-indian-education
- <http://en.wikipedia.org/wiki-school-education>
- <http://www.education.gov.in>

GAMIFICATION: AN INSTRUCTIONAL STRATEGY**Ms. Vinita Shrouty**

Research Scholar

SNDTWU, Mumbai

Dr. Meena P. Kute

Principal,

SSR College of Education, Sayli, Silvassa,

UT of Dadra and Nagar Haveli

Abstract

The traditional classroom has many challenges. It fails to engage and motivate the learner. Class size hampers individualized learning and limited time restricts teachers to focus on completion of the course rather than providing understanding of the concept and inculcation of higher order thinking skills among the students. For mitigating these challenges classrooms should implement innovative instructional strategies in which the learner gets engaged and motivated. It should be designed to inculcate 21st century skills among the learners. In recent years because of development in science and technology, there has been growing interest in the use of gamification. It is viewed as a promising approach for mitigating the challenges of the traditional classroom. Initially, the present paper sheds light on various theories that support gamification. Next, it introduces the implementation of gamification in various instructional processes. In addition, this conceptual paper also focuses on the advantages of gamification in the school classroom.

Keywords : Advantages, Instructional strategy, Gamification**1. Introduction**

Today's schools face major problems around learners' motivation and engagement. Lack of engagement affects active learning, participation, learners focus on the content, eventually decreased in motivation. Indian traditional classrooms face major challenges such as teacher-pupil ratio, teacher's need for technical skills and techniques, time limitation for completion of the course, teacher-student ratio, personalized and instant feedback. Though traditional teaching has many challenges it cannot be replaced. It has many advantages such as face to face interaction, social environment, discipline, closer relationship of learners with their teachers.

To impart quality education the traditional education should be supplemented with innovative instructional strategies which will bring more fun learning experience, more personalized instruction with feedback opportunities, learning at learners' own style and pace. Many studies found gamification as a promising way for improving academic outcomes and addressing real problems. Gamification is a new trend that aims to improve people's engagement, motivation, loyalty or participation (Simoes, 2015).

This paper discusses various theories which support gamification, How gamification can be integrated in various instructional processes and at the end the advantages of gamification in the school classroom.

2. Literature Review

The use of Gamification helps to engage the learner by creating a fun learning environment. When learners are engaged they learn more and find joy in completing their work. Gamification, or the incorporation of game elements into non-game settings, provides an opportunity to help schools solve various challenges (Lee & Hammer, 2011). It makes learning more interesting and fun. Learners get the opportunity to explore the knowledge that is restricted only to the selected portion taught by the teacher in the traditional classroom.

According to Kronisch (2016) gamification is the process of creating opportunities for game interactions and experiences that have the potential to motivate and engage the user in non-entertainment purposes. Youssef (2015) claimed the key to gamification success is to engage people on an emotional level and motivate them to achieve their goals.

2.1 Theories supporting Gamification

Gamification in education is supported by various learning and motivational theories that explain how games can contribute to better learning outcomes.

In the section below 1. Bruner's Theory of Scaffolding, 2. Lev Vygotsky's Sociocultural Theory of Cognitive Development, 3. Skinner's Theory of Operant Conditioning, 4. Self-determination theory (SDT) by Deci & Ryan (2000) and 5. Flow theory by Mihaly Csikszentmihalyi is discussed below in the light of gamification.

a. Bruner's Theory of Scaffolding

The basic principle behind Bruner's theory is to create autonomous learners. The children are active learners and they construct their own knowledge. A child can be taught fundamental principles of any subject if the teacher provides the material appropriate concerning ability of the learner. The education should impart problem solving skills and help the learner to apply the knowledge in similar situations. Hence the subject should be taught according to gradually increasing levels. Teachers should act as a facilitator. According to McLeod (2019) a good teacher should design lessons that help learners discover the relationship between bits of information.

Relation of the theory to Gamification

Gamification elements provide the opportunity to learn and master the content according to the increasing difficulty level. All the low, medium and high achievers get challenged. The low achievers are challenged for low difficulty level questions while high and middle achievers are challenged for attempting the same questions in the least possible time. Here the teacher acts as a facilitator.

The learners learn the concept by practicing as many times by reattempting the level without the feeling of shame and failure (Lee & Hammer, 2011). After getting the mastery over the content they use this as prior knowledge for the next level. As a result, the effectiveness of learning depends on the provided guidance, directions, task difficulties, and the level of independence offered to learners (StudyCorgi, 2020).

b. Lev Vygotsky's Sociocultural Theory of Cognitive Development

Vygotsky proposes that social interactions with the more knowledgeable members of society helps in cognitive development of a child.

According to Vygotsky there is a gap between what a child can achieve with full potential on his own and the achievement of a child by taking help of more knowledgeable others. This gap is referred to as the Zone of Proximal Development. Theory suggests the gap can be filled using scaffolding by the “More Knowledgeable Other” (MKO). MKO could be teachers, peers or parents. Taking the temporary help of MKO the child bridges the gap and performs the next task independently.



Figure 1: Lev Vygotsky's Zone of Proximal Development (ZPD)

Relation of the theory to Gamification

The games are designed on the principles of scaffolding. Each lower level serves as a scaffolding for the next higher level. According to StudyCorgi (2020) scaffolding helps players develop their competence, knowledge, and skills step-by-step, and their success is often a result of the aspects of provided guidance. Further stated that ZPD and scaffolding methods help learners learn more as compared to traditional teaching methods, but it requires the instructor to have a good grasp of the learners' ZPD.

c. Skinner's Theory of Operant Conditioning

According to this theory motivation or reinforcement helps the learner to achieve new behavior or new skills. Sathianathan & Rajan (2017) claimed regular and continued reinforcements play a critical role in improving the performance.

Relation of the theory to Gamification

Gamification helps the learner to keep motivated by providing appropriate feedback, they do not have to wait for teachers. The various game elements such as points, badges, levels, timer, personalized elements, and ranking on the leaderboard acts as a reinforcement which keeps learners motivated. The reinforcement can be positive or negative. Positive reinforcement

encourages the learner for further accomplishment of the levels. Whereas, negative reinforcement can remove the added pressure of timer, giving lower difficulty level problems and an extra attempt to try the same problem. Though these are negative reinforcements the learner did not have to face the feeling of shame rather s/he is motivated to try.

d. Self-determination theory (SDT) by Deci & Ryan (2000)

Self-determination theory (SDT) by Deci & Ryan (2000) proposes motivation can be intrinsic or extrinsic. Intrinsic motivation depends upon competence, autonomy and relatedness. Autonomy means the sense of having the option to make choices and to make decisions. Competence means the sense of being able to perform well and gain mastery. Relatedness refers to one's feelings of belonging, attachment, and care in relation to a group of significant others (Sailer, 2017). Learners are intrinsically motivated when they feel happy while doing activities.

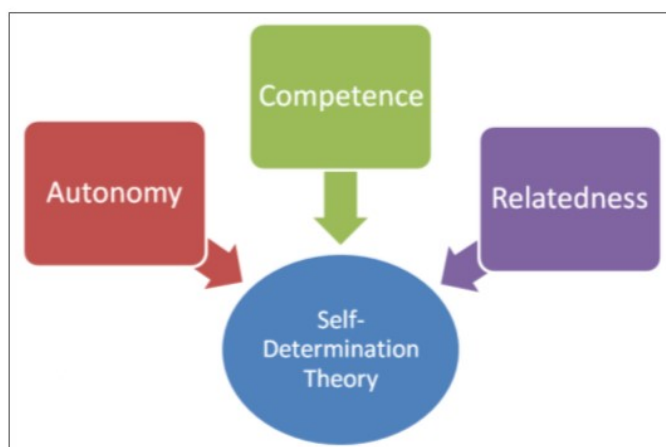


Figure 2: Self-determination theory (SDT) by Deci & Ryan (2000)

Source: https://en.wikipedia.org/wiki/Self-determination_theory#/media/File:SelfDeterminationTheory.png

Relation of the theory to Gamification

Competence, autonomy and relatedness are the basis of gamification which explains learners' motivational behavior. The continuous feedback helps the learner to stay motivated, it enhances their competence. Freedom of choices make them an autonomous learner whereas collaboration, working in a team, feedback from teacher and peers give them a sense of relatedness. Thus the supporting environment can therefore play a critical role in meeting essential psychological needs for competence, autonomy or relatedness.

Kulkarni et al. (2022) suggested that from the perspective of gamification, all the three components of the self-determination theory must be integral elements of the course design process. According to Youssef (2015) gamification desires to combine intrinsic motivation with extrinsic motivation in order to raise motivation and engagement. Oràif (2018) found learners may be intrinsically motivated when their learning becomes a goal.

e. **Flow theory by Mihaly Csikszentmihalyi**

Csikszentmihályi (1990) initially defined flow as an experience, which is likely to occur when the demands of the task and the abilities of the performer are balanced. According to flow theory flow is a psychological state that happens when an individual is highly focussed, completely absorbed in the challenging task. Flow state fosters engagement that leads to learning. Here, the challenges in the activity are balanced to the skills of an individual. Simoes (2015) stated a high tendency to experience flow means high intrinsic motivation and a better engagement.

Palacios-Hidalgo (2022) reported that when an individual is actively engaged in a challenging task, they might lose track of time and/or of themselves. Challenges should not be demanding and also should not be simple.

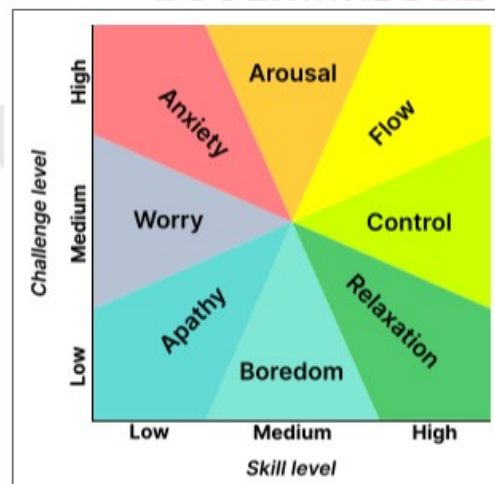


Figure 3: Flow theory by Mihaly Csikszentmihalyi

Source: https://en.wikipedia.org/wiki/Flow_%28psychology%29

Relation of the theory to Gamification

Games provide increasingly engaging activities requiring perseverance and commitment from the individual that induces the flow state (Hamari & Koivisto 2014). The challenge provided in games must be in proportion to the skill of the participant. Increase in user's skill leads to boredom while an excessive challenge leads to anxiety (Youssef, 2015).

According to Kronisch (2016) if the challenge falls within the flow parameters, the challenge of the game is enjoyable; else it would transform from a game to work if the challenge is frustrating or boring. Hence while designing the game, teachers should design challenges considering low, middle and high achievers and time for solving each quest. It leads to flow and presence and will enhance performance as well as enjoyment (Weibel & Wissmath, 2011).

Weibel & Wissmath (2011) defined flow in a gamified environment as immersion or involvement in an activity.

2.2. Integrating gamification in various instructional processes

There can be various ways of integrating gamification in instructional processes. They are discussed in the below section-

A) **Gamified Homework strategy/ practicing the concept**

According to Richards-Babb et al. (n.b.) assigning homework has always been a common means by which teachers promote learning outside of the classroom. Homework gives the opportunity to revise and practice the in-class content at home. It helps the learner to consolidate the topic. According to Dodson (n.d.) Homework is seen by many educators as being a necessary extension of the classroom. Many research studies found the incompleteness of homework as they perceived it as boring. Metwally et al. (2020) found gamifying homework increases the motivation and engagement of learners and makes it interesting. The elements of gamification like badges, points, levels, chance, multiple attempts and instant feedback keep the learner engaged and motivated. Edelito et al. (2022) revealed integrating gamification and differentiation to homework helped learners improve their motivation and academic performance.

B) **Gamified Formative assessment**

A formative test is a test that is performed at the end of each learning material to determine the extent to which learner masters that specific material (Permana & Prematawati, 2020). A gamified formative test allows learners to try multiple attempts and get mastery over the content. The real time report helps teachers to plan the next class.

C) **Gamification for taking previous knowledge and class end evaluation**

Rote learning is one of the reasons for inadequate previous knowledge or misconceptions. According to Hailikari (2008) if there is a mismatch between the instructors' expectations of learners' knowledge and the learners' actual knowledge base, learning may be hampered from the start of the studies. Previous knowledge helps the teacher in knowing what the learner already knows. It helps to build the gap between the prior knowledge and the upcoming knowledge. Similarly class end evaluation helps teachers to know the understanding of the learners about the content taught. Teachers can make or use existing gamification tools to get the previous knowledge of the learners.

D) **Gamified flipped classroom strategy**

Gamified flipped classroom is the integration of gamification with flipped classroom strategy. Gamification helps to mitigate the challenges of unpreparedness of the learners for doing the homework. Here the videos used for flipping the class are gamified and shared by the teacher as an out-of-class activity. The learners get engaged and motivated to watch the videos as they give the opportunity to collect points, badges, levels etc. For practicing the content based on in-class activities the teacher can share the games. While watching the videos the learners make notes about the doubts and difficulties which are to be discussed in the upcoming class. And the report on the teachers' interface helps in knowing the status of learners as - who watched the content,

how many times they watched and number of incorrect answers.

E] **Gamified collaboration teaching strategy**

Malik (2010) defined the term ‘collaborative learning’ as an instructional method in which learners at various performance levels work together in small groups toward a common goal. When individuals cooperate, they work together to accomplish shared goals, and there is a mutual responsibility to work for one’s own success Johnson & Johnson (2014). It strengthens relationships in teams (Simoës, 2015).

According to Dindar et al. (2020) the gamified collaboration teaching strategy develops feelings of belonging and attachment amongst the learners as it facilitates positive social interactions such as mutual support, information exchange and constructive communication. The learners work together to achieve shared goals. In heterogeneous teams having higher, middle and low achievers, the low achievers benefit from higher and middle achievers while the middle benefit from higher ones. Collaborative learning enhances social skills. Working as a team keeps the members motivated for higher ranking on the leaderboard, collection of maximum points and badges.

3. **Advantages of using Gamification in school classroom**

The below section discuss the various advantages of using gamification-

i) **Instant feedback -**

Instant feedback as rewards, badges levels motivates to play. Similarly feedback on failures helps to rethink actions, helps to improve on failures and practice the concept without shame. Thus, learners do not have to wait for teachers' feedback.

ii) **Goals -**

Crossing each level, collecting points, badges, personalized elements, ranking on leaderboard helps learners to achieve goals.

iii) **Freedom -**

Human tendency is to avoid failures. learners avoid taking risks, even doing simple assignments to prevent mistakes. It is assumed that one can make mistakes while playing a game. This assumption motivates learners to try for multiple attempts.

a) **Freedom to failure -** Multiple attempts gives the opportunity to reflect on mistakes without feeling shame. Freedom of experimentation builds confidence, it promotes self-directed learning. Learners get the opportunity to understand the concept at a deeper level, also to increase the breadth of knowledge which is not possible in traditional methods of teaching.

b) **Freedom of effort -** Designing games having the opportunity to concentrate and relax at proper intervals helps learners from fatigue. It enhances the capacity of understanding and retention.

c) **Freedom to self-express -** Helps to achieve the desired target.

d) **Freedom of choice -** Gives the freedom to choose the avatars and master the levels.

iv) Automated Teaching and Learning -**a) Teacher -**

Gamification automates many tasks of a teacher as manual gradation, formative assessment before the class and evaluation of learners at the end of the class. Formative assessment helps the teacher to know the prior knowledge of the learners and gaps to be filled which are essential for teaching the new content. Evaluation gives the idea about the understanding of the topic and helps to know which sub-topic requires to be revised. Thus the teacher gets extra time to implement the higher level of Bloom's taxonomy, for doubt solving and for supervising individual work. Gamification increases the interaction between student-student, student-teacher and student-content.

b) Learners –

learners get the chance for self-regulated learning. Instant feedback makes them work on their mistakes. Continuous practice consolidates the concept. Attention span increases. Playing in a group allows learners to develop social skills such as communication skills, decision making, and trust building.

v) Individualized learning -

The class size is one of the major issues for the underachievement of the learners as individualized learning is not possible in traditional settings. Levels in games put learners in a category to practice, achieve mastery and move to the next level. Thus, learners in each category get the challenge to work on it and get proficiency.

vi) Simulation -

Simulation in gamification gives experience to the learner to perform in a real world.

vii) Gamification and 21st century skills -

Today's learners are digital natives. Schools must provide them with a broader set of 21st century skills to thrive in a rapidly evolving, technology-saturated world (Flores, 2016).

Gamification helps in the acquisition of 21st century skills such as critical thinking, creativity, and problem solving, this is consistent with the study of Soeiro & Amirnuddin (2022). It also provides opportunities to expand their 21st-century information, media, technology and literacy skills and also it promotes collaborative, and communication skills.

There are some negative impacts of gamification -

1. Playing in a heterogeneous group, lower achievers may have negative consequences.
2. Leaderboard may demotivate the low achievers.
3. Learners' interest may lower down by playing the same gamification tool.

4. Conclusion

To avail the benefits of gamification it can be integrated with traditional or flipped classrooms in the form of homework, for practicing the content, for conducting formative assessment, for taking previous knowledge or evaluation of in-class activity. The gamification strategy is benefitted to both learner and the teacher. It can be incorporated to boost learner's

engagement and motivation. In addition, it inculcates 21st century skills among them. The idea of gamification does seem generalizable and applicable but it should be properly and pedagogically applied in education (Molunby, 2016).

Reference

Bonham, R., Beichner, R., Deardorff, D.,L., (2001) Online homework: Does it make a difference? https://www.researchgate.net/publication/243714003_Online_homework_Does_it_make_a_difference

Dindar, M., Ren, L. & Jarvenoja, H. (2020). An experimental study on the effects of gamified cooperation and competition on English vocabulary learning, *British Journal Of Educational Technology*. Retrieved on Oct 29,2020 from <https://doi.org/10.1111/bjet.12977>

Dodson, J. R. (N.D.). The Impact of Online Homework on Class Productivity. *Science Education International*, Vol. 25, Issue 4, 2014, 354-371

<https://files.eric.ed.gov/fulltext/EJ1052920.pdf>

Flores, J. F. (2016). Gamification and Game-Based Learning: Two Strategies for the 21st Century Learner. *World Journal of Educational Research* ISSN 2375-9771 (Print) ISSN 2333-5998 (Online) Vol. 3, No. 2, 2016 www.scholink.org/ojs/index.php/wjer

Gokhale, P., Satish, Y.M., Tigadi, B. (2022). An empirical study on the impact of learning theory on gamification-based training programs. *Organization Management Journal* Volume 19 (5). <https://www.emerald.com/insight/content/doi/10.1108/OMJ-04-2021-1232/full/html>

Hamari, J. & Koivisto, J (2014). Measuring flow in gamification: Dispositional Flow Scale-2, *Computers in Human Behavior*, Volume 40, Pages 133-143, ISSN 0747-5632, <https://doi.org/10.1016/j.chb.2014.07.048>

Hailikari T, Katajavuori N, Lindblom-Ylanne S. (2008). The relevance of prior knowledge in learning and instructional design. *Am J Pharm Educ.* ;72(5):113.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2630138/#B4>

Haque, S., O'broin, D. Kehoe, J. (2017). Using Game Elements to Guide Postgraduate Research Students to Promote Progression and Social Connectedness. The 11th European Conference on Game-Based Learning.

https://www.researchgate.net/publication/324474672_Using_Game_Elements_to_Guide_Postgraduate_Research_Students_to_Promote_Progression_and_Social_Connectedness

Johnson, D. W., & Johnson, R. T. (2014) Cooperative Learning in the 21st Century. University of Minnesota, USA retrieved on November 4,2020 from

<https://www.redalyc.org/pdf/167/16731690008.pdf>

Kronisch, D. C. (2016). Gamification – Concepts and Theories. https://www.academia.edu/24042745/Gamification_Concepts_and_Theories Kulkarni, P., Lee, J. J. &

Hammer, J. (2011). Gamification in Education: What, How, Why Bother? *Academic Exchange Quarterly*, 15(2). <https://www.researchgate.net/publication/258697764>

Oràif, I.M.K. (2018). An investigation into the impact of Flipped classroom on Intrinsic Motivation (MI) and learning outcomes on a EFL writing course at a university in Saudi Arabia based on Self-determination Theory (SDT), Thesis submitted for PhD at University of Leicester. Retrieved on August 7, 2019 from <http://hdl.handle.net/2381/42165>

IMPACT OF YOGA ON STUDENTS' PERSONALITY DEVELOPMENT IN REFERENCE TO NEP 2020

Dr. Nitinkumar Dadasaheb Mali

Mr. Ganesh Jibhau Wagh

Research Guide

Research Scholar, Ph.D.

Surupsing Hirya Naik College of Education,

Navapu

Abstract :

The Government of India's New Education Policy (NEP 2020) has welcome the change and brought positive news in the middle of all the negative that the COVID-19 pandemic challenges brought to the world. The NEP 2020 news shocked a lot of people. Many teachers failed to notice the changes, represented by the impending NEP 2020. Even though the educational policy has an effect. Personality development is a significant issue; it begins at birth but takes on greater significance during adolescence when personality rearrangement occurs. The roots of yoga are in Indian soil. Yoga is a collection of physical, mental and spiritual disciplines that have their roots in ancient India. Yoga is an important part of our lives. The modern education system is also maximizing importance of yoga training. Yoga training helps individuals on both an internal and external level. Holistic character development refers to comprehensive character development, including physical, social, mental, and emotional. Simply put, yoga is a form of physical exercise, 'pranayama' and 'asana' that contribute to the holistic development of the human being.

Keywords: NEP 2020, Personality development, Yoga, Pranayama, and Asana.

Introduction

The new education policy makes several significant changes to the current system, including the creation of interdisciplinary colleges and colleges within or near each school district, as well as the provision of student education to improve curricula, teaching methods, and the student experience. Review the National Research Foundation's evaluation and support (NRF). It was created to encourage excellent peer review work and to effectively facilitate learning at universities and colleges. Union Home Minister Amit Shah said the NEP-2020 has been drafted to provide holistic and multi-disciplinary education to students. Personality is defined as a set of characteristic behavioral, cognitive, and emotional patterns arising from biological and environmental factors. Holistic personality development refers to the development of all aspects of human life. Holistic development helps a person to become a prosperous person in society. In essence, holistic development means developing a child's intellectual, mental, physical, emotional, and social skills to meet the demands and challenges of everyday life. Skills are important for success in a professional field. Holistic development is one. A comprehensive learning approach aimed at developing multiple facts or abilities of the human brain. The simple term holistic

development is the development of the whole personality.

Yoga is a way of life. When it comes to physical health, body type, and physical limitations, there is no need to be discouraged or frustrated. lack of time; lack of space or absence of teachers. Yoga is just the means to overcome all these problems. Yoga encompasses all aspects of life. Yoga touches everything in life. All healing methods and meditations are an integral part of yoga.

Yoga is like the sun itself, illuminating everything it touches. Sri Aurobindo, the great Indian sage and master of yoga, said that yoga is a form of self-improvement by developing potential talents on the physical, vital, mental, intellectual, and spiritual levels. It is an organized effort. The most basic step in expanding the boundaries of consciousness is mastery.

A comprehensive learning approach aimed at developing multiple facts or abilities of the human brain. The simple term holistic development is the development of the whole personality. Thus, yoga is an extraordinary spiritual science of self-development and self-awareness that shows us how to reach our full potential in a multifaceted life. It was first conceived by rishis and sages of ancient India and has been maintained by a line of living teachers ever since. These teachers have continuously helped each generation spiritually apply this science to their daily lives.

Objectives

- To improve students' quality of life.
- Contributing to the comprehensive development of the student's personality.

Importance, Significance, and Impact of the Research

A need is something necessary for an organization to lead a healthy life. In other words, a need is something necessary for a safe, stable, and healthy life. Yoga brings to mind, body, and breath together to create the perfect balance within us and can be the perfect complement to a school curriculum. This research is important because yoga is directly related to physical and mental health, memory power and concentration, personality development, mind alignment, and body and mind. mind, as well as managing stress and depression, etc.

Research Methodology

The current study aims to collect relevant and accurate information about the current state of phenomena and to draw broad conclusions from the findings. The researcher employs a descriptive method depending on the nature of the study. This is one of the most widely used and popular search methods in education. The researcher gathered data for this study from secondary sources.

Findings of the Research

The NEP 2020 has been developed to formally implement systemic reforms from the elementary school level to the college/university level. Given the changing environment, educational materials will now emphasize key concepts, ideas, applications, and problem-solving techniques.

1. Yoga and Physical Dimension of Personality

Our physical dimensions are linked to our bodies. All of our body's systems and organs must be properly formed for them to function properly. It denotes a disease-free and healthy body. Yoga exercises such as asana, pranayama, and bandhas are beneficial to physical development. Several Asanas and Pranayamas can help to improve body functions.

2. Yoga and Emotional Dimension of Personality

Yoga practices can help to develop the emotional component, which is linked to our sentiments, attitudes, and emotions. Emotions are classified into two types: positive and negative. Positive emotions include love and kindness, whereas negative emotions include wrath and dread (exam phobia). Positive and negative attitudes and feelings are both possible. Positive feelings, attitudes, and emotions should be encouraged for emotional development, whereas negative ones should be discouraged because they act as mental barriers to personality development. Yoga is essential for the growth of positive emotions.

Yoga and Intellectual Dimension of Personality

Intellectual development is linked to the development of our internal capacities and processes such as critical thinking, memory, perception, decision-making, imagination, creativity, and so on. This dimension's expansion is undeniably significant because it allows us to acquire new skills, knowledge, and effects. Yoga postures such as asana, pranayama, Dhyana, and Dharana(contemplation) all aid in the development of attention and memory, which in turn contribute to intellectual growth. It encourages emotional balance. It aids in the regulation of emotions. Emotional control is aided by yogic practices such as Yama, Niyama, asana, pranayama, pratyahara, and meditation. For instance, the nonviolence principle will shield us from unpleasant sensations and encourage the growth of loving and compassionate feelings. Similar to this, additional Yama and Niyama principles will aid in the development of positive attitudes and emotions in our social and personal lives, which will aid in the regulation of emotions.

3. Yoga and Intellectual Dimension of Personality

Reasoning, memory, perception, decision-making, creativity, and imagination are all mental skills and processes that contribute to intellectual development. This dimension's development is critical because it allows us to learn new things, gain knowledge, and develop our talents. Yoga techniques such as asana, pranayama, Dhyana, and Dharana(meditation) help to develop focus and memory, which aids in intellectual development.

4. Yoga and Social Dimension of Personality

Primary socialization, the most important stage in personality development, occurs during infancy, typically within the context of the family. The child learns the language and many fundamental social norms by reacting to and mimicking the approval and disapproval of parents and grandparents. Socialization is a lifelong process that begins in infancy and teaches children and adolescents about the values and customs of the society in which they live. Respect for others, attentive listening, showing interest in others, and expressing your thoughts and feelings in a polite, honest, and clear manner so that you are heard and understood clearly are all important

components of this process. These fundamental components are part of the Yama principles, which are crucial since they enable us to improve our interactions with friends, parents, teachers, and others.

5. Yoga and Spiritual Dimension of Personality

This dimension is linked to the evolution of values. It also has to do with self-actualization or realizing and maximizing one's potential. This dimension's proper development aids in the ability to recognize one's true identity. Spiritual development benefits from Yama, Niyama, Pratyahara, and Dhyana (meditation). Pranayama and meditation help us realize our inner selves, while Yama and Niyama help us develop our moral principles. Through introspection, the 'Self' can be effectively developed.

Suggestions for Further Research

The following recommendations were made for enhancing yoga education to successfully facilitate the total development of a learner's personality:

- i. The school administration should put up some initiatives for bettering yoga education.
- ii. Teachers should introduce pupils to the principles of yoga education so they can benefit from it in their daily life.
- iii. The government or the Ministry of Education needs to add yoga to the school subjects.

Conclusion

The NEP 2020 policy introduces a wide range of reforms and reads primarily as a forward-looking book, with a clear understanding of the current socioeconomic landscape and the possibility of future unpredictability. The dematerialization and digitization of economies, which necessitates the development of an entirely new set of skills, must be fundamentally linked to education for a new generation of students. This appears to be a more critical requirement now that the epidemic is hastening the trend toward digitization and disruptive automation. In general, the NEP 2020 addresses the need for specialists to be educated in fields ranging from agriculture to artificial intelligence.

The New Education Policy (NEP) 2020 has an admirable mission, but its success will be determined by how well it integrates with the government's other policy goals, such as Digital India, Skill India, and the New Industrial Policy, to name a few.

References

1. Biradar, R. (2020), Personality Refinement and Development through Yoga, pp.1-7
2. Coco, M et.al. (2020), Effects of Yoga Practice on Personality, Body Image and Lactate. Pilot Study on a Women from 40 Years, Sustainability, pp.1-11.
3. Dayanidy, G & Bhavanani, A. (2018), Mental Health and Personality Development through Yoga, SwasthaManas: Mental Health and Well-being through Yoga, pp.67-70.
4. Jadhav, A. (2020), Role of 'YOGA' in Personality Development, International Journal of Advances in Engineering and Management, vol.2, is ue.8, pp.566-569.
5. Pakhare, N. (2020), Research on Yoga for Personality Development and Communication Skills, pp.1.

EXPERIENCES OF IMPLEMENTING CONSTRUCTIVIST 7E MODEL IN INDIAN CLASSROOM

Shaista Rahman

Research Scholar,

Department of Education,

SNDT Women's University, Mumbai, India

Abstract:

The new educational policy, NEP-2020 emphasizes on implementing curriculum & pedagogy in schools which focusses on real understanding & towards learning how-to-learn instead of rote learning practices that are largely present now. It also promotes active, collaborative, inquiry-based, discussion-based, analysis-based, creative, engaging & enjoyable learning for deeper understanding & holistic development of the students. Constructivism is a promising instructional approach to achieve the goals of NEP. Constructivism 7E Model is a learning cycle consisting of seven stages: Elicit, Engage, Explore, Explain, Elaborate, Evaluate, and Extend (Eisenkraft, 2003). This article focuses on the application of Constructivism 7E model in teaching Science at middle school stage.

Keywords: NEP-2020, Constructivism, 7E Model, Curriculum & Pedagogy

1. Introduction

Children have innate motivation to learn & capacity to think about the things around them. Active participation & reflection are one of the most important aspects of learning. Children learn only in the environment where they feel they are valued. Our schools still do not convey this to all children. The association of learning with fear, discipline and stress, rather than enjoyment and satisfaction, is detrimental to learning (NCF-2005). Constructivism is one such approach which focuses on active & collaborate learning based on the prior knowledge & experiences of the learners. In the Constructivist perspective, the knowledge is actively constructed by the learners by connecting new knowledge to the existing knowledge through engagement in relevant activities, making & doing things, Questioning, discussing, thinking & reflecting on their experiences and not only by passively receiving information. The teacher acts as a facilitator of learning rather than being authoritative & dispenser of knowledge. The teacher should provide the appropriate environment for the students to learn rather than telling them what to learn and how. They should also try to connect the classrooms learning to the life outside the school.

The idea of instructional models is not new, their application and use has increased dramatically in recent years (Bybee et al., 2006). Various models of Constructivism have come up till date, Constructivist 7E Learning Cycle Model is one of efficacious method of teaching & learning for achieving the goals of NEP-2020. Various studies abroad have suggested the effectiveness of Constructivist 7E model in teaching-learning. The present study describes the

process of implementation of Constructivist 7E model in Indian classroom.

2. Literature review

The traditional teaching-learning i.e. rote learning practices are largely present even now. Learners are not given freedom to express their point of view inside the classrooms. They are only expected to answer the teacher's questions or repeating the teacher's phrases. They don't get opportunity to do things. Students are expected to blindly accept the information they are given without questioning the instructor (Stofflett, 1999). Even if students (taught in the traditional way) score well on standardized tests, they are often unable to use memorized facts and formulae in real-life applications outside school (Boaler, 1998; Yager, 1991).

Various studies on Constructivist 7E Model have confirmed its effectiveness in terms of acquiring a better understanding of the concepts; increased students' achievement, retention of acquired knowledge; improvement in critical thinking skills, analytical thinking skills, and attitude towards learning science as compared to traditional methods of teaching (Adak, 2017; Adesoji & Idika, 2015; Gök, 2014, Gürbüz et al., 2013; Mecit, 2006; Naade et al., 2018; Şadoğlu & Akdeniz, 2015; Siribunnam & Tayraukham, 2009; Shaheen & Kayani, 2015; Sharma, 2018; Sornsakda et al., 2009; Wijayanti, 2014)

Balta & Sarac (2016) suggested in their article that "Since the effect of 7E strategy in science teaching is so high, teachers should be encouraged to incorporate this strategy into their teaching, and to gradually customize it into their own personalized teaching style". Bozorgpouri (2016) recommended that the 7E model of teaching method mainly in teaching of sciences can bring many benefits for students and their training. Rahman & Chavhan (2022) in their study also recommended that the teachers should learn & embrace 7E model willingly in their teaching to make the process of instruction more effective, meaningful and enjoyable. The implementation of constructivist 7E model by teachers in their classrooms will also be beneficial for students to build a strong foundation of knowledge through active participation and their motivation to learn.

Since traditional education is all about test taking, there is no scope for self-reflection, driven by fear of exams & learners don't find joy in learning, there is need to move away from traditional transmissive methods of teaching. NEP-2020 also affirms on implementing curriculum & pedagogy in schools which focusses on real understanding & towards learning how-to-learn away from the culture of traditional rote learning practices.

3. The Constructivist 7E Model:

7E model is an useful recommended instructional approach in science curriculum and in today's science curriculum scenario, the instructors or the teachers should be encouraged to incorporate this model into their teaching (Balta & Sarac, 2016). Eisenkraft (2003) proposed the phases of 7E learning cycle model as follows- elicit, engage, explore, explain, elaborate, evaluate, and extend.

The purpose of Elicit phase is to access prior knowledge of students. Engage phase is for developing interest and curiosity of the students towards the topic. The objective of the explore phase is to get the students involved in the topic, Collaborative and cooperative activities are

encouraged. At explain phase students are given opportunities to verbalize their conceptual understandings & whole concept is introduced. Elaborate phase helps in extending learner's conceptual understanding. Through Evaluate phase student's understanding of the concept is assessed. At Extend phase is learning is applied in new context i.e. real-life situation to deepen conceptual understanding.

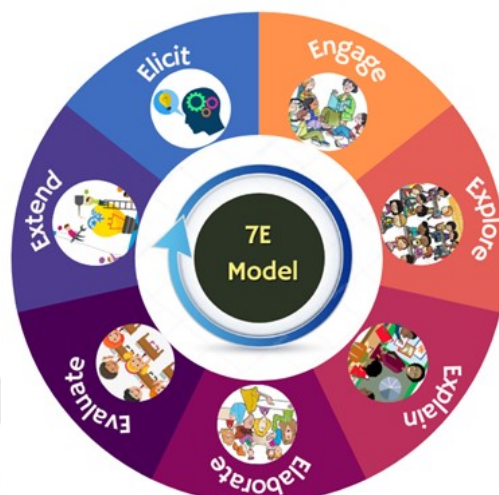


Fig 1. The 7E Learning Cycle Model
(Rahman& Chavhan,2022)

4. Process of implementation:

A lesson plan on “Food Adulteration” from the Science textbook of Maharashtra State Board was prepared by the researcher according to the Constructivist 7E Learning Cycle model for 7th grade students. For each phase of the constructivist 7E model, different activities were developed & implemented by the researcher. The plan was implemented on 48 students of 7th grade. In the beginning researcher conducted an introductory session to give them understanding & hands-on practice for making mind maps. Initially the researcher had planned the lesson on “Food Adulteration” for four class periods (35 minutes each) & 20 minutes at home for extend phase activity but it actually took six class periods for completing the activities of Elicit, Engage, Explore, Explain, Elaborate & Evaluate phases. Extend phase activity was completed by the students at home & discussion was held in the classroom.

In the first phase of the learning cycle, *Elicit*, researcher tried to identify students' prior knowledge about components of food & food adulteration through “Fun Alphabet Game”. Students were given a paper on which they have written their names with each alphabet on a single line (see photograph on Figure 2). For each alphabet they have written the name of a food item. They tried to answer the major components present in the food items they have written & What could happen if some poor-quality substances are added to it or if some important component are removed from the it. Answers coming from students revealed their insufficient knowledge about food adulteration.

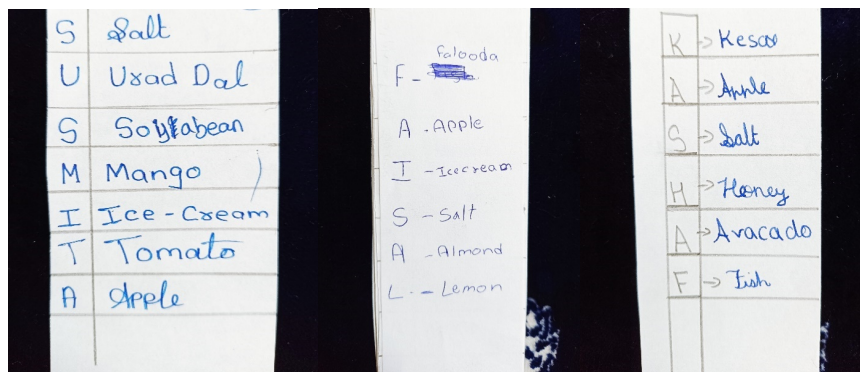


Fig 2. The pictures showing “Fun Alphabet Game” at Elicit phase

During *Engage* phase of the 7E learning cycle, researcher tried to get attention of students into the subject matter, food adulteration through a story about “Adulterated food”. The story was shown to the whole class on the LCD projector from the site- “<https://youtu.be/dqJ6guIHfcc>” (see photograph on Figure3). In this video, students came to know the whole story of the food adulteration and the importance of keeping check on the quality of the food for health & wellbeing. Students were asked some questions about the story like-What are the reasons for doing food adulteration & Why food adulteration affect health? Students started to discuss about the food adulteration practices. At this phase, their eagerness to learn was entrenched by stimulating their natural curiosity.



Fig 3. Students watching story at Engage phase

During the *Explore* phase of the 7E learning cycle, students were divided into eight groups. They were given handouts on “Food adulteration, ways of food adulteration, common adulterants & their harmful effects.” Each group was given time to read the handout given to them. Then they were asked to discuss about the food adulteration in their group. One student from each group came & expressed their understanding about food adulteration in front of the whole class. Students from other groups were encouraged to ask questions. At this point, the researcher identified that most of the students had a question in their minds that how can they find out that a food item is adulterated or not. Keeping in mind this question from the students, the researcher added one activity of checking the adulteration in apples. To demonstrate whether the apple was coated with artificial wax or not the researcher showed them an apple & asked whether it is adulterated or not. But the students were not able to identify the adulteration of any kind. They

said it's a fresh one. Then the researcher scraped the surface of the apple with a knife & a white stuff came off. The researcher told them that this waxy white substance that you see on the knife is artificial coat of wax that is applied on the apples to increase its shelf-life.

At the *Explain* phase of the 7E learning cycle, students discussed their ideas & understanding with peers and the researcher. To lead them into the discussion, the researcher asked a few questions like-What are some common food adulterants for ghee, chili powder & turmeric? What will happen to us if we consume adulterated food materials?

The researcher accepted the students' ideas about food adulteration & then introduced the whole concept of food adulteration by making connections between students' understanding and examples from daily life. The researcher wrote the key terms on the board.

During the *Elaborate* phase of the 7E model, the researcher conducted station rotation activity. This activity was conducted in their science lab. Students were divided into six groups. All the required materials were prepared at home & learning stations with all the required materials were set up in the lab in advance (see photograph on Figure 4 & 5). Researcher used colourful papers to make the groups. Since the researcher wanted to make six groups for six learning stations, she mixed six colours of small papers in a bowl. Each student was asked to pick up one paper from the bowl. The students who got the same colour papers were kept in one group. Each group started at one learning station for testing the food adulteration. Students explored each station by testing the adulterants in the food item at each station. At station one, two, three, four, five & six they tested for the adulteration in red chili powder, salt, honey, turmeric, ghee, & green peas respectively. For each station researcher kept two samples one was pure & other one was adulterated & she labelled them as 1 & 2 randomly. Students had to find out whether sample 1 is adulterated or sample 2 else both the samples are adulterated or not adulterated. They also have written their observation for each sample at each station. After completing the test at one station they moved to next stations & recorded their findings. Once they visited all the learning stations & completed all the tests, one student from each group had come forward & presented the findings of their group for the first station only with which they have started. Other students were encouraged to ask any questions they have & share their experiences about it.

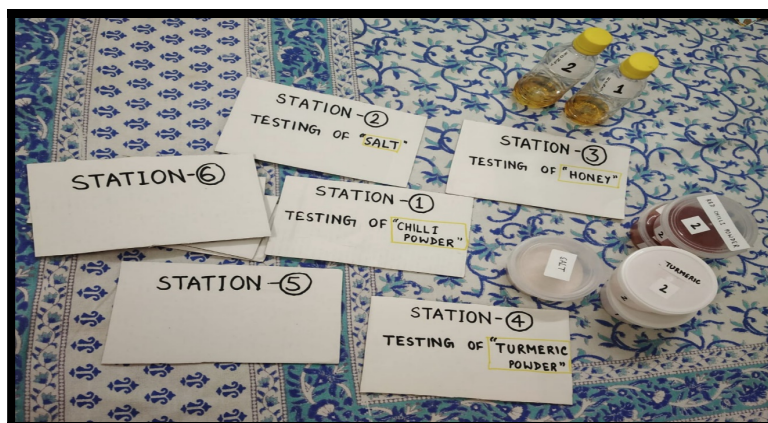


Fig 4. Preparation for Station Rotation Activity (Elaborate phase)



Fig 5. Set up for Station Rotation Activity (Elaborate phase)



Fig 6. Students testing presence of adulterants in food items at Elaborate phase

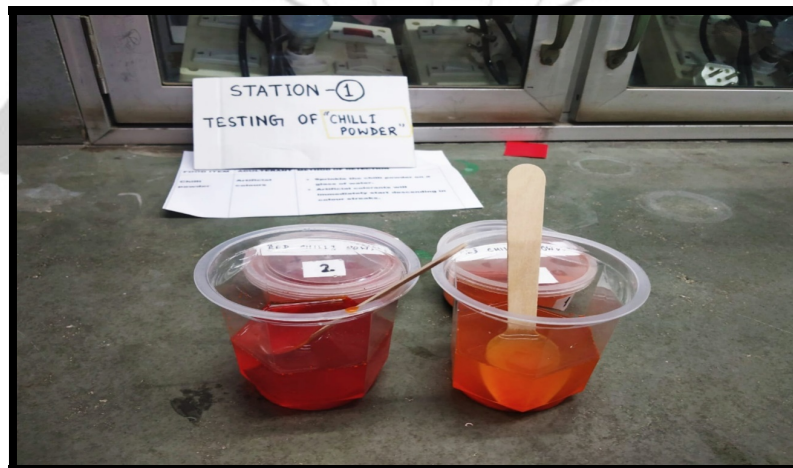


Fig 7. Testing of Red chilli powder for adulteration (Elaborate phase)

For the *Evaluate* phase, the researcher used an incomplete chart to check their understanding about the adulterants in the food stuff. Students have also drawn a mind map on food adulteration. Mind maps made by the students provided the researcher an opportunity to assess students' comprehension of key points in the food adulteration concept.

At *Extend* phase of the Constructivist 7E model, the goal of the researcher was to transfer of students' learning to real life situation. To achieve this goal, the students were given an activity to find the news related to food adulteration from the newspaper or internet & write down a report.

Student had done this activity at home & discussed the news in next class. The news like “Adulterated khoya worth Rs 2 lakh seized in Uttar Pradesh”, “Adulterated raw bananas seized in Trichy”, “FSSAI banned Maggi in 2015 due to false labelling and misleading advertisements” were discussed in the classroom.

After completing all the seven phases of Constructivist 7E model for this lesson, the students were given reflection sheets to write their own views about their learning for the topic “food adulteration”.

5. Researcher’s & students’ experiences about Constructivist 7E model:

In the beginning the students were little shy, they avoided asking questions & participation in the discussions but the researcher motivated them to speak about their viewpoints & told them that they are free to ask any questions that are coming to their minds. When they felt valued & found that they are not being judged for being right or wrong, they actively participated in the activities & started enjoying the learning process.

The researcher observed that a constructivist lesson plan cannot be strictly fixed both in terms of time & the content. Sometimes it may require a little modification while teaching in the class itself based on student’ responses & their curiosity. So, teacher may have to add or modify some activities or may have to add some more related contents depending upon the interest & level of understanding of the students. The group activities may also take more time than it is expected as students develop curiosity & they may come up with different questions so discussion may take more time.

From the happy faces of the students, their eagerness to learn, active participation in the class it is found that they are enjoying the learning process. Reflection sheets & feedback also shows that the students enjoyed doing activities & experiments, got the experience of working in groups, gained confidence to express their viewpoints & for doing activities. Students were very happy by learning through this method & developed interest in the subject. This way they get the clarity in their concepts & also find it easy to learn the concepts through this method. They are able to identify adulteration in the food items & now they are ready to apply the concepts learned in the class in their day-to-day life.

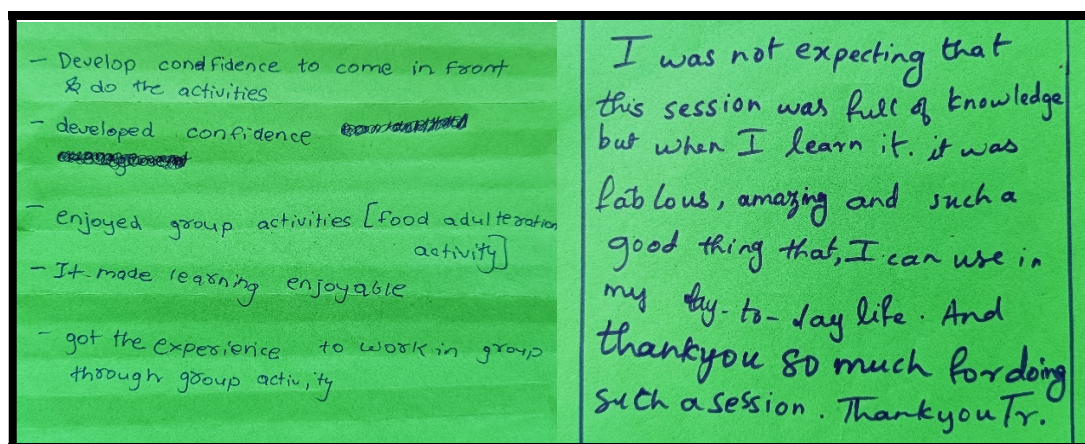


Fig 8. Pictures of feedback given by students

6. Conclusion & Recommendations:

This article concludes a positive response of the students in terms of their learning & development of interest in the subject. They found the lesson more enjoyable as compared to their regular science classes. It helped them in understanding the concepts better, improved their confidence & interest in the subject. They also found it easy to learn the concepts through this method. Study conducted by Turgut, Colak, & Salar (2017) & many other studies have also confirmed that the students taught with the 7E model perceived the lessons more enjoyable. NEP-2020 also emphasizes on implementing such methods in schools which focusses on real understanding, promotes active, collaborative, inquiry-based, discussion-based, analysis-based, creative, engaging & enjoyable learning for deeper understanding & holistic development of the students.

The biggest problem in adopting Constructivist 7E model in present scenario is that of time. Our curriculum in schools is so vast & structured that it is nearly impossible to cover the syllabus through this method in that limited time. However, this problem may be resolved after the implementation of NEP-2020. As promised by NEP-2020, “Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.”

Although teaching through 7E model requires more time but ultimately more beneficial to the students. Through this method classroom learning is transferred to real life situations which ultimately gives the students deeper understanding of the concepts. The researcher recommends that teachers should try to implement Constructivist 7E model in their classrooms for making the learning more effective, interactive, inquiry-based, discussion-based, engaging & enjoyable for the students which is in-line with the recommendations given by NEP-2020. The implementation of constructivist 7E model by teachers in their classrooms will be beneficial for students to build a strong foundation of knowledge through active participation and their motivation to learn (Rahman & Chavhan, 2022). For successful application of this method in our schools, workshops can be organized for pre-service & in-service teachers so that they can get hands-on practice for implementing this method.

Acknowledgment

The author would like to acknowledge the support of the school principal, teachers, and seventh grade students of C.E.S.’s Michael High School, Kurla West for their support & contribution in completing the session.

References

- Adak, S. (2017). Effectiveness of constructivist approach on academic achievement in science at secondary level. *Educational Research and Reviews*, Vol. 12(22), pp. 1074-1079. DOI: 10.5897/ERR2017.3298.
- Adesoji, F.A. and Idika, M.I. (2015). Effects of 7E learning cycle model and case-based learning strategy on secondary school students’ learning outcomes in Chemistry. *JISTE* Vol. 19,

- No. 1, pp.7-17. <https://files.eric.ed.gov/fulltext/EJ1177065.pdf>
- Balta, N., & Sarac, H. (2016). The Effect of 7E Learning Cycle on Learning in Science Teaching: A meta-Analysis Study. Retrieved from <https://www.researchgate.net/publication/301774388>
- Boaler, J. (1998). Alternative approaches to teaching, learning and assessing mathematics. *Evaluation and Program Planning*, 21(2), 129-141.
- Bozorgpouri, M. (2016). “The Study of Effectiveness of Seven-Step (7E) Teaching Method in the Progress of English Learning in Students Shiraz City.” *Turkish Online Journal of Design, Art and Communication* 6(JLYSPCL):341–46. doi: 10.7456/1060jse/002.
- Bybee, R. W., J. A. Taylor, a Gardner, P. V Scotter, J. C. Powell, a Westbrook, and N. Landes (2006). “The BSCS 5E Instructional Model: Origins, Effectiveness, and Applications.” *Bscs* (January):1–19.
- Eisenkraft, A. (2003). Expanding the 5E model. A proposed 7E model emphasizes “transfer of learning” and the importance of eliciting prior understanding. *Science Teacher*, 70(6), 56-59.
- Gök, G. (2014). The effect of 7e learning cycle instruction on sixth-grade students' conceptual understanding of human body systems, self-regulation, scientific epistemological beliefs, and science process skills. (Doctoral dissertation). The graduate school of natural and applied sciences of Middle East Technical University, Ankara, Turkey. Retrieved from <http://etd.lib.metu.edu.tr/upload/12618164/index.pdf>
- Gürbüz, F., Turgut, U., & Salar, R. (2013). The Effect of 7E Learning Model on Academic Achievements and Retention of 6th Grade Science and Technology Course Students in the Unit "Electricity in Our Life". *Journal of Turkish Science Education*, 10(3).
- Mecit, Ö. (2006). The effect of 7E learning cycle model on the improvement of fifth grade students' critical thinking skills. Thesis: PhD in Education. Turkey: Middle East Technical University.
- Naade, N.B., Alamina, J.I., & Okwelle, P.C. (2018). Effect of 7E's's Constructivist Approach on Students' Achievement in Electromagnetic Induction Topic in Senior Secondary School in Nigeria *Journal of Education, Society and Behavioural Science*, 24(3), pp.1-9.
- NCF-2005. Retrieved from <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
- NCF-2020. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Rahman, S. & Chavhan, R. (2022). 7E Model: An Effective Instructional Approach for Teaching Learning. *EPRA International Journal of Multidisciplinary Research (IJMR)*. Vol.8(1). DOI: <https://doi.org/10.36713/epra9431>

A STUDY OF TECHNOLOGY USED IN ASHRAM SCHOOLS IN PALGHAR DISTRICT TO ACHIEVE OBJECTIVES OF NEP 2020

Mr. Mahendra L. Gharat

Ph.D Researcher,

Dr. Sanjay J. Nimbalkar

Associate Professor

Seva Sadan's College of Education, Ulhasnagar

(Mumbai University)

ABSTRACT

Education is the key to all round development. A nation's economic, social and cultural progress is determined by the educational development of its citizens. Technology is rapidly evolving and needs specialists to deliver high quality e-learning. According to Jenny Arledge, 'Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before-if we allow it'.

We all know that India has become a global leader in information and communication technology and in other highly advanced technologies like Genomics, Pharma, Space Technology, Defence etc. The digital India Campaign launched by the current Government of India is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes, thus we can safely say that the relationship between technology and education at all levels is interwoven & interdependent.

In this study researchers tried to find out technology used in Palghar district ashram schools to enhance the quality of education. For this, 27 Government and 16 Aided Ashram schools were selected as samples by researchers. Data was collected through a Self-written Questionnaire. Data was collected for Principals, wardens, Teachers and students by Survey Method of Descriptive Research. Analysis and interpretation of data was done by tabulation, graph and using statistical methods like average, percentage, frequency and ANOVA Test.

In the present study it was observed that Projectors, Mobiles, Laptop and desktops, Television and Electronic White Boards are used maximum as educational tools for the teaching learning process. Researchers also conclude that, there is no significant difference between use of technology for the educational development in Government Ashram schools and aided Ashram schools of Palghar district.

In the Present study Researcher presents relevant data about technology used in Ashram schools to enhance quality of education in Palghar district while achieving objectives of NEP 2020 at the same time.

Key Words: Ashram schools, Technology, NEP

INTRODUCTION

Education is the key to all round development. A nation's economic, social and cultural

progress is determined by the educational development of its citizens. According to Jenny Arledge, 'Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before-if we allow it'.

We all know that India has become a global leader in information and communication technology and in other highly advanced technologies like Genomics, Pharma, Space Technology, Defence etc. The digital India Campaign launched by the current Government of India is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes, thus we can safely say that the relationship between technology and education at all levels is interwoven & interdependent.

In the 21st century Maharashtra has been progressing because of educational, socio-cultural experiments and empowerment of leaders like Dr. Bhimrao Ambedkar, Mahatma Jyotirao Phule, Shahu Maharaj and Karmavir Bhaurao Patil. Maharashtra is a socially, economically and politically diverse state so it is directly reflecting on the educational merits of many castes and subcastes of the state. This is clearly creating a cultural gap between socially backwards and mainstream culture. To overcome such a cultural gap the state and central government has been programming many opportunities and inclusions for these educationally backward communities. To attract these groups towards education they have always been helped by the government through scholarships, funding, free uniforms and textbooks for student. 'Mid-day meal program' was introduced in 1995 to boost school attendance. According to 2011 Indian Central Government Census survey records it is stated that millions of Indian children are still uneducated and academically malnourished. The Government of Maharashtra and Central Government's Ministry of Human resource in joint undertaking helped these communities of ST and SC by developing many Ashram schools based on Government's innovative and modern educational policies in the region of Palghar District of Maharashtra State.

In the Present study Researcher presents relevant data about technology used in Ashram schools to enhance quality of education in Palghar district while achieving objectives of NEP 2020 at the same time.

STUDY AREA

This study was conducted in Palghar District Ashram schools of Maharashtra. In Palghar District there are two Integrated Tribal Development Projects, one is at Dahanu and second at Jawhar. In the Dahanu Project there are four Talukas, Dahanu, Talasari, Palghar and Vasai. Percentage of Tribal population according to 2011 census are Dahanu(69.11), Talasari(90.6), Palghar(30.56), and Vasai(7.32). There are a total 54 Schools, 34 Government Ashram Schools and 20 Aided Ashram Schools. In the Jawhar Project there are four Talukas, Jawhar, Mokhada, Wada and Vikramgad. Percentage of Tribal population according to 2011 census are Jawhar(91.64), Wada(57.02), Mokhada(92.08) and Vikramgad(91.82). From above data, maximum Schedule Tribes are found in Mokhada, Vikramgad, Jawhar and Talasari. Palghar and Vasai talukas have less percentage of Schedule Tribes population. In Jawhar Project there are total 48 Schools, 30

Government Ashram Schools and 18 Aided Ashram Schools

NEED AND IMPORTANCE OF THE STUDY

On 1st August, 2014 the Government of Maharashtra announced Palghar as a new district of Maharashtra. Ashram schools are the soul of Palghar district rural educational system. The present day education system is becoming heavily dependent on Technology & the pandemic has underscored the need of use of technology in teaching learning process. Use of technology will help the upliftment of the tribal students & will serve the purpose of educating Tribals through Ashram schools.

The Researcher felt the need to Study the implementation of Technology in Ashram Schools and hence planned this research in Palghar district Ashram Schools . This study will assist Government administrators to get an idea for the successful establishment and functioning of these Ashram schools and their actions can be taken for further programs.

OBJECT OF STUDY

- 1) To examine technology's use for the educational development of Ashram schools in Palghar District.
- 2) To compare technologies used in Government Ashram Schools & Aided Ashram Schools in Palghar District.
- 3) Suggest the measures to enhance technology in Ashram Schools as per NEP 2020

HYPOTHESIS OF THE STUDY

There is no significant difference between use of technology for the educational development in Government Ashram schools and aided Ashram schools of Palghar district.

SCOPE & DELIMITATION OF THE STUDY

Researchers has selected Ashram schools situated in Palghar district region. The researcher has selected eight Talukas out of total geographical area of Palghar districts for his research and it is kept limited for Palghar district only. Present study is delimited to study technology used in government and Aided Ashram schools of Palghar district of Maharashtra.

METHODOLOGY

a) Sample & sampling technique

27 Government Ashram schools and 16 Aided Ashram schools are selected using random sampling techniques out of which a lottery method was used.

b) Research Tools

The researcher has used well prepared Self-written Questionnaire for Principals, wardens, Teachers and students . The tool was administered to the Principals, wardens, Teachers and studentsof Government and aided ashram schools of Palghar districtfor data collection.

c) Research Methodology

Researchers used the Survey method of Descriptive Research in present research.

STATISTICAL INTERPRETATION OF DATA

The data collected was analysed and interpretation of data was done by tabulation, graph

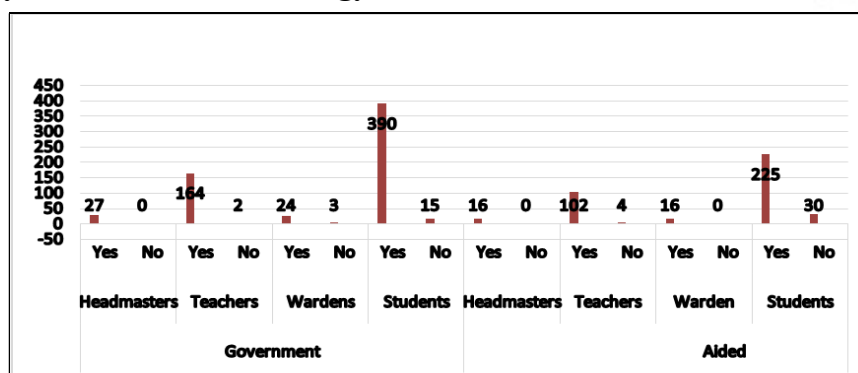
and using different statistical techniques such average, percentage, frequency and ANOVA Test; and is presented in the following table:

Sr. No.	Government Ashram schools					Aided Ashram schools			
	Technology	Headmaster	Teachers	Wardens	Students	Headmaster	Teachers	Wardens	Students
1	Electronic White Boards	4(14.8%)	32(19.3%)	1(3.7%)	30(7.4%)	2(12.5%)	8(7.5%)	2(11.8%)	15(5.9%)
2	Flip cards	2(7.4%)	18(10.8%)	2(7.4%)	45(11.1%)	0(0%)	0(0%)	4(23.5%)	0(0%)
3	Television	9(33.3%)	36(21.7%)	6(22.2%)	105(25.9%)	3(18.8%)	8(7.5%)	3(17.6%)	0(0%)
4	Laptop and desktops	7(25.9%)	42(25.3%)	6(22.2%)	165(40.7%)	2(12.5%)	20(18.9%)	4(23.5%)	45(17.6%)
5	Projectors	23(85.2%)	68(41%)	12(44.4%)	255(63%)	14(87.5%)	74(69.8%)	10(58.8%)	105(41.2%)
6	Mobiles	10(37%)	60(36.1%)	9(33.3%)	285(70.4%)	8(50%)	84(79.2%)	5(29.4%)	120(47.1%)
7	Robotics	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
8	Kharadi path program	2(7.4%)	34(20.5%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
9	Other (teaching charts, maps)	6(22.2%)	22(13.3%)	0(0%)	0(0%)	1(6.3%)	0(0%)	0(0%)	0(0%)

Table 1: Does our school use technology?

Government								Aided							
Headmasters		Teachers		Wardens		Students		Headmasters		Teachers		Wardens		Students	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
27 (100%)	00 (0%)	164 (98.8%)	02 (1.2%)	24 (88.9%)	03 (11.1%)	390 (96.3%)	15 (3.7%)	16 (100%)	00 (0%)	102 (96.2%)	4 (3.8%)	16 (100%)	00 (0%)	225 (88.2%)	30 (11.8%)

Figure 1: Does your school use technology ?

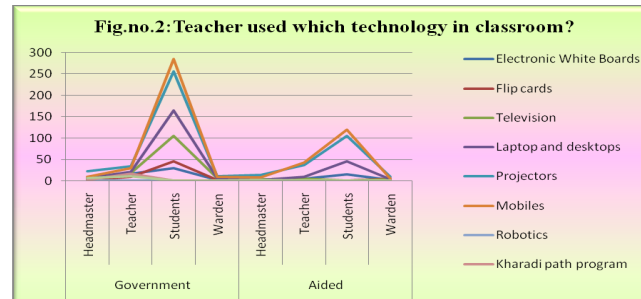


From table1. and figure.1, 100% Headmaster from Government and aided ashram schools used 'Yes' type option , 98.8% and 96.2% teachers from Government and aided ashram schools used 'Yes' type option respectively.1.2% and 3.8% teachers from Government and aided ashram schools used 'No' type option respectively. 88.9% and 100% wardens from Government and aided ashram schools used 'Yes' type option respectively.11.1% wardens from Government ashram schools used 'No' type option.96.3% and 88.2% Students from Government and aided

ashram schools used 'Yes' type option respectively. 3.7% and 11.8%

Students from Government and aided ashram schools used 'No' type option respectively.

Table2:Teacher used which technology in classroom?



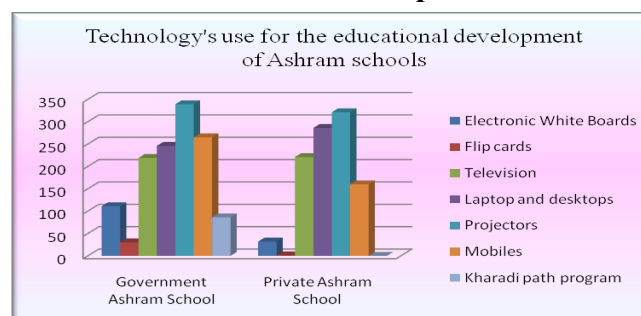
From table no.2. and fig.no.2. Headmasters ,teachers ,warden and students used Mobile and Projector as main technology in teaching learning process in Government as well as Aided ashram schools. Electronic White boards are used by very few Headmasters ,teachers, warden and students.Kharadi path program was used by 7.4%Headmasters and 20.5% teachers inGovernment ashram schools but Kharadi path program was not available in Aided ashram schools so it is not used. Robotics is not used in teaching learning processesin Government as well as Aided ashram schools.

1) To examine technology's use for the educational development of Ashram schools in Palghar District.

Table 3:Technology's use for the educational development of Ashram schools

Technology's use for the educational development of Ashram schools	Government Ashram School	Aided Ashram School
Electronic White Boards	111	32
Flip cards	30	01
Television	219	221
Laptop and desktops	246	286
Projectors	339	321
Mobiles	265	160
Kharadi path program	86	00

Figure 3:Technology's use for the educational development of Ashram schools



Interpretation: The technology which is maximum used for the educational development of Ashram schools in Palghar District are Projectors, Mobiles, Laptops and desktops, Television and Electronic White Boards.

2) To compare technologies used in Government Ashram Schools & aided Ashram Schools in Palghar District.

Table 4 ANOVA Test

Source of Variation	SS	df	MS	F	P-value	Result
Between Technologies	177364	6	29560.67	21.33	0.001	Significant
Between Ashram Schools	5401.8	1	5401.79	3.90	0.096	Insignificant
Error	8313.7	6	1385.62			
Total	191079.5	13				

Interpretation: (1) P- value (0.001) of technology is less than significant value (0.05). So we conclude that there is a significant difference between Types of technology used for the educational development in Ashram schools of Palghar district.

(2) P-value (0.096) is greater than significant level. The result is insignificant, that means there is no significant difference between use of technology for the educational development in Government Ashram schools and Aided Ashram schools of Palghar district.

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

- 1) The technology which is maximum used for the educational development of Ashram schools in Palghar District are Projectors, Mobiles, Laptop and desktops, Television and Electronic White Boards.
- 2) Kharadi path program available in Government ashram schools but less used in Government ashram schools and not available in Aided ashram schools so it is not used for the educational development of Ashram schools in Palghar District. Robotics is not used in teaching learning processes in both Government as well as Aided ashram schools.
- 3) There is no significant difference between use of technology for the educational development in Government Ashram schools and Aided Ashram schools of Palghar district.

THE MEASURES TO ENHANCE TECHNOLOGY IN ASHRAM SCHOOLS AS PER NEP 2020

Besides making provision of adequate infrastructure, extra-curricular activities and other materials, it is essential to focus upon technology studies for enhancement of academic knowledge so that individuals are able to acquire understanding of difficult concepts in an effective manner.

As we all are expecting to inculcate 21st century Skills [as stated in NEP 2020] in students and for the development, improvement in the conditions of ashram schools, the following measures have been suggested by researchers.

- 1) Tribal students are courageous, they mostly reside in hilly and forest areas, They are quick learners and adapt skills immediately and have their particular area of interest, so it is recommended

that they should be encouraged to get skills based education in their areas of interest.

2) The student should know the fundamentals of technology in schools although technologies are emerging & evolving all around us. The currently available technology in ashram schools is not sufficient. So researcher suggeststo set up at least one Innovative Lab in each taluka place ashram school which will include latest technologies like basic study of Robotics, Augmented Reality & Virtual Reality, Big Data & Analytics, Quantum Computing, 5G Networks, Internet of Things (IoT), Cyber Security, Blockchain, Cloud services, Artificial Intelligence , Genomics and 3D Printing to achieve 21st century Skills such as Critical Thinking, Problem Solving, Communication & Collaboration, Creativity & innovation, Digital Literacy, Career and Life skills as suggested in NEP 2020. Many of these Skills are also identified as key qualities of Progressive education. These technology trends offer Promising career now as well as for the foreseeable future and to get good skill based jobs in Education, Agriculture, Medicine, Mobility & Magnification to the Ashram schools students.

3) Each school should have a well Equipped IT Lab. As seen during the Covid 19 Pandemic most of the online Learning platforms like Google Classroom, Coursera, Skillshare, Lynda.com, Udacity, Udemy and edx are focusing on Skills such as Critical thinking and adaptability which are important for success in the future. Blending learning is the objective of NEP 2020. This IT lab will also help for educational planning, management and administration such as admissions, attendance for administrators as well as online assessment and examination within a short span of time in Government and Aided Ashram schools in Palghar District.

4) Each Ashram school should have Virtual Lab . This lab will be used for Technology based education platforms such as DIKSHA/SWAYAM which will be used by students for online learning as well as by teachers to develop content, improving teaching-learning and evaluation process, supporting teacher preparation and professional development through online Inservice training which will save time, money etc . Blending learning type will happen in ashram schools and will support education development as researchers had observed many ashram schools do not have sufficient human resources .

5) Most of the ashram schools have the necessary infrastructure, teaching and learning materials, medical facilities etc. Technology has rendered a significant contribution in facilitating learning amongst the individuals. It is rapid and a secure mode of learning and generating awareness. Hence, focus needs to be put upon making use of technology in education.

6) Regular compulsory training and incentives should be given to each qualified, experienced teacher to make them tech-savvy and comfortable to handle technology. By this they will become high quality online content creators which will facilitate the learning of the students in an efficient manner.

7) Along with basic education, technology should be introduced in Primary education to build up the foundation of technology in Ashram schools students.

CONCLUSIONS

From the findings of the study, it was concluded that to enhance quality of education in Ashram schools, Principals, Teachers, Wardens and Students try to use available technology like Projectors, Mobiles, Laptop and desktops, Television and Electronic White Boards etc for the educational development of Government and Aided Ashram schools in Palghar District. Similarly, there is no significant difference between use of technology for the educational development in Government Ashram schools and Aided Ashram schools of Palghar district. But, to achieve objectives as recommended by NEP 2020 about using technology in schools there, should be at least one Innovative Lab with a trained instructor in each taluka place ashram school, one virtual lab and a well-equipped I.T. lab in each Government and Aided ashram schools to enhance quality of education in ashram schools of Palghar district.

REFERENCES

1. Best John –James Kahn (2011) Research in Education Tenth edition, PHI Learning Privet Limited, New Delhi.
2. C.R.Kothari & Gaurav Garg (2020) Research Methodology Forth edition, New age, New Delhi
3. Garnaik & Barik (2012) undertaken study were to investigate the socio-economic background of the tribal students and to evaluate the facilities of Ashram School.
4. Rangaswamy, N. (2006, May). Social Entrepreneurship as Critical Agency: A study of rural internet kiosks.
5. Annual tribal component schemes 2018-2019 Government of Maharashtra, Tribal Development Department.
6. B. E. Nagrale (2006-2007) Ashram school code, Tribal Development Department, Government of Maharashtra, Mumbai.
7. National Education Policy 2020, Ministry of Human Resource Development, Government of India.
8. Tribal development Hand Book (2011-2012) Government of Maharashtra Tribal Development.

Web-sites

1. dyangangotri.com
2. google.com
3. mahatribal.gov.in
4. shodhganga.com

NATIONAL EDUCATION POLICY 2020: ROLE OF TEACHER**Mrs. Sharmistha Pradhan***Student of SSR College of Education, Dadra and Nagar Haveli (U.T.)*

ABSTRACT

Education is fundamental for achieving full human potential, developing an equitable and promoting national development. Education must build character, enable learners to be ethical, rational, compassionate and caring while at the same time prepare them for gainful fulfilling employment. Education is of the utmost priority. The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. 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 super power.

Teachers are the backbone of our society. Teachers actually shape the future of students, so they also build the future of our nation. Because of this good contribution of theirs, teachers in India are now the most respected members of society and only the most gifted and knowledgeable persons. In order to provide students with the prescribed knowledge, skill and moral values, society provided all they needed by teachers or gurus. The NEP 2020 puts forward many policy changes when it comes to teachers and teacher education. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030. Teaching methods are knowledgeable field work and research oriented. The teacher must be at the Centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. This paper also outlines the salient features of National Education Policy 2020, Role of Teacher and Teacher Education.

Keywords: New Education Policy 2020, Role of Teacher and Teacher Education.

INTRODUCTION

For any developing country Education is one of the most vital needs. A child's future depends on the form of education he or she receives. The world is undergoing rapid changes in the knowledge landscape. The first education policy was introduced in 1968 by the government of former Prime Minister Mrs. Indira Gandhi. The second education policy was formulated by the Rajiv Gandhi government in 1986, with some amendments by the Narsimha Rao government in 1992. The Third Education Policy was introduced by our Prime Minister Shri Narendra Modi 2020. In 2020, the name of the Ministry of Human Resource Development was again changed to the Ministry of Education after the introduction of a New Education Policy.

This New Education Policy will replace the 34 year old National Education Policy 1986. The “10+2” structure will be replaced with the “5+3+3+4” model. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by the Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is:

“National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.”

The NEP 2020 puts forward many policy changes regarding teachers and teacher education. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030. The teacher recruitment process will also be strengthened and made transparent. The National Council for Teacher Education will frame a National Curriculum Framework for Teacher Education by 2021 and a National Professional Standards for Teachers by 2022. The policy sets a grand goal of utilizing international education to reestablish India as a *Vishwa Guru* (or world teacher), which was reiterated by India's Vice President, M. Venkaiah Naidu, who expressed a desire to establish India to attract global academic talent.

The UGC has asked that awareness about the policy should be spread among students and teachers. Prime Minister Narendra Modi stated that the policy focuses on 'how to think' rather than 'what to think'. Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral.

Objectives of the Study

- 1- The primary objective of this research is to study the impact of New Education Policy 2020 on Role of Teacher and Teacher Education.
- 2- To highlight, study and identify the innovative ideas of the policies of NEP 2020.

- 3- NEP 2020 highlights the importance of a teacher's role in the education system.
- 4- Nurturing children to become problem solvers must be one of the major focuses of teachers in India

Research methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analyzed and reviewed to arrive at the inferences and conclusions.

ROLE OF TEACHER

Teachers play an important role in the implementation of the National Education Policy 2020. The teacher must be at the centre of the fundamental reforms in the education system. Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. The importance of developing 21st-century abilities as well as integrated and interdisciplinary methods must be understood by educators. The teaching community must coordinate, work well together, and be driven by a desire to change students' lives via the development of their skills and character, as the NEP is implemented on the ground.

Teachers have knowledge as well as skills. These teachers should be able not only to understand the aims of subject – learning and subject – related teaching, but also to understand the special needs of the children and also progressive to their knowledge. It is also the area, therefore, the subject teachers and the general teachers in their early years or after the pre – service teacher preparation can be made on secondary expertise.

Teachers for education should be provided with full – time or part – time or blended courses in a service and service mode in multi – disciplinary colleges and universities.

Important Points of Role of Teacher in NEP 2020

- 1- Recruitment and Placement
- 2- Work Environment in Service time
- 3- Continual Professional Development
- 4- Professional Standards for Teachers
- 5- Career Management and betterment
- 6- Special educators
- 7- Approach to Teacher Education

Recruitment and Placement

To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programmes.

Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment.

To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.

Work Environment in Service time

The primary goal of making good changes in the work environment and cultures in schools is to raise the abilities of teachers to the maximum level so that they can do their job effectively and ensure that teachers become a part of an inclusive community of students, parents, principal teachers and other supporting staff, with the only goal of being a learner.

In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

Continual Professional Development

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules.

School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

Professional Standards for Teachers

A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in

consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions.

The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal.

Career Management and betterment

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage that incentivizes and recognizes outstanding teachers.

Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

Special educators

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/*Divyang* children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding the special requirements of children. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

Approach to Teacher Education

Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. The teaching of pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offers the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

In 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

CONCLUSION

The New Education Policy 2020 may turn out to be the best policy in the field of education and human resource. As the saying goes, “A mad king misuses his power and drags his country to sewers”, the policy if mishandled may prove fatal. In a country riddled with issues like favoritism, corruption, lobbying, etc., the misuse of policy is natural. Also, the hope that this policy brings to people in need is great. NEP 2020 with student-centered ideology, an improvement is expected in the education system and workforce by 2030.

Educators must understand and embrace the concepts of integrated and multidisciplinary

approaches and the need for development of 21st century skills. While implementing the NEP at the ground level, it becomes imperative for the teaching fraternity to have strong coordination, cooperation and the motivation to transform students' life through skill and character building.

The NEP emphasizes the teacher's contribution, their sacrifice and efforts to uphold the dignity, respect and honour of this profession. This can happen only if the policymakers consider creating an independent agency like Teacher Recruitment Board/ Indian Teaching Services on the lines of Indian Administrative Services or State Civil Services and speeding the recruitment of the teachers which is pending for about a decade.

If these are implemented, the best brains will come into this ecosystem as a preferred choice and lead India towards becoming a Vishwa Guru in the coming days.

REFERENCE

Government of India. (2020). National Education Policy 2020. Ministry of Human Resource Development.

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

National Education Policy 2020 and Its Comparative Analysis with RTE American Research Journal of Humanities and Social sciences

New Education Policy 2020 of India: A Theoretical Analysis. International Journal of Business and Management Research (IJBMR)

TEACHER'S ROLE: IN THE REFERENCE TO NEP 2020. Journal of Emerging Technologies and Innovative Research (JETIR)

Thakur, D.N. (1995). Impact of education policy in India. New Delhi, India.

National education policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/

<https://leadschool.in/school-owner/national-education-policy-nep-2020/>

<https://www.telegraphindia.com/edugraph/news/teachers-are-responsible-for-the-implementation-of-nep-2020-says-nagaland-officials/cid/1874494>

<https://macmillaneducation.in/blog/teachers-role-is-key-for-success-of-national-education-policy-2020/>

https://www.researchgate.net/publication/346654722_Impact_of_New_Education_Policy_2020_on_Higher_Education

NEP 2020: CURRICULUM AND PEDAGOGY IN RESPECT OF PRIMARY EDUCATION

Ms. Divyani Purohit

(PG Student)MS Baroda University,

(Alumni , SSR College of Education)

ABSTRACT

The National Educational policy 1986 and RTE Act 2009 envisaged Free and compulsory education up to age of 14 years, while the act has ensured education to all, prevailing challenges of the education system remained thereby hindering the growth of the Indian education system. The recent education policy by the government of India is the first in 34 years replacing National Education Policy 1986. The NEP proposes revision and restructuring the education system, including its rules and governance, to create new system for achieving 21ST Century Education goals by 2030. The Policy, while focusing on various facets of education it highlights on new structure of school curriculum and pedagogy in a new 5+3+3+4 Design. The key thrust of curriculum and pedagogy reforms across all stages will be mainly focus towards real understanding and learning how to learn instead of culture of rote learning. The aim of new education policy not on cognitive development but on holistic development of learner. Specific sets of skills and value across the domain will be identified and integrated at each stage of learning. Pedagogical approach should be child centered. NEP suggests to reduce curriculum content to enhance essential learning and critical thinking. It Emphasis on constructive rather than rote learning .Through this students will teach by experiential learning and have flexibility in course choices. It makes decision that mother tongue and regional language should be used as medium of instruction up to class 5. Further it emphasis on Formative Assessment, peer review system of assessment and make report card on the basis of CCE. NEP efforts through suitable changes in curriculum and pedagogy by NCERTs, SCERTs, schools and educators to significantly reduce the weight of school bags.

Key Words: National Education Policy, Curriculum, Pedagogy.

INTRODUCTION

The National Education Policy is a policy formulated by the Government of India to enhance education amongst India's People .It covers elementary education to higher education in both rural and urban India . The first NEP Was promoted by the Government of India by Prime Minister Indira Gandhi in 1968 , the second by Prime Minister Rajiv Gandhi in 1986 , and the third by Prime Minister Narendra Modi in 2020, Which was approved by Union Cabinet of India on 29th July 2020 , it outlines the vision of India's new education system.

NEP 2020 is a comprehensive framework for elementary education to higher education as well as vocational training. NEP is a broad guideline for all and it is up to state, institution and schools to decide on the implementation. The NEP 2020 suggests several changes in India's Education Policy. Though Holistic and Multidisciplinary education should strive in an integrated way to improve overall human capacities- Cognitive, social, physical, emotional , and moral . In the long term, such a comprehensive education system shall be the method for all undergraduate programs. Optimal learning environments and support for students offer a holistic development approach including adequate curriculum, continuous and

comprehensive evaluation, interactive pedagogy , and adequate support for Students .

SALIENT FEATURES OF NEP RELATED TO CURRICULAM AND PEDAGOGY

The NEP has been introduced with an aim to changes in the system from school level to university level. Keeping in mind developing scenario, education content ,curriculum will focus on enhancing students concepts, ideas, applications and problem solving .NEP emphasis on school level education system; it changes its design from old 10+2 to new pattern 5+3+3+4,and accordingly curriculum and pedagogy should be follow. NEP Suggests learning should be holistic, integrated ,enjoyable and make active participation of students .

Restructuring school curriculum and pedagogy in a new pattern 5+3+3+4

The curricular and pedagogical structure of school education will make it responsive and relevant to the developmental need and interest of students at different stage of their development. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, 3 years of Anganwadi /pre-school + 2 years in primary school in Grades 1-2; Preparatory Stage (Grades 3-5) Middle Stage (Grades 6-8) and Secondary Stage (Grades 9-12 in two phases, first grade 9-10 and second grade 11 -12 .

Holistic Development of learners

The aim of education will not only be cognitive development, but also building character and creating holistic well-rounded individuals with the 21st century skills. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals.

Reduce curriculum content to enhance essential learning and critical thinking

Curriculum content will be reduced in each subject to its core essentials, to develop critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis based learning.

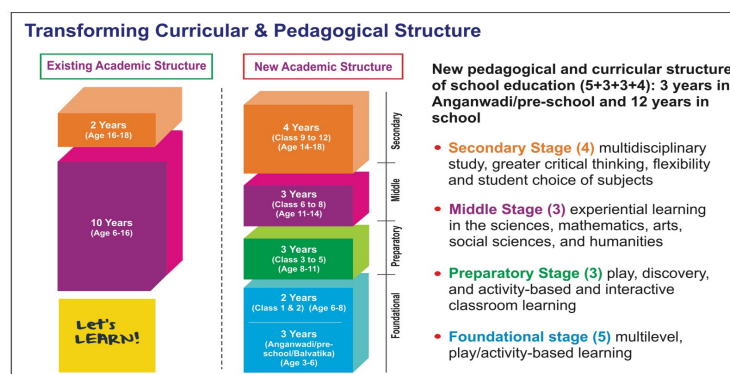
Experiential learning

NEP suggests to make experiential learning at all stages; including hands-on learning, sports-integrated and arts- integrated education, story-telling-based pedagogy, within each subject and with explorations of relations among different subjects.

Students will be given flexibility and choice of subject to study , more emphasis given on multilingualism ; students will be taught in their mother tongue up to class -5 .

DETAILED ANALYSIS OF NEP ON CURRICULAM AND PEDAGOGY

The age group for RTE act 2009 is 6-14 years mandatory, but in a country where the voting age is 18 years, compulsory education should have been spanned until 18, starting from 4 years. This is currently addressed under the New Education Policy (NEP) 2020. Comparatively new academic structure made from old one which is shown in below chart.



In NEP 2020 emphasis is given on active engagement of child at every stage. Children learn languages, most quickly between 2- 8 years, and multilingualism has great cognitive effect on child. Therefore, a three-language formula has been proposed and emphasis on mother tongue-based education till preparatory stage and oral language development are critical for holistic development and promote our culture, sense of humanity and creativity through the study of classical languages, mother tongues, and regional languages.

Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels. Curricula integration of essential subjects, skills and capacities made.

Pedagogical approaches such as Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning. Students at early stage learn by activity teacher will make conducive environment for child thus they learn quickly and remember for last long.

The priorities of 1986 is on minority education, reducing child drop outs, women education, adult education and vocational training, whereas, the priority of NEP 2020 is majorly given to multidisciplinary courses, vocational courses, music, bucket system of choosing subjects, science and art is given importance.

NEP 2020 make new form of NATIONAL CURRICULAR FRAMEWORK FOR SCHOOL EDUCATION. National Textbook with local content and fiber motivate learner to learn and relate with their daily life which helps into their assessment.

CONCLUSION

The policy provides for reforms at all levels of education from school to higher education. NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education. In this way NEP2020 recommend for holistic development of child through active engagement of learner, encourage peer learning and collaborative learning.

REFERENCES

National Education policy 2020

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Sudeep B. Chandramana 2020

https://www.researchgate.net/publication/346654722_Impact_of_New_Education_Policy_2020_on_Higher_Education

<https://shikshan.org/nep-2020/curriculum-pedagogy/>

NEP 2020: ENSURING UNIVERSAL ACCESS TO EDUCATION**Mr. Ashish Sharad Gurav***Ashoka Education Foundation,**Ashoka International Centre for Educational Studies and Research, Nashik*

Abstract :

NEP 2020 highlights on learner and their well round development. When the focus is on well round development then the role of learner and the role of teacher are the important factors. Earlier the role of teacher was very prime as it was teacher centered education but now as the prime importance is given to learners and their learning then the whole scenario has been replaced. Only these two points are not the reasons to change the scene but there are many other significant reasons that's why the learner comes in the focus. Technology is one of the reasons why the earlier education system has been replaced by the new one. When we use the term well rounded development that time, we mean social, psychological, cultural and personal development. Many educational institutions set the vision and mission through which they can inculcate international skills and qualities with Indian ethos.

Introduction :

The goal is to emphasize all subjects equally math, science, art, languages, sports, and social sciences while integrating academic and vocational courses in the classroom. The NCERT will create a brand-new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21. In addition to higher education, including technical education, the National Education Policy 2020 proposes a number of reforms. The NEP 2020 includes a number of implementation points and activities for both elementary and secondary education. There are 4 major parts of NEP 2020 as follows – Part I School Education, Part II Higher Education, Part III Other Key Areas of Focus and Part IV Making it happen.

PART I. SCHOOL EDUCATION

- 1 Early Childhood Care and Education: The Foundation of Learning
- 2 Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
- 3 Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels
- 4 Curriculum and Pedagogy in Schools: Learning Should Be Holistic, Integrated, Enjoyable and Engaging
- 5 Teachers
- 6 Equitable and Inclusive Education Learning for All
- 7 Efficient Resourcing and Effective Governance through School Complexes/Clusters
- 8 Standard-setting and Accreditation for School Education

PART II. HIGHER EDUCATION

- 9 Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System
- 10 Institutional Restructuring and Consolidation
- 11 Towards a More Holistic and Multidisciplinary Education
- 12 Optimal Learning Environments and Support for Students
- 13 Motivated, Energized and Capable Faculty
- 14 Equity and Inclusion in Higher Education
- 15 Teacher Education

-
- 16 Re-imagining Vocational Education
17 Catalyzing Quality Academic Research in all Fields through a New National Research Foundation
18 Transforming the Regulatory System of Higher Education National Education Policy 2020
19 Effective Governance and Leadership for Higher Education Institutions

PART III. OTHER KEY AREAS OF FOCUS

- 20 Professional Education
21 Adult Education and LifeLong Learning
22 Promotion of Indian Languages, Arts and Culture
23 Technology Use and Integration
24 Online and Digital Education: Ensuring Equitable Use of Technology

PART IV. MAKING IT HAPPEN

- 25 Strengthening the Central Advisory Board of Education
26 Financing: Affordable and Quality Education for All
27 Implementation

If we study the NEP 2020, we come to know right from childhood education up to professional education all aspects are covered in it ensuring universal access. Realizing one's full potential, creating a fair and just society, and advancing global progress all depend on education. The secret to India's continuous rise and leadership on the international stage in terms of economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation is ensuring that everyone has access to high-quality education. The best method to develop and utilize our nation's many talents and resources for the benefit of the individual, the society, the nation, and the world is through universal high-quality education. India will have the youngest people in the world over the next ten years, and the future of our nation will depend on our capacity to offer them chances for high-quality education. Goal 4 (SDG4) of the 2030 Goal for Sustainable Development, adopted by India in 2015, reflects the global education development agenda and aims to "provide inclusive and equitable quality education and promote lifelong learning opportunities for everyone" by the year 2030. To accomplish such a challenging objective and all of the crucial aims and goals (SDGs) of the 2030 Agenda for Sustainable Development, the entire educational system must be redesigned to support and nurture learning.

The landscape of knowledge is changing quickly on a global scale. Many low-skilled jobs could be replaced by machines due to dramatic scientific and technological advancements like the rise of big data, machine learning, and artificial intelligence. As a result, there will be a growing demand for skilled workers with expertise in math, computer science, and data science as well as cross-disciplinary skills in the natural and social sciences as well as the humanities. The way we meet the needs of the world for energy, water, food, and sanitation will significantly change as a result of climate change, rising pollution, and the depletion of natural resources. This will once again lead to a need for new skilled workers, particularly in the fields of biology, chemistry, physics, agriculture, climate science, and social science. The increasing frequency of epidemics and pandemics will necessitate joint research in managing infectious diseases and vaccine development, and the ensuing socio economic challenges will increase the need for interdisciplinary education. As India grows closer to being a developed nation and one of the three greatest economies in the world, there will be a rising demand for humanities and the arts.

The development of each person's creative potential is a major focus of education policy. It is based on the idea that education should help students develop not only their cognitive abilities (such as literacy

and numeracy "foundational capacities" and "higher-order" cognitive abilities like problem-solving and critical thinking) but also their social, ethical, and emotional dispositions as well. This Policy has been guided by the rich heritage of ancient Indian knowledge and thought. In Indian thought and philosophy, knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) were always regarded as the highest human objective. In ancient India, education was not just about getting knowledge to prepare for life in this world or life after school, but also about fully realizing and freeing oneself. In ancient India, world-class institutions like Takshashila, Nalanda, Vikramshila, and Vallabhi hosted scholars and students from all over the world and set the highest standards for multidisciplinary teaching and research.

Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi, and Thiruvalluvar, among others, were great scholars who made significant contributions to world knowledge in a variety of The philosophy and culture of India have had a significant impact on the world. In addition to nurturing and preserving these extensive world heritage legacies for future generations, our educational system should also be used for research, enhancement, and new application. Policy for National Education (NEP): By launching the NEP on July 29, 2020, the Union Cabinet paved the way for transformative reform in the school and higher education systems. Additionally, they rebranded MHRD as the Ministry of Education. This is the first education policy of the 21st century to replace the 34-year-old national education policy, which was first implemented in 1986. Access, Equity, Quality, and Accountability are the four pillars on which the new NEP is built. The old 10+2 structure will be replaced by a 5+3+3+4 structure, which includes 12 years of school and 3 years of Anganwadi/preschool. Timeline for NEP 2022 The chairman of the UGC stated that the COVID-19 pandemic had an impact on the implementation of NEP, but that it would be implemented more quickly once the situation returned to normal.

By 2030, a four-year integrated B.Ed. degree will be required to become a teacher. According to Education Minister Ramesh Pokhriyal Nishank, there is no plan to alter the NEP reservation requirements. The Chief Minister of Meghalaya has stated that a task force will be established to carry out the New Education Policy. Following the formation of this task force, Meghalaya will become the first state in the nation to carry out this NEP. They aim to achieve a 100% GER (Gross enrollment ratio) from pre-school to secondary by the end of 2030 with the assistance of this new education program, which aims to mainstream more than 2 crore students. Through this NEP 2020, the government hopes to transform India into a "global knowledge superpower." This can only be accomplished by making the education system for schools and colleges more adaptable, holistic, and multidisciplinary, which will highlight each institution's distinctive strengths. In grades 3, 5, and 8, students now take a school exam that was administered by the appropriate authority. The 10th and 12th grade board exams will continue, but they will be redesigned to promote holistic growth.

A brand-new national assessment platform, PARAKH (Performance assessment, review, and analysis of knowledge for holistic development), will be established. Coding and mathematical thinking will begin in sixth grade. In addition to internships, vocational education will begin in sixth grade. The new system will have 12 years of school and 3 years of pre-school/Anganwadi until fifth grade. This policy will emphasize local language/regional language/mother-tongue as the medium of instruction. The 10+2 structure will be replaced by 5+3+3+4. Sanskrit, with its three language formulas, will also be offered to students at all levels of school and higher education. Literature from India and other classical languages will be available as an alternative. No language would be required of any student. Subject matter flexibility will

be provided for higher education.

With the appropriate certification for higher education, there will be multiple entry and exit points. UG programs can last three or four years and offer a variety of exit options if you earn the right certification during that time. For example, a certificate will be given after one year, an advanced diploma after two years, a degree after three years, and a bachelor's degree with research after four years. Digital academic credit earned by students will be stored in an academic bank of credit (ABC), where it will be transferred and counted toward the final degree. All subjects' curricula have been simplified to their core essentials. They do this by emphasizing critical thinking, discovery, inquiry, discussion, and education instruction based on analysis and holistic learning approaches. Higher education will have a light but strict regulator. Concentrate on e-learning so that they can reduce their reliance on textbooks. The new policy will give education 6% of GDP, up from 1.7%, which will undoubtedly benefit the educational system. They wanted all higher education institutions (HEIs) to be multidisciplinary by the end of 2040 and have at least 3,000 students. College affiliation will be phased out over the next 15 years. By 2030, every district should have at least one large, multidisciplinary HEI built in or close by. Aim for 100% adult and youth literacy. A common entrance exam for HEI admission will be offered by NTA. India's goal with this NEP is to increase their GER from 26.3% to 50% by 2035, and approximately 3.5 million new seats will also be added to higher education institutions. Higher education plays a crucial role in human well-being and development. Under this scenario, UG education could last three or four years and offer a variety of entry and exit options. Global standards will be established for research universities and multidisciplinary education. Except for medical and legal education, the entire higher education system will be overseen by the HECI (Higher Education Commission of India). HECI will have four distinct verticals, including NHERC (National Higher Education Regulatory Council), GEC (General Education Council), HEGC (Higher Education Grants Council), and NAC (National Accreditation Council) for recognition.

Higher education globalization

Students will be able to store and transfer credit from various HEIs earned during their academic careers into an academic bank of credit when they receive their final degree. The national research foundation will serve as a focal point for the development of a robust research culture and higher education-specific research capacity. By the end of 2030, the minimum qualification for teachers will be a four-year B.Ed. under this new and inclusive national curriculum framework for teacher education, which will be formulated by NCTE with the assistance of NCERT. degree curriculum Due to inadequate standards, strict action will be taken against standalone teacher education institutes. Because there will be no hard distinction made between "curricular" and "extra-curricular" or "co-curricular" activities, every school subject, including yoga, sports, dance, music, sculpting, woodworking, gardening, and electric work, will be considered curricular rather than extra or co-curricular. As a result, every student will have the opportunity to engage in the study of the arts, humanities, and social sciences. SCERTs (State councils of educational research training) in states can edit, rewrite, and supplement the curriculum in accordance with their requirements. NCERT will prepare syllabi and textbooks in accordance with the NCF (national curriculum framework). Physical education will be heavily incorporated into their curriculum, taking into account what is engaging and safe for each age. In addition, there is no hard distinction between the "vocational" and "academic" streams because they wanted to ensure that every student would have the same chance to develop both skills. The Indian government's most recent education policy is the subject of this article. See the National Policy on Education for previous policies. The new National Education Policy of India 2020

(NEP 2020) is a comprehensive framework for elementary education through higher education and vocational training in both rural and urban India. It was launched on July 29, 2020, by the Union Cabinet of India, and outlines the vision for a new education system in India. The policy aims to transform India's education system by 2030. The government clarified shortly after the policy's release that no one will be required to study a particular language and that English will continue to be the medium of instruction. The language policy in the NEP is a broad guideline and advisory in nature. Education in India is a Concurrent List subject, and the implementation is up to the states, institutions, and schools.

The National Policy on Education of 1986 has been superseded by the NEP 2020. In January 2015, a committee headed by former Cabinet Secretary T. S. R. Subramanian began the New Education Policy's consultation process. A panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan submitted the draft NEP in 2019 on the basis of the committee's report in June 2017. The Draft New Education Policy (DNEP) 2019 was later released by the Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in developing the draft policy: " Over two lakh suggestions were received from 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts, as well as from 2.5 lakh gram panchayats. "

It suggests enrolling in a four-year undergraduate program with multiple exit options for a multidisciplinary bachelor's degree. These will be implemented in the following ways, which include professional and vocational fields: A certificate will be awarded after one year of study; a diploma will be awarded after two years of study; a bachelor's degree will be awarded after three years of study; a four-year multidisciplinary bachelor's degree will be the preferred option; MPhil (Master of Philosophy) courses will be discontinued to align degree education with Western models. A Higher Education Commission of India (HECI) will be established to oversee higher education. The HECI will have four verticals: the National Higher Education Regulatory Council (NHERC), which is responsible for regulating higher education, including teacher education but excluding medical and legal education; the National Accreditation Council (NAC), which is a "meta-accrediting body; and the Higher Education Grants Council (HEGC), which is responsible for funding and financing universities and colleges. The General Education Council (GEC), which will define "graduate attributes," or the anticipated learning outcomes, will take over from the National Council for Teacher Education, the All India Council for Technical Education, and the University Grants Commission, respectively. The National Testing Agency will now be given the additional responsibility of conducting entrance examinations for admissions to universities across the country, in addition to the JEE Main and NEET. The policy proposes that higher education institutes like the IITs make changes with regard to the diversity of learning. The policy proposes to internationalize education in India. The fees of both private and public universities will be fixed.

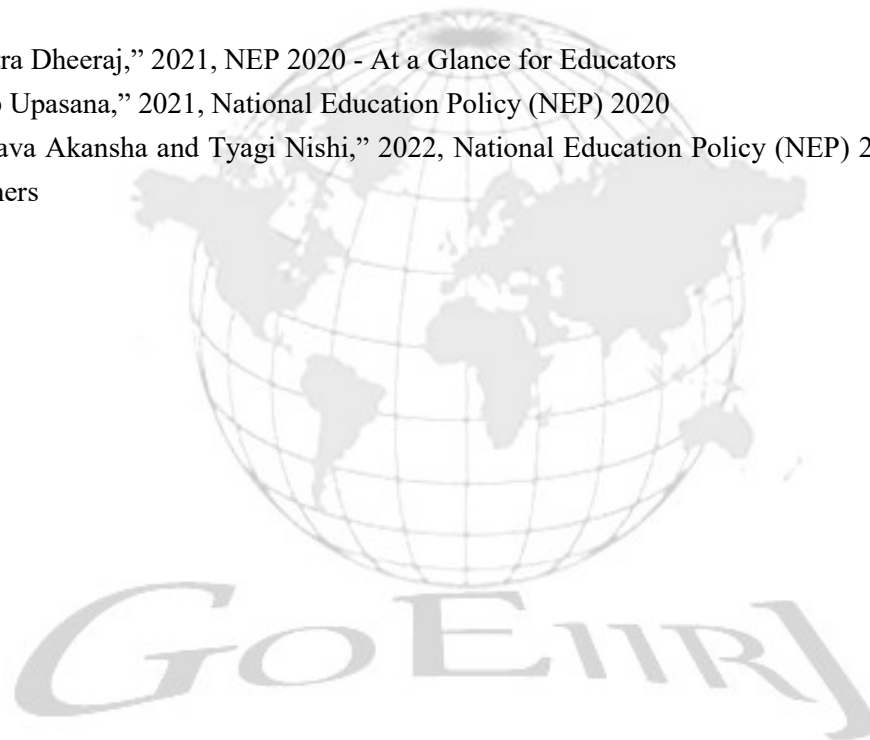
Numerous brand-new educational institutions, bodies, and concepts have received legislative approval under NEP 2020. New language institutions like the Indian Institute of Translation and Interpretation and the National Institute/Institutes for Pali, Persian, and Prakrit are proposed by the policy. These include: the National Education Commission, which is led by the Prime Minister of India; the Academic Bank of Credit, which is a digital storage of credits earned to help resume education by using credits for further education; the National Research Foundation, which aims to improve research and innovation; the Special Education Zones, which focus on the education of underrepresented The National Mission for Mentoring, the National Book Promotion Policy, and the National Mission on Foundational Literacy and Numeracy are

among the other bodies that have been proposed.

Considering all of the above all points, we come to know the national education policy 2020 highlighted on teachers, learners and all stakeholders' all round development. It is also significant that the learner is given prime importance with the interdisciplinary approach.

References:

1. National Education Policy 2020 Ministry of Human Resource Development Govt. of India.
2. <https://nvshq.org/article/new-national-education-policy-nep-2022/>
3. https://en.wikipedia.org/wiki/National_Education_Policy_2020
4. “Mandal Keshav Chandra,” 2021, National Education Policy 2020: The key to development in India
5. “Mehrotra Dheeraj,” 2021, NEP 2020 - At a Glance for Educators
6. “Kashap Upasana,” 2021, National Education Policy (NEP) 2020
7. “Srivastava Akansha and Tyagi Nishi,” 2022, National Education Policy (NEP) 2020 and the Role of Teachers



TWO YEARS IMPLEMENTATION OF NEP 2020: CURRICULUM & PEDAGOGY IN SCHOOLS EDUCATION

Satyajit Baral

Ph.D Scholar

Department of Education-CASE, Faculty of Education & Psychology

The Maharaja Sayajirao University of Baroda, Gujarat

Abstract

The National Education Policy, 2020 is the first education policy of the 21st century and the third in India's series of National Education Policies (1968, 1986, updated in 1992). The NEP 2020 encompasses a broader range of school education, from pre-primary to senior secondary school. As the policy is set over the next two decades, the presented recommendations have varying timeframes. Therefore, the deployment of NEP is being implemented in stages. National Curriculum Framework for school education, introduced on 20 October 2022, is India's first integrated Curriculum Framework for children aged 3 to 8 years old. It is a direct consequence of the 5+3+3+4 "curriculum and pedagogy" structure that NEP 2020 has established for School Education. This framework is anticipated to give the greatest quality School Education across all sorts of institutions in the country.

Keywords: National Education Policy 2020, Curriculum, Pedagogy, School Education

Introduction

The National Education Policy (NEP) 2020 reforms aim to transform India into a knowledge superpower by emphasizing equity, inclusiveness, and digital literacy. It generates a tech-savvy generation that is prepared to enter the workforce of the future and aligns the Indian education system with global trends in the sector. By combining sustainable development goals (SDG) and the spirit of Indian philosophy into the educational curriculum, NEP will build a new generation of young Indians with strong critical thinking skills and a creative vision on the world. The school curriculum wherever it is relevant; in particular, Indian Knowledge Systems, which include tribal knowledge as well as indigenous and traditional ways of learning, will be covered and included in subjects such as mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as governance, polity, and conservation. This will be accomplished by incorporating indigenous and traditional ways of learning into the curriculum. Specific classes on native ways of engaging in activities such as ethnomedicine, forest management, traditional (organic) food production, natural farming, and so on. For the purpose of fostering the development of a wide variety of important skills in students of all grade levels, concerted curricular and pedagogical initiatives will be carried out. These initiatives will include the introduction of modern subjects such as artificial intelligence, design thinking, holistic health, organic living, environmental education, global citizenship education (GCED), and other related topics at the appropriate stages.

The Vision of the policy

The Government of India released the National Education Policy 2020 (NEP 2020) on July 29, 2020, changing educational policy. After 34 years, the government adopted a new education policy to replace the 1986-revised one revolutionary. The new approach aimed to accelerate digitization, technical advancements, and practical skills across the Indian educational system to help India become a global talent powerhouse. This National Education Policy intends to establish a world-class education system in Indian culture and make India a knowledge superpower by 2030. The education system aims to create good people who are rational, compassionate, empathic, courageous, resilient, scientifically minded and imaginative, and ethically grounded. Our Constitution calls for active, productive, and contributing citizens to build an equitable, inclusive, and plural society. An excellent educational institution welcomes and cares for all students, provides a safe and exciting learning environment, offers a diversity of learning opportunities, and provides good physical infrastructure and learning-friendly materials. All schools should aim for these traits.

Policies on Curriculum & Pedagogy

The NCERT will develop a new and complete National Curriculum Framework for School Education (NCFSE 2020-21) based on this National Education Policy 2020, the needs of frontline curriculum, and discussions with all stakeholders, such as State Governments, Ministries, relevant Central Government Departments, and other expert bodies. All local languages will be able to use it. When the frontline curriculum is taken into account, the NCFSE will be changed every 5–10 years.

School curriculum will be restructured to meet the needs and interests of students aged 3-8, 8-11, 11-14, and 14-18. Therefore, the curricular and pedagogical structure and framework for school education will be led by a 5+3+3+4 design, comprising of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

The ECCE curriculum and pedagogy specified in paragraph 1.2 will be implemented across the five years that make up the Foundational Stage. The Preparatory Stage, which spans three years, will introduce light text books and more formal but interactive classroom learning, building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage. The three-year Middle Stage will expand on the pedagogical and curricular approach of the Preparatory Stage by introducing topic teachers to assist students grasp and investigate increasingly abstract ideas across the natural and social sciences, the arts, and the humanities. Experiential learning within each subject and cross-subject studies will be encouraged and promoted despite the rise of increasingly specialized disciplines and subject teachers. The Secondary Stage will be four years long and will feature interdisciplinary learning that expands on the subject-oriented pedagogical and curricular approach of the Middle Stage by emphasizing

higher-level thinking, personal goals, and student voice. In particular, students are allowed to withdraw from school after completing the tenth grade in order to pursue vocational or other courses in the eleventh and twelfth grades, even if it means enrolling in a more specialized institution.

The above stages are entirely curricular and pedagogical, aimed to optimize student learning based on children's cognitive growth. They will inform National and State curriculum and teaching-learning methodologies at each step, but no physical infrastructure changes are required.

The Present Scenario of NCFs & Pedagogy in School Education

The "Two Years: NEP 2020 Implementation" booklet is being made by the Department of School Education and Literacy, Ministry of Education, Government of India. It was turned in on November 20, 2022, which was a big step in putting together and documenting the Department's efforts to make the NEP 2020 vision of an equitable and vibrant knowledge society a reality by giving everyone a good education.

National Curriculum Framework for Foundational Stage, introduced on 20 October 2022, is India's first integrated Curriculum Framework for children aged 3 to 8 years old. It is a direct consequence of the 5+3+3+4 "curriculum and pedagogy" structure that NEP 2020 has established for School Education. This framework is anticipated to give the greatest quality Foundational Education across all sorts of institutions in the country. This Foundational Stage framework will also guide the development of teachers for the Foundational Stage.

The current status of the NCF after consultations at the district level were undertaken by the states, union territories, and the National Council for the Education of the Young (NCERT) to gather feedback from teachers and students at the grass-roots level. Each state and UT also performed a mobile app survey with approximately 3000 people, including educators, students, parents, non-literate residents, and others, down to the block level. From the NEP 2020, 25 themes have been selected to form Focus Groups, with the goal of having States, UTs, and NCERT publish research and evidence-based position papers. There are three main groups from which the themes are drawn: First, Instructional Materials and Methods The Second, Related Problems Third, the NEP, 2020 is focusing on other critical sectors, particularly those that require fundamental structural adjustments.

Between 2021 and 2022, the National Steering Committee (NSC) held 7 meetings. To carry out this mandate, we have formed a working group. The NSC's Mandate Group has issued a document outlining specific parameters for the writing of these position papers (the "Mandate Document"), and it was first made public on April 29, 2022, in Bengaluru. Access the document at <https://ncert.nic.in/pdf/Mandate-NCF.pdf>. According to the NEP, 2020, the majority of states and UTs have completed their State Focus Group Position Papers on the 25 areas/themes.

Using a digital service platform, states and UTs will work together to make four curriculum frameworks. The Ministry of Education (MoE) and the National Council for Educational Research and Training (NCERT) have worked together on a detailed strategy document to deal with this problem. According to this, all states and UTs will first make their State Curriculum Frameworks

(SCFs) by holding district-level consultations, mobile app surveys, and writing position papers by the State Focus Groups in 25 designated areas/themes according to the NEP, 2020. The hope is that these preliminary SCFs will be used to build the final NCFs. The autonomous agencies of the MoE will also take part in this process and send data to the NCFs.

NCFs target Students, Parents, Teachers, Teacher Educators, Community Members, and Civil Society Groups, among others. For quality and equitable education, the four National Curriculum Frameworks, namely National Curriculum Framework for Early Childhood Care and Education (NCFECCE), National Curriculum Framework for School Education (NCFSE), National Curriculum Framework for Teacher Education (NCFTE), and National Curriculum Framework for Adult Education (NCFAE) will provide broad recommendations in the areas of ECCE, School Education, Teacher Education, and Adult Education. This will assist states and territories in reorganizing their curriculum and pedagogy in accordance with the 2020 National Education Policy.

The curriculum of each subject will be reduced to foster critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The needed content will address fundamental principles, concepts, applications, and problem-solving. Questions will be encouraged, and classroom sessions will involve more engaging, creative, collaborative, and exploratory activities to facilitate deeper and more experiential learning among children.

First draft position papers on twenty-five topics were submitted by national focus groups. With the goal of conducting this process in a paperless manner, a powerful Tech Platform has been developed to house the gathering of inputs from the grassroots levels for the NCFs. The District Consultation Reports (DCRs) and state position papers have been uploaded to the Technology Platform. The data will be analyzed by four Stage-wise groups and one Integration group to inform curriculum, pedagogy, and assessment decisions across Foundation, Preparatory, Middle, and Secondary education. At the national level, a survey focused on citizens is in the works for all interested parties.

Expected Benefits/ Expected Results

The four National Curriculum Frameworks (NCFECCE, NCFSE, NCFTE, and NCFAE) will set general standards for a good and fair education in Early Childhood Care and Education (ECCE), School Education (SE), Teacher Education (TE), and Adult Education (NCFAE) (AE). This will help the education systems in states and UT rebuild stages of curriculum and teaching methods as described in NEP, 2020. The education system will be able to create a curriculum and textbooks with a local flavor while keeping in mind the concerns about curriculum load. These frameworks will help states and UTs implement NEP, 2020 concerns in schools in a way that is both literal and philosophical. Students, parents, teachers, teacher educators, members of the community, and other organizations in the civil society can all benefit. When was it put into place: The procedure was started in May of 2022. Contributions to the NCFs have come from more than 2 million different stakeholders.

Conclusion

The National Curriculum Framework for school education "play" at the center of its conceptual, operational, and transactional approaches to curriculum organization, pedagogy, time and content organization, and the child's whole experience. This NCF is based on cutting-edge research from all over the world in many different fields. It is also important to think about are the lessons learned from practicing Early Childhood Care and Education and the wisdom and knowledge from different Indian traditions. It also shows a clear way to reach the NEP 2020 goal of basic literacy and numeracy, using strategies that are right for each age group.

Reference

National Education Policy 2020 | Government of India, Ministry of Education

National Education Policy (NEP) 2020: Implementation Plan for School Education (pib.gov.in)

NEP 2020 – Innovate India (mygov.in)

2 Years NEP 2020 Implementation Booklet | Ministry of Education, GoI

<https://government.economictimes.indiatimes.com/news/digital-india/nep-2020-and-nsdp-2015-can-cultivate-21st-century-skills-including-critical-thinking-and-digital-literacy-msde-secretary/87752126>

NEP 2020 Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable and Engaging (shikshan.org)

GOEIIRJ

TOY-BASED PEDAGOGY: PROMOTING HOLISTIC DEVELOPMENT**Malyani Padhan**

(Corresponding author), Research Scholar,
Department of Education, Faculty of Education
and Psychology,
Maharaja Sayajirao University of Baroda,
Vadodara, Gujarat.

Prof. Sujata Srivastava

Professor,
Department of Education, Faculty of
Education and Psychology,
Maharaja Sayajirao University of Baroda,
Vadodara, Gujarat.

Abstract:

The future success of students depends on the quality of school education which in turn depends on the skills and competencies of teachers. The foremost task of teachers in schools is to shape the behavior of students in an effective manner to draw out their innate potential for promoting holistic development. Froebel visualized “the school as a garden, the teacher as the gardener and the students as tender plants. The teacher like the gardener is to look after the little human plants and water them to grow to beauty and perfection”. Hence, the foremost task of teachers is to facilitate a conducive environment for developing 21st-century skills among students so that the students adapt themselves successfully to the ever-changing world. It demands reforms in the educative process i.e., in content, pedagogy, evaluation system, and redefining the goals of education. Policy initiatives initiated by the Government of India provide guidelines for adopting reforms in schools. National education policy (2020) has stressed the adaptation of experiential learning in all the stages of education that help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. among students. Therefore, teachers can use toy-based pedagogy at the foundation stage which includes 3 years of primary and class 1 and 2. Toy-based pedagogy requires integrating toys including indigenous toys into pedagogy for teaching different subjects. It helps to provide a joyful learning experience by developing 21st-century skills in students. It sparks the creativity and imagination of students. It ensures social, emotional, and motor development. Traditional toys help in enculturation also. In this context, the paper highlights how far toy-based pedagogy ensure holistic development, the roadblocks, and suggestive measures for effective implementation of toy-based pedagogy.

Keywords: Toy-Based Pedagogy, Holistic Development, Student, Teacher, Experiential Learning

Introduction-

In this 21st century, the Knowledge explosion demands reforms in the curriculum of educational institutions from the grassroots level. In the early stage, students learn quickly and adopt things faster. It is also observed that 90% of brain development takes place in the early stage (Brown and Jernigan, 2012). This is a very sensitive period for the development of some cognitive, linguistic, social, and psychomotor competencies among children. It is for why, Early Childhood Care and Education (ECCE) focus on optimal development in the domains of physical and motor,

cognitive, socio-emotional-ethical, and the development of communication and early language, literacy, and numeracy (NEP,2020). Hence, special care and quality education at the foundation stage is required to promote holistic development. The teachers need to update themselves with the latest knowledge, and tools of pedagogy to provide students with a joyful learning experience at the foundational stage. NEP (2020) stated the foundational stage will consist of five years, that is, 3 years of Anganwadi/pre-school and 2 years in primary school i.e., Grades 1 and 2. The first 3 years of schooling should be play-based, activity-based, multilevel, flexible, and inquiry-based learning. Languages, alphabets, numbers, counting, colors, forms, indoor and outdoor play, logic puzzles, problem-solving, visual art (such as painting, drawing, and sculpture), craft, theatre and puppetry, music, and movement should all be included in the curriculum (NEP, 2020). Additionally, it emphasizes the growth of social skills, sensitivity, good manners, respect, ethics, personal and public hygiene, teamwork, and cooperation. Teachers need to educate students through play /activity-based pedagogical approaches by using innovative tools i.e., toys (modern as well as indigenous toys) to provide experiential learning. Teacher education institutions should equip both in-service and preservice teachers with toy-based pedagogy. The preschool teachers required training for the same. Toy-based pedagogy stresses the integration of toys (including indigenous toys) in curricular activities that promote sensory, cognitive, physical and motor, creative, socio-emotional, aesthetic, and foundational literacy development. It refers to toys (including indigenous toys) as a tool that can be integrated with pedagogy for promoting holistic development. It helps in achieving the goal of the foundational literacy and numeracy mission.

According to the NCERT report (2022), 11% of students lack the most basic knowledge and skills, and as a result, they can't complete the most basic grade-level task. Apart from this, only 37% of students have limited knowledge and skills and they can partially complete basic grade-level tasks (NCERT,2020). Indian students run away from problems instead of searching for solutions as they lack critical thinking skills (Patro, 2022). A study by Sherafat and Murty (2016) conducted over 625 students in Mysore, India and reported 51% of students are poor in critical thinking,17.60% are average critical thinkers, and around 30.72% are high critical thinkers. Additionally, 74% of government school students are poor critical thinking ability.

Nowadays, there is a growing concern over lacking necessary skills among students. Without critical thinking skills and problem-solving abilities, students lack the confidence to face the challenges of the knowledge explosion of the 21st century. Lacking basic knowledge and skills for basic grade hinder the holistic development of students. In order to develop life skills and achieve the aim of the National Foundational literacy and Numeracy mission, schools should get priority to play based learning i.e., playing toys (both modern and Indigenous toys). National education policy (2020) has stressed the adaptation of experiential learning in all the stages of education that help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. among students. Therefore, teachers can use toys in the teaching-learning process at the foundation stage.

Toys of India-

Toys are an essential part of childhood. The activities and fine motor skills needed to comprehend and use a variety of toys help children develop a sense of shape and color, which improves cognitive abilities and creative ability among students. Toys were first invented in India around 5000 B.C., during the Indus Valley Civilization. The best-known clay toys from the Indus Valley civilization are figures of monkeys and bullocks. Toys, however, may also represent a significant cultural treasure. They share tales of ancient times and demonstrate the customs and beliefs that exist within communities of people. Traditional toys help in enculturation and also spark creativity and imagination among students. Some of the indigenous toys can be used at the foundational stages for the purpose of entertainment and comprehending the world around them. Lattoo, spinning tops, firki, kites, dug-dugi, phirni the pinwheel, magic cards, flying birds, magic serpents, and other beautiful playthings are a few examples of the toys that are used in our country. Papermache and clay toys are also popular in India. As with our diverse culture, a variety of Indian dolls and puppets has the potential to meet most curricular needs at the school level. Here are some toys with its description.

Dhingli -Dhingli is one of the traditional toy dolls from Gujarat made of cotton. It is composed of cotton and embellished with embroidered clothing in a variety of vibrant colors, including red, blue, green, and yellow. These come in small and large sizes. The doll can be used for role-playing, and young children utilize them to feel safe as they sleep.

Rasoi: It is a collection of kitchen utensils that kids all over India use for play. These can be placed in the classroom's drama play corner.

Ring Set Puzzle: It is a toy with seriated rings, made up of wood. It is one of the famous toys in Karnataka.

Rocking horse: The rocking horse made of wood is also a famous toy of Karnataka. It can be placed in an indoor or outdoor play area for children.

Wooden toys: More than 200 years ago, Varanasi started making wooden toys. These wooden dolls' workmanship can be attributed to the nearby Mirzapur region, but Varanasi currently has artisans who have been doing this job for many generations. These wooden toys come in around 500 different variations, but wooden dolls are the most popular.

Clay toys: Rajasthan's tradition of making clay toys dates back centuries. Kitchenware sets featuring figures of people, animals, and other creatures were the clay toys available.

Chankana, Ghuggu, and Handwai: The chankana (a toy with a whistle), ghuggu (a rattle box for infants), lattoo (a spinning top), handwai (kitchen sets), guddaguddi, and charkha are traditional Punjabi toys (lady spinning yarn at the wheel). Traditionally, these were constructed of khariamitti (porous mud).

Bhatukali: Bhatukali is a play set with a tiny kitchen. Bhatukali is first mentioned in the 12th-century Marathi text "Dnyaneshwari," which was written by Sant Dnyaneshwar. Traditionally, these play sets were composed of copper and brass.

Sawantwadi toys: The Ganjifa playing cards and the wooden toys made in Sawantwadi,

Maharashtra, are well known. The Chitari or Chitrakar community, who migrated from Karwada, crafts these from wood from the Pangara tree and the mango tree.

Toy-based Pedagogy

Toy-based pedagogy is a teaching-learning approach based on teaching through toys, and puppets. Integration of toys in learning helps in simplifying, clarifying, and concretizing abstract concepts. Toy integration in the curriculum provides a means to bridge the content of different subjects seamlessly in a logical and learner-centric manner. The use of toys in pedagogy can be an efficient tool for developing 21st-century skills like creative and critical thinking, reasoning, problem-solving, communication skills, and adaptability. Toy-based pedagogy has the potential to inculcate design thinking skills along with many other skills like critical thinking, problem-solving, decision-making,

Including Toy-based Pedagogy in the curriculum at the Foundational stage

Toy-based Pedagogy provides a joyful experience to students in the foundational stage. Here are some toys which can be used at the foundational stages to promote holistic development.

1- Learning Colors-

Teachers can use cotton dolls Dhingli of various attractive colors like red, blue, green, yellow, etc. to acquaint students with different colors.

2- Develop Foundational numeracy, numbers, and counting-

Teachers can use the Ring Set Puzzle toy to teach the pre-mathematical concept of seriation, creativity, communication, problem-solving, self-expression, fine motor skills, and gross motor skills, understanding of color, shape, etc. in children

3- Sensory Development-

- **Toy telephone-** It helps in developing listening and speaking skills among students. It develops early number concept as well as socialize students. It also develops Language and communication skills among students.

- **Smell Box-** It Sharpens smelling sense and enables students to differentiate between pleasant and unpleasant smells.

- **Sound Boxes-** It enables students to discriminate different sounds skill. Development of auditory sense and listening skills can be improved through this.

- **Textured/ Fabric Picture Book-** It helps in Developing an enhanced sense of touch. Students can Identify different textures and classifies them into hard, soft, smooth or rough.

- **Toys for water play-** It helps in Developing a sense of touch and thinking skills. Students can understand the concept of floating/ sinking along with the properties of water.

- **Pop pop Visual-** It develops observation and sorting skills.

4- Problem solving- Play with the kitchen toys (Rasoi) helps in developing communication, problem-solving, self-expression, and fine motor skills.

5- Socio-emotional development- Rocking horse toy helps children in developing socio-emotional skills along with developing creativity, communication, problem-solving, self-expression, fine motor skills, and gross motor skills.

6- **Cultural Development**-Indigenous toys tell stories of particular communities. It is a means to preserve and transmit the culture of a particular community.

7- **Learning Shapes**- Teachers may use 'Fit-in' toys to acquaint students with different shapes by naming the shapes, recognizing differences in shapes of various articles, and Classification of objects into groups.

8- **Logical thinking**-. Give the child blocks and encourage the child to play with them by piling them up, and arranging them like a train, a building, and so on. Building Blocks extend the imagination of children. It also develops problem-solving skills and makes ready the child for writing. Indigenous toys have the potential to encourage the imagination of the child and subconsciously the child also learns simple educational concepts and acquires an understanding of crosscutting issues such as gender, inclusion, etc.

9- **Cognitive development**-

· **Nesting Dolls** -Teachers may use nesting dolls to develop Pre-number and number concepts by ordering the dolls in size /height (biggest to smallest, tallest to shortest), Putting/ nesting the doll within each other, and touching and counting each doll, giving number to each doll.

· **Textured Numbers**- It develops number sense by matching numbers to quantities, recognizing numbers, and developing writing readiness through sorting numeral cards and matching with corresponding number cards, matching textured numbers into a number calendar, corresponding textured numbers, and hunting texture numbers.

· **Number Blocks**- It develops problem-solving skills, hand-eye coordination, enables counting and numeral recognition, and develop pre-number and number concepts by placing corresponding objects/pebble again of each number block as they are bid out in order, and touching and counting objects/ counters.

· **Abacus**- It also helps in developing number concepts through touching and counting the beads.

Apart from developing foundational literacy and numeracy, toy-based pedagogy helps in enculturation. It is an effective means to laid a strong foundation for holistic development. Hence, toy-based pedagogy should be used by teachers and Anganwadi teachers at the foundational stage.

The Way Forward: Recommendations

In order to ensure the effective implementation of toy-based pedagogy in schools, the following recommendations should be taken into consideration.

- 1- The curriculum of teacher education institutions should include toy-based pedagogy.
- 2- The school curriculum should have space to integrate toy with teaching subjects.
- 3- Action research should be conducted.
- 4- The capacity building training to in-service teacher and Anganwadi workers should made mandatory.
- 5- Provision of refresher courses for teacher educators and Anganwadi supervisors on toy-based pedagogy.

- 6- Practice lessons through toy-based pedagogy should be made mandatory for preservice teachers.
- 7- Adequate educational relevance toys should be made available in school.
- 8- Research by pedagogy experts of the country to adopt toys-based pedagogy should be highly encouraged.
- 9- Networking of teachers and Anganwadi workers should be encouraged.

Conclusion-

Integration of toys (including indigenous and modern toys) in learning activities will provide students with joyful learning experiences. Students are able to learn without the burden which encourages them to actively participate in all activities of the school. It helps in promoting all-around development in children through playing with toys. It also helps in developing life skills and developing a positive attitude toward learning and school. It will provide a rigorous learning experience to students that helps to enlighten their intellectual sides by ensuring physical, moral, social, and emotional development as well. Hence, at the foundational stage teachers should educate students through toy-based pedagogy.

References

- Brown, T. T., & Jernigan, T. L. (2012). Brain development during the preschool years. *Neuropsychology Review*, 22(4), 313-333. <https://doi.org/10.1007/s11065-012-9214-1>
- National Education Policy*. (2020). Major Initiatives | Government of India, Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- National report on Benchmarking for Oral Reading Fluency with Reading Comprehension and Numeracy*. (2020). National Council of Educational research and training. https://www.ncert.nic.in/pdf/FLS/fls_orf/ORF.pdf
- NCERT Annual Report*. (2022). National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi. <https://ncert.nic.in/pdf/annualreport/AnnualReport2021-22.pdf>
- Patro, S. (2022, July 15). Key Skills Indian Youth Is Lacking Nowadays. *BW BUSINESSWORLD*. <https://www.businessworld.in/article/Key-Skills-Indian-Youth-Is-Lacking-Nowadays/15-07-2022-437257/>
- Roya Sherafat, & C. G. Venkatesha Murthy. (2016). A comparative study of government and private school students on their critical thinking and study habits. *International Journal of Indian Psychology*, 3(4). <https://doi.org/10.25215/0304.062>

भारतीय भाषा कला एवं संस्कृति को बढ़ावा देना (नई शिक्षा नीति 2020)

मृदुला ओझा

शोधछात्रा (हिंदी विभाग

रवीन्द्रनाथ टैगोर विश्वविद्यालय, भोपाल

शोध-सार-

भारत एक बहुभाषिक देश है और इस बहुभाषिकता से न्याय करना इस राष्ट्रीय नीति का एक उचित प्रस्ताव दिखता है। अब आगे देखना है कि इसका अमल किस रूप में होता है क्योंकि इनमें से कुछ नीतियाँ जैसे मातृभाषा पर जोर देना त्रिभाषा सूत्र आदि तो पहले से भी सामने थे लेकिन उनके अनुपालन का कोई ठोस प्रयास नहीं हुआ है। बल्कि कई बार तो भाषाई संस्थान या तो उपेक्षा के शिकार हो जाते हैं या दूरदर्शी एवं कुशल नेतृत्व के अभाव में यथास्थितिवाद के शिकार हो जाते हैं और निहित लक्ष्य की दिशा से विपरीत चलने लगते हैं। अब आगे से ऐसा कुछ नहीं होगा नीति अपने उद्दिष्ट लक्ष्यों को पाएगी। देश अंग्रेजी आधिपत्य से मुक्त होगा और सभी भाषाएँ और उनमें निहित ज्ञान समान रूप से फले-फूले यही इस शिक्षा-नीति की परीक्षा होगी।

मुख्य शब्द : शिक्षा नीति भाषा, कला, संस्कृति, साहित्य

प्रस्तावना -

एजुकेशन पॉलिसी को हिंदी में शिक्षा नीति कहते हैं। यह नीति बच्चों को उचित शिक्षा उपलब्ध कराने के लिए बनायी जाती है। शिक्षा नीति केंद्र सरकार द्वारा बनाया जाता है। शिक्षा नीति के अंतर्गत शिक्षा व्यवस्था का पैटर्न तैयार किया जाता है। उस शिक्षा व्यवस्था के पैटर्न को पूरे देश में लागू किया जाता है। इसलिए इसे शिक्षा नीति कहा जाता है। भारत में सबसे पहले 1968 में शिक्षा नीति बनायी गयी थी। उसके बाद उसमें संशोधन करके नई शिक्षा नीति 1986 लायी गयी। अब तक भारत की शिक्षा नीति में तीन बार संशोधन किया गया है। हाल ही में केंद्र सरकार शिक्षा नीति में संशोधन करके नई शिक्षा नीति, 2020 तैयार की है।

शिक्षा के संबंध में गांधी जी का तात्पर्य बालक और मनुष्य के शरीर मन तथा आत्मा के सर्वांगीण एवं सर्वोत्कृष्ट विकास से है। इसी प्रकार स्वामी विवेकानंद का कहना था कि मनुष्य की अंतर्निहित पूर्णता को अभिव्यक्त करना ही शिक्षा है। इन्हीं सब चर्चाओं के मध्य हम देखेंगे कि 1986 की शिक्षा नीति में ऐसी क्या कमियाँ रह गई थीं जिन्हें दूर करने के लिये नई राष्ट्रीय शिक्षा नीति को लाने की आवश्यकता पड़ी। साथ ही क्या यह नई राष्ट्रीय शिक्षा नीति उन उद्देश्यों को पूरा करने में सक्षम होगी जिसका स्वप्न महात्मा गांधी और स्वामी विवेकानंद ने देखा था।

राष्ट्रीय शिक्षा नीति के प्रमुख बिंदु ;

स्कूली शिक्षा संबंधी प्रावधान नई शिक्षा नीति में 5 + 3 + 3 + 4 डिजाइन वाले शैक्षणिक संरचना का प्रस्ताव किया गया है जो 3 से 18 वर्ष की आयु वाले बच्चों को शामिल करता है।

पाँच वर्ष की फाउंडेशनल स्टेज- 3 साल का प्री-प्राइमरी स्कूल और ग्रेड 1, 2

तीन वर्ष का प्रीपेट्ररी स्टेज (तीन वर्ष का मध्य (या उच्च प्राथमिक चरण-ग्रेड 6,7,8 और वर्ष का उच्च (या माध्यमिक चरण - ग्रेड 9,10,11,12

भाषायी विविधता का संरक्षण-

- न.इ.पी 2020 में कक्षा -5 तक की शिक्षा में मातृभाषा स्थानीय या क्षेत्रीय भाषा को अध्ययन के

माध्यम के रूप में अपनाने पर बल दिया गया है। साथ ही इस नीति में मातृभाषा को कक्षा-8 और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव दिया गया है।

- स्कूली और उच्च शिक्षा में छात्रों के लिये संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चुनाव की कोई बाध्यता नहीं होगी।

राष्ट्रीय शिक्षा नीति, 1986

- इस नीति का उद्देश्य असमानताओं को दूर करने विशेष रूप से भारतीय महिलाओं अनुसूचित जनजातियों और अनुसूचित जाति समुदायों के लिये शैक्षिक अवसर की बराबरी करने पर विशेष जोर देना था।
- इस नीति ने प्राथमिक स्कूलों को बेहतर बनाने के लिये ऑपरेशन ब्लैकबोर्ड लॉन्च किया।
- इस नीति ने इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय के साथ 'ओपन यूनिवर्सिटी प्रणाली का विस्तार किया।
- ग्रामीण भारत में जमीनी स्तर पर आर्थिक और सामाजिक विकास को बढ़ावा देने के लिये महात्मा गांधी के दर्शन पर आधारित 'ग्रामीण विश्वविद्यालय' मॉडल के निर्माण के लिये नीति का आह्वान किया गया।

पूर्ववर्ती शिक्षा नीति में परिवर्तन की आवश्यकता क्यों ?

- बदलते वैश्विक परिदृश्य में ज्ञान आधारित अर्थव्यवस्था की आवश्यकताओं की पूर्ति करने के लिये मौजूदा शिक्षा प्रणाली में परिवर्तन की आवश्यकता थी।
- शिक्षा की गुणवत्ता को बढ़ाने, नवाचार और अनुसंधान को बढ़ावा देने के लिये नई शिक्षा नीति की आवश्यकता थी।
- भारतीय शिक्षण व्यवस्था की वैश्विक स्तर पर पहुँच सुनिश्चित करने के लिये शिक्षा के वैश्विक मानकों को अपनाने के लिये शिक्षा नीति में परिवर्तन की आवश्यकता थी।

भारतीय भाषाओं, कला और संस्कृति का संवर्धन

शिक्षा नीति की एक परिभाषित विशेषता है कि यह भारतीय भाषाओं, कला और संस्कृति को बढ़ावा देने पर ध्यान केंद्रित करना है। वास्तव में यह भाषा ही है जो हमें अलग करती है हमें सामाजिक प्राणी बनाती है और सभ्यता के विकास को संभव बनाती है। एनईपी मानता है कि भारत भाषाओं, कलाओं और संस्कृति का खजाना है जो हजारों वर्षों में विकसित हुआ है और कलाओं साहित्य के कार्यों रीति-रिवाजों परंपराओं, कलाकृतियों विरासत स्थलों और अन्य के रूप में प्रकट हुआ है। यह हमारे अपने सांस्कृतिक इतिहास, कलाओं, भाषाओं और परंपराओं के ज्ञान के माध्यम से है कि हम एक सकारात्मक सांस्कृतिक पहचान और आत्म-सम्मान का निर्माण कर सकते हैं।

जाने-माने भाषाविद् नोम चॉम्स्की के शब्दों में एक भाषा केवल शब्द नहीं है। यह एक संस्कृति है, एक परंपरा है एक समुदाय का एकीकरण है एक पूरा इतिहास है जो यह बनाता है कि एक समुदाय क्या है। यह सब एक भाषा में सन्निहित है।

विश्व की सबसे प्राचीन सभ्यताओं में से एक भारत बहुसांस्कृतिक अनुभवों की एक सुंदर चित्रावली प्रस्तुत करता है। समृद्ध धरोहरों एवं असंख्य आकर्षणों के साथ यह देश दुनिया के सबसे प्रसिद्ध पर्यटक गंतव्यों में से एक है।

भारत एक ऐसा देश है जहाँ देशी संचार शैली के अनुसार हर 15 से 20 किलोमीटर पर भाषाएँ बदल जाती हैं। कला और संस्कृति को बढ़ावा देने के लिए भारतीय भाषाओं को बढ़ावा देना बहुत जरूरी है।

भारत में लोग एक दूसरे से अपनी मूल भाषा में बात करते हैं जो उनकी भाषा के माध्यम से उनकी संस्कृति और परंपराओं को भी दर्शाता है। भाषाओं के प्रचार के बिना फिल्म, नाटक, साहित्य, संगीत आदि के रूप में कला को बढ़ावा देना संभव नहीं है।

भारतीय भाषाओं को शुरू से ही उचित मान्यता नहीं मिली है जिसके कारण पिछले 5 वर्षों में ही 200 से अधिक भाषाओं का नुकसान हुआ है। यूनेस्को के अनुसार- 190 से अधिक भाषाओं को संकटग्रस्त घोषित किया गया है जो भाषा बोलने वाले वरिष्ठ मूल निवासियों के साथ विलुप्त हो जाएंगी।

हम यह भी कर सकते हैं कि प्रेरणा प्राप्त करने के लिए भारतीय छात्र धार्मिक ग्रंथों का सहारा लें जैसे पूर्व में हम इन्हीं ग्रंथों से शिक्षा लेकर हम अपने जीवन के प्रत्येक कार्य, रहन-सहन इत्यादि पर बहुत अधिक निर्भर थे। हमारा काम अपने पूर्वजों से विरासत में मिले आनंदपूर्ण कार्यों को संरक्षित करना है और यह सुनिश्चित करना है कि हम उन्हें आने वाली पीढ़ियों तक भी ले जाएं।

हिंदी ने अपने विकास क्रम में भारतीय कला एवं संस्कृति के विकास और प्रसार में महत्वपूर्ण भूमिका का निर्वहन किया। वर्तमान समय में भारत में सबसे अधिक बोली जाने वाली भाषा हिंदी ही है। यह भारत की राजकीय भाषा है एवं विश्व के अनेक देशों में हिंदी का प्रभाव बढ़ा है। विश्व के 116 विश्वविद्यालयों में हिंदी की पढ़ाई सुलभ है। हाल ही में संयुक्त राष्ट्र महासभा ने हिंदी को अधिकारिक भाषा के रूप में स्वीकारा है। यह इस बात का भी प्रमाण है कि हिंदी के वैश्विक भाषा बनने के सुनहरे द्वार खुले हैं।

साथ ही इस बात को भी विशेष रूप से ध्यान में रखा कि हमारी भाषा को समृद्ध करने के लिए हमारी बोलियों का समृद्ध होना बहुत जरूरी है। अपनी भाषा से अपनी बोलियों को जोड़ना भी बहुत आवश्यक है। इसी को ध्यान में रखते हुए विश्व रंग में हिंदी के साथ उसकी बोलियों, मालवी, बुंदेली, बघेली, छत्तीसगढ़ी, भोजपुरी, अवधि आदि के जमीनी रस भरे संवाद को वैश्विक फलक प्रदान किया। हिंदी और सहोदर बोलियों के संवर्धन में ही भारतीय कला, संस्कृति और भारतीय ज्ञान परंपरा की महत्ता निहित है।

भारतीय भाषाओं, कला और संस्कृति का प्रचार

1. भारत संस्कृति का खजाना है। जो हजारों वर्षों से विकसित है और कला, साहित्य, रीति-रिवाजों, परंपराओं, भाषाई अभिव्यक्तियों, कलाकृतियों, विरासत स्थलों और अन्य कार्यों के रूप में प्रकट होता है। पर्यटन के लिए भारत आने भारतीय आतिथ्य का अनुभव करने, भारत के हस्तशिल्प और हस्तनिर्मित वस्त्रों को खरीदने, भारत के शास्त्रीय साहित्य को पढ़ने, योग का अभ्यास करने और इस सांस्कृतिक धन से दैनिक रूप से दुनिया भर के करोड़ों लोग आनंद लेते हैं और इसका लाभ उठाते हैं। ध्यान, भारतीय दर्शन से प्रेरित होना, भारत के अनूठे उत्सवों में भाग लेना, भारत के विविध संगीत और कला की सराहना करना, और कई अन्य पहलुओं के साथ भारतीय फिल्मों देखना। यह सांस्कृतिक और प्राकृतिक संपदा है जो भारत के पर्यटन स्लोगन के अनुसार भारत को वास्तव में **अतुल्य भारत** बनाती है। भारत की सांस्कृतिक संपदा का संरक्षण और संवर्धन देश के लिए एक उच्च प्राथमिकता माना जाना चाहिए क्योंकि यह वास्तव में देश की पहचान के साथ-साथ उसकी अर्थव्यवस्था के लिए भी महत्वपूर्ण है।

2. भारतीय कला और संस्कृति का प्रचार न केवल राष्ट्र के लिए बल्कि व्यक्ति के लिए भी महत्वपूर्ण है। सांस्कृतिक जागरूकता और अभिव्यक्ति बच्चों में विकसित करने के लिए महत्वपूर्ण मानी जाने वाली प्रमुख दक्षताओं में से एक है ताकि उन्हें पहचान संबंधित, साथ ही साथ अन्य संस्कृतियों और पहचान की सराहना प्रदान की जा सके। यह अपने स्वयं के सांस्कृतिक इतिहास, कला, भाषा और परंपराओं के एक मजबूत अर्थ और ज्ञान के विकास के माध्यम से है जो बच्चे एक सकारात्मक सांस्कृतिक पहचान और आत्म-सम्मान का निर्माण कर सकते हैं। इस प्रकार सांस्कृतिक जागरूकता और अभिव्यक्ति दोनों व्यक्ति

के साथ-साथ सामाजिक कल्याण के लिए महत्वपूर्ण योगदानकर्ता हैं।

3. कला संस्कृति प्रदान करने के लिए एक प्रमुख माध्यम है। कला, सांस्कृतिक पहचान, जागरूकता और उत्थान समाज को मजबूत करने के अलावा व्यक्तियों में संज्ञानात्मक और रचनात्मक क्षमताओं को बढ़ाने और व्यक्तिगत खुशी बढ़ाने के लिए अच्छी तरह से जाना जाता है। खुशी, भलाई, संज्ञानात्मक विकास, और व्यक्तियों की सांस्कृतिक पहचान महत्वपूर्ण कारण हैं जो सभी प्रकार की भारतीय कलाओं को शिक्षा के सभी स्तरों पर छात्रों को पेश करना चाहिए जो बचपन की देखभाल और शिक्षा के साथ शुरू होते हैं।

4. भाषा, बेशक कला और संस्कृति से अटूट रूप से जुड़ी हुई है। अलग-अलग भाषाएं दुनिया को अलग तरह से देखती हैं और एक भाषा की संरचना इसलिए अनुभव के मूल वक्ता की धारणा को निर्धारित करती है। विशेष रूप से भाषाएं किसी दिए गए संस्कृति के लोगों को दूसरों के साथ बोलने के तरीके को प्रभावित करती हैं। जिसमें परिवार के सदस्यों प्राधिकरण के आंकड़े, साथियों और अजनबियों के साथ बातचीत के स्वर को प्रभावित करते हैं। इस प्रकार, संस्कृति हमारी भाषाओं में व्याप्त है। संस्कृति को संरक्षित करने और बढ़ावा देने के लिए किसी संस्कृति की भाषाओं को संरक्षित और बढ़ावा देना चाहिए।

5. दुर्भाग्य से भारतीय भाषाओं को उनका उचित ध्यान और देखभाल नहीं मिली है क्योंकि देश पिछले 50 वर्षों में केवल 220 से अधिक भाषाओं में खो गया है। यूनेस्को ने 197 भारतीय भाषाओं को लुप्तप्राय घोषित किया है। विभिन्न असंतुष्ट भाषाएँ विशेष रूप से विलुप्त होने का खतरा है। जब कोई जनजाति या समुदाय के वरिष्ठ सदस्य जो ऐसी भाषा बोलते हैं उनका निधन हो जाता है तो ये भाषाएँ अक्सर उनके साथ खराब हो जाती हैं बहुत बार संस्कृति की इन समृद्ध भाषाओं, अभिव्यक्तियों को संरक्षित या रिकॉर्ड करने के लिए कोई ठोस कार्रवाई या उपाय नहीं किए जाते हैं।

6. इसके अलावा यहाँ तक कि भारत की वे भाषाएँ जो आधिकारिक रूप से ऐसी लुप्तप्राय सूचियों पर नहीं हैं जैसे कि भारत के संविधान की आठवीं अनुसूची की 22 भाषाएँ कई मोर्चों पर गंभीर कठिनाइयों का सामना कर रही हैं। भारतीय भाषाओं के शिक्षण और सीखने को हर स्तर पर स्कूल और उच्च शिक्षा के साथ एकीकृत करने की आवश्यकता है। भाषाओं के प्रासंगिक और जीवंत बने रहने के लिए इन भाषाओं में पाठ्यपुस्तकें, कार्यपुस्तिकाएँ, वीडियो, नाटक, कविताएँ, उपन्यास, पत्रिकाएँ आदि सहित उच्च गुणवत्ता वाली सीखने और प्रिंट सामग्री की एक स्थिर धारा होनी चाहिए। उनके शब्द और शब्दकोश व्यापक रूप से प्रचारित किए गए ताकि इन भाषाओं में सबसे मौजूदा मुद्दों और अवधारणाओं पर प्रभावी ढंग से चर्चा की जा सके। इस तरह की शिक्षण सामग्री, प्रिंट सामग्री, और विश्व भाषाओं की महत्वपूर्ण सामग्रियों के अनुवादों को सक्षम करना और लगातार शब्दशः अद्यतन करना, हालांकि, भारत ऐसी भाषाओं और प्रिंट सामग्रियों और शब्दकोशों के निर्माण में काफी धीमा रहा है, ताकि इसकी भाषाओं को बेहतर रूप से जीवंत और अखंडता के साथ चालू रखा जा सके।

22.7. इसके अतिरिक्त विभिन्न उपायों के बावजूद भारत में कुशल भाषा शिक्षकों की भारी कमी है। भाषा-शिक्षण में भी अधिक अनुभवात्मक होने के लिए और भाषा में बातचीत करने और बातचीत करने की क्षमता पर ध्यान केंद्रित करने के लिए सुधार किया जाना चाहिए न कि केवल भाषा, साहित्य, शब्दावली और व्याकरण पर। बातचीत के लिए और शिक्षण-अधिगम के लिए भाषाओं का अधिक उपयोग किया जाना चाहिए।

22.8. स्कूली बच्चों में भाषा, कला और संस्कृति को बढ़ावा देने के लिए कई पहलें अध्याय 4 में की गई हैं, जिसमें स्कूल के सभी स्तरों पर संगीत, कला और शिल्प पर अधिक जोर दिया गया है। बहुभाषावाद को बढ़ावा देने के लिए तीन-भाषा सूत्र का प्रारंभिक कार्यान्वयन जहाँ संभव हो घर व स्थानीय भाषा में शिक्षण

अधिक अनुभवात्मक भाषा सीखने का संचालन करना, स्थानीय विशेषज्ञता के विभिन्न विषयों में मास्टर प्रशिक्षक के रूप में उत्कृष्ट स्थानीय कलाकारों, लेखकों, शिल्पकारों और अन्य विशेषज्ञों की भर्ती, मानविकी, विज्ञान, कला, शिल्प और खेल के दौरान, पाठ्यक्रम में आदिवासी और अन्य स्थानीय ज्ञान सहित पारंपरिक भारतीय ज्ञान का सटीक समावेश, जब भी प्रासंगिक हो और पाठ्यक्रम में बहुत अधिक लचीलापन विशेष रूप से माध्यमिक विद्यालयों और उच्च शिक्षा में ताकि छात्रों को अपने स्वयं के रचनात्मक, कलात्मक, सांस्कृतिक और शैक्षणिक पथ विकसित करने के लिए पाठ्यक्रमों के बीच आदर्श संतुलन का चयन कर सकें।

22.9. प्रमुखवाद की पहल को सक्षम करने के लिए उच्च शिक्षा के स्तर पर और उससे आगे भी कई आगे की कार्यवाही की जाएगी। सबसे पहले ऊपर वर्णित प्रकार के कई पाठ्यक्रमों को विकसित करने और सिखाने के लिए शिक्षकों और शिक्षकों की एक उत्कृष्ट टीम विकसित करनी होगी। भारतीय भाषाओं में मजबूत विभाग और कार्यक्रम तुलनात्मक साहित्य रचनात्मक लेखन, कला, संगीत, दर्शन, आदि देश भर में लॉन्च और विकसित किए जाएंगे और 4 वर्षीय बी.एड. इन विषयों में दोहरी डिग्री विकसित की जाएगी। ये विभाग और कार्यक्रम उच्च गुणवत्ता वाले भाषा शिक्षकों के एक बड़े संवर्ग को विकसित करने में मदद करेंगे साथ ही साथ कला, संगीत, दर्शन और लेखन के शिक्षक - जिन्हें इस नीति को पूरा करने के लिए देश भर में आवश्यकता होगी। उत्कृष्ट स्थानीय कलाकारों और शिल्पकारों को स्थानीय संगीत, कला, भाषाओं और हस्तकला को बढ़ावा देने के लिए अतिथि संकाय के रूप में काम पर रखा जाएगा और यह सुनिश्चित करने के लिए कि छात्रों को संस्कृति और स्थानीय ज्ञान से अवगत कराया जाए जहाँ वे अध्ययन करते हैं।

22.10. उच्च शिक्षा में अधिक कार्यक्रम मातृभाषा व स्थानीय भाषा का उपयोग शिक्षा के सभी भारतीय भाषाएँ निजी एचईआई को भी प्रोत्साहित किया जाएगा कि वे भारतीय भाषाओं को निर्देश या द्विभाषी कार्यक्रमों के माध्यम के रूप में उपयोग करें। चार वर्षीय बी.एड. द्विभाषी कार्यक्रमों की पेशकश द्विभाषी भी मदद करेगा। देश भर के स्कूलों में विज्ञान को पढ़ाने के लिए विज्ञान और गणित के शिक्षकों के प्रशिक्षण संवर्ग में।

22.11. उच्च गुणवत्ता वाले कार्यक्रमों और अनुवाद और व्याख्या, कला और संग्रहालय प्रशासन पुरातत्व, पुरातत्व संरक्षण, ग्राफिक डिजाइन और उच्च शिक्षा प्रणाली के भीतर वेब डिजाइन में डिग्री भी बनाई जाएगी। अपनी कला और संस्कृति को संरक्षित करने और बढ़ावा देने के लिए विभिन्न भारतीय भाषाओं में उच्च-गुणवत्ता वाली सामग्री विकसित करना, कलाकृतियों का संरक्षण करना, संग्रहालयों और विरासत या पर्यटन स्थलों को चलाने के लिए उच्च योग्य व्यक्तियों का विकास करना, जिससे पर्यटन उद्योग को भी काफी मजबूती मिलती है।

22.12. नीति की मान्यता है कि भारत की समृद्ध विविधता का ज्ञान शिक्षार्थियों द्वारा पहले हाथ में लेना चाहिए। इसका मतलब सरल गतिविधियों सहित होगा जैसे-एक भारत श्रेष्ठ भारत के तहत इस दिशा में देश के 100 पर्यटन स्थलों की पहचान की जाएगी जहाँ शिक्षण संस्थान छात्रों को इन स्थलों और उनके इतिहास वैज्ञानिक योगदान, परंपराओं, स्वदेशी साहित्य और ज्ञान आदि का अध्ययन करने के लिए भेजेंगे। इन क्षेत्रों के बारे में अपने ज्ञान को बढ़ाने के लिए।

22.13.14.15 के तहत भी भाषा, कला और संस्कृति के उपर्युक्त तथ्यों से मेल करते हैं।

22.16. भारत इसी तरह सभी शास्त्रीय भाषाओं और साहित्य का अध्ययन करने वाले अपने संस्थानों और विश्वविद्यालयों का विस्तार करेगा। उन दसों हज़ार पांडुलिपियों को इकट्ठा करने, संरक्षित करने, अनुवाद करने और अध्ययन करने के लिए मजबूत प्रयास करेगा जिन पर अभी तक उचित ध्यान नहीं दिया गया है।

22.17. शास्त्रीय आदिवासी और लुप्तप्राय भाषाओं सहित सभी भारतीय भाषाओं को संरक्षित और बढ़ावा देने के प्रयास नए जोश के साथ किए जाएंगे। लोगों की व्यापक भागीदारी के साथ प्रौद्योगिकी और क्राउडसोर्सिंग इन प्रयासों में महत्वपूर्ण भूमिका निभाएंगे।

22.18.19.पर्यटन एवं संस्कृति को स्पष्ट करते हैं।

22.20.सभी उम्र के लोगों के लिए भारतीय भाषाओं, कला और संस्कृति का अध्ययन करने के लिए स्थानीय मास्टर्स या उच्च शिक्षा प्रणाली के भीतर छात्रवृत्ति की स्थापना की जाएगी। भारतीय भाषाओं का प्रचार-प्रसार तभी संभव है जब उनका नियमित रूप से प्रयोग किया जाए और शिक्षण-अधिगम के लिए उनका प्रयोग किया जाए।

निष्कर्ष में यह कह सकते हैं कि नई शिक्षा नीति में भले ही कई कमियां हैं, लेकिन खूबियों की संख्या ज्यादा है। कई लोगों का मानना है कि इन परिवर्तनों को लागू करने से भारतीय शैक्षणिक प्रणाली को एक उच्च स्तर पर ले जाया जाएगा। अगर उसका क्रियान्वयन सफल तरीके से होता है तो यह नई शिक्षा प्रणाली भारत को विश्व के अग्रणी देशों के समकक्ष ले आएगी।

भाषा अभिव्यक्ति का माध्यम ही नहीं अपितु किसी भी राष्ट्र का स्वाभिमान होता है। किंतु भारत में अपनी ही राजभाषा को राष्ट्र भाषा का स्थान नहीं मिला है। तो क्या भारतीय संस्कृति की देख-रेख नई शिक्षा नीति कर पायेगी। जहाँ की वैदिक संस्कृति पूरे विश्व की पहचान है- खजुराहो, अजंता की कला संस्कृति की धरोहर है। क्या एन.इ.पी.का उचित क्रियान्वयन वर्तमान के छात्रों पर हो पायेगा या सिर्फ यह शिक्षा नीति 2020 संपूर्ण भारत पर अपना परचम लहरा पायेगी? ये बहुत बड़ा प्रश्न है।

संदर्भ-सूची -

नई शिक्षा नीति भारतीय भाषा, कला और संस्कृति को बढ़ावा देना

https://garhwalpost-in.translate.google.com/nep-to-strengthen-indian-languages-arts-culture/?_x_tr_sl=en&_x_tr_tl=hi&_x_tr_hl=hi&_x_tr_pto=tc,sc

नई शिक्षा नीति 2020 भारत

https://shikshan-org.translate.google.com/nep-2020/indian-languages-arts-culture/?_x_tr_sl=en&_x_tr_tl=hi&_x_tr_hl=hi&_x_tr_pto=tc,sc

नई शिक्षा नीति के अध्याय

<https://www.shikshaniti.com/2020/08/indian-languages-arts-and-culture.html?m=1>

PERCEPTION OF PRE-SERVICE TEACHER TOWARDS YOGA**Sushma Kamble***Research Scholar**Department of Education , Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat***Abstract**

The most important benefit of Yoga is physical and mental efficiency. According to the New Education Policy (2020), Yoga has become a part of school education from the primary level. From 2016, Yoga education is included in B.Ed. curriculum. This shows the Importance and needs for Yoga in today's time. Pre-service Teachers are the pillar of a nation as they are future Educators. So it is very important to know their perception towards Yoga. Without appropriate perception, the implementation of any policy is not so fruitful. The objective of the study was to know the perception of Pre-service Teachers towards Yoga and their opinion about the inclusion of Yoga in the curriculum. In the present study, the Survey method has been used. The population of this study was all Pre-service Teachers of the year 2022 from The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. An incidental sampling technique has been used to draw the sample. The first-year Teacher Trainee and Second-year Teacher Trainee of the year 2022 from M.S. University of Baroda were the sample of the study. The result showed that the attitude towards the Benefits of Yoga is highly positive. From the perspective of Pre-service Teachers, it is the need of the hour to include Yoga as a part of school and B.Ed. curriculum.

Key Words : Yoga, Teacher Educator, Perception**Introduction**

The word 'Yoga' is derived from the Sanskrit root 'युज्' (Yuj) dhatu, meaning 'to join' or 'to yoke' or 'to unite'. To join mind and body. The dictionary defines Yoga as a Hindu system of philosophic meditation and asceticism designed to reunite with the universal spirit, Oxford (1990). Many scriptures have defined yoga in various ways. According to the NCERT 2015, Yoga means the union of body, mind, and soul. According to the Patanjali sutra written by Maharshi Patanjali Yoga means "योगश्चित्तवृत्तिनिरोधः" ॥१.२॥ (yogaś chitta vṛtti nirodhaḥ) i.e to control our thought waves, Yog darshan (2019). "The goal of the practice is the realization of the eternal oneness of ātman and brahman that we mistakenly believed are separate. Levine (2018)

Yoga was a part of Ancient Education System in India

The practice of Yoga is believed to have started at the very dawn of civilization that is thousands of years ago, long before the first religions or belief systems were born. From the Vedic period, our education system focused on holistic development. We found inscriptions on stones and copper, palm leaf, and scriptures as evidence. The Number of seals and fossil remains of the Indus Saraswati valley civilization with Yogic motives and figures performing Yoga Sadhana

suggest the presence of Yoga in ancient India. Pranayama was a part of daily rituals. The great Sage Maharshi Patanjali systematically organized existing practices of Yoga in Patanjali Yoga Sutras. That was the time when Yoga was being practiced under the direct guidance of the Guru and its spiritual value was given special importance.

Now, in contemporary times, everybody has a conviction about yoga practices towards the preservation, maintenance, and promotion of health. Yoga was first introduced to Western countries in the 19th century as a result of the British occupation of the Indian Peninsula. Popularity in the United States rose from the rise of counter-culture principles of the 1960s. Post-classical philosophies transcended into the modern era of yoga practice, Demichelis (2004). Yoga has spread all over the world through the teachings of great Indian personalities like Swami Vivekananda, Sri T. Krishnamacharya, Swami Kaivalyananda, Sri Aurobindo, Maharishi Mahesh Yogi, Acharya Rajneesh, Shri Shri Ravishankar, Sadguru, BKS. Iyengar, Swami Satyananda Saraswati, Baba Ramdeo etc. It is observed that nowadays, yoga education is provided by many institutions, colleges, universities, naturopathy colleges, and private trusts & societies. Yoga clinics, yoga therapy, and training centers, preventive health care units of yoga, yoga research centers, etc. S-VYASA (Swami Vivekananda Yoga Anusandhana Samsthana) University, Bengaluru. School of Yoga, founded by Satyananda Saraswati in Munger, Bihar, Universities which conduct different courses in yoga are Lakulish Yoga University, Ahmedabad

Importance and Need of Yoga

Nowadays also, people are taking interest in learning yoga. It is the need of this time to be calm in all situations of life. Through yoga, we can learn to calm our minds. The regular practice of yoga techniques had a beneficial effect on the development of personality on the physical, mental, emotional, and intellectual levels of students. Yoga techniques may prove to be an effective means for producing good personality growth in adolescent students, Venkatesh (2005). Yoga can be performed by all age groups of people. It is not simply physical exercise. It involves eight limbs which lead to accomplishing the goal of life which is Self Realization.

Co-Curricular activities give beyond routine classroom experiences for students to develop new attitudes and skills to work in a variety of other fields. The most important benefit of Yoga is physical and mental efficiency (Nanavare, 2019) The investigator selected the study to know the attitude of Pre-service Teachers towards Yoga. New Education Policy 2020 included Yoga as a part of the school curriculum. Yoga is a compulsory subject in B.Ed. syllabus. So it is important to know the attitude of Pre-service Teachers towards Yoga. Pre-service Teachers are the pillar of a nation as they are future Teachers. B.Ed. is a professional course where students are learning teaching skills. If they have a positive attitude towards Yoga then only they can appropriately teach Yoga to the students. So the researcher feels essentialness of knowing their attitude towards Yoga.

Literature Review

The researcher came across the following studies reviewed which were found relevant to the present study.

Umatiya (2013) concluded that the M. Ed students had a favorable attitude towards yoga. There was a significant difference in the attitudes of males and females irrespective of the rural and urban areas attitude towards yoga. There was no significant difference between joint family and nuclear family or Arts, Science stream of M. Ed students in their attitude towards yoga Umatiya (2013). Kumar et al. (2015) conducted a descriptive cross-sectional study in four pharmacy schools located in Andhra Pradesh in South India on 428 pharmacy students. Pharmacy students held favorable attitudes and beliefs about AYUSH (Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy). Kamath (2016) through his descriptive and exploratory study found that the majority of people believe that Yoga is beneficial for them. Yoga cures chronic disease. It helps to align the body, mind, and soul and helps to understand our consciousness Setty et al. (2017) presented a research paper on the "Effect of Yoga on adolescent's attitude towards violence" It shows that both yoga and Physical Education groups demonstrated a significant reduction in their positive Attitude towards Violence strategies and increased positive use of non-violent strategies. Boys and girls in the yoga group showed significant improvement. Thus, the study points to the usefulness of introducing yoga to adolescents in their formative years through a structured curriculum. Shah et al. (2017) revealed that Yoga is an ancient practice involving physical, mental, and spiritual practices. Yoga is seen to bring positive and holistic changes in human lives. Yoga strengthens the body and relaxes the mind and hence is appreciated for its multifarious benefits. The benefits of Yoga can be best proven on the students, looking after its memory and concentration, increasing ability, developing good physic and calm mind. Present work deals with the attitude towards the yoga practice of undergraduate college students of the Purulia district of West Bengal, India. Response from 570 UG students is taken by a scale of attitude towards yoga shows positive results. Asija (2017) the study result shows that B.Ed. students have a more favorable attitude towards yoga than degree college students in Punjab. For data analysis mean, Standard Deviation, and T-ratio were used. Both boys and girls students and science and arts students are equally inclined to yoga. Nanaware & L, (2019) found similar results as Arts and Science teacher trainees of the training colleges had sound awareness of Yoga and Most of the arts and science teacher trainees' had favorable attitudes towards Yoga, the variables of awareness and attitude were found to be positive and highly correlated. Kumar et al, (2020) gave a brief review of The Beneficial Effect Of Yoga On Mental, Physical As Well As Spiritual Health On Human Being concludes that Lifestyle Yoga can be a practice program consisting of eight stages of growth in the fields of physical, emotional, social, and spiritual wellness. If the body is physically healthy, the mind is calm and concentrated, and tension is under control. This allows for connecting with loved ones and establishing socially healthy relationships. Simon (2021) was conducted a study to examine the benefits of yoga and meditation on physical and mental health. This study provides support for Deep relaxation and meditation practices to cultivate awareness and ultimately more profound states of consciousness. . Beneficial effects might involve a

reduction of distress, and blood pressure, and improvements in resilience, mood, and metabolic regulation.

Research Questions

- 1) What is the Pre-service Teachers' attitude towards Yoga?
- 2) What is the Pre-service Teachers' opinion about including Yoga as a compulsory subject at the school level?

Objectives of the study

1. To know the awareness of Pre-service Teachers towards the Concept of Yoga.
2. To know the attitude of Pre-service Teachers towards Yoga.
3. To know the attitude of Pre-service Teachers towards the benefits of Yoga.
4. To know the opinion of Pre-service Teachers regarding the Inclusion of Yoga in school and B.Ed. Syllabus.

Methodology and Tool

In the present study, the Survey method has been used. The population of this study was all Pre-service Teachers of the year 2022 from the M.S. University of Baroda. An incidental sampling technique has been used to draw the sample. First-year and second-year Pre-service Teachers of the year 2022 from M.S. University of Baroda was the sample of the study. For the data collection, prior consent was obtained and permission was taken from the Dean and Head of the institution, data was collected personally on an individual basis. For the purpose of data collection, a self-made attitude Scale with 5 point Likert Scale has been used by the researcher.

Data Analysis: The information collected was tabulated and scored. The percentage Analysis method was used for data analysis.

Question 1: What is the Pre-service Teachers awareness of Yoga?

Objective 1: To know the Awareness of Pre-service Teachers towards the Concept of Yoga.

Table 1. Awareness of the Concept of Yoga

Awareness of the Concept of Yoga					
Score interval	33- 40	25- 32	17- 24	9- 16	0- 8
Frequency	3	30	7	0	0
Percentage	7.5 %	75%	17.5%	0	0

Results-

- 1) 7.5% of Pre-service teachers have highly positive attitudes toward the concept of Yoga
- 2) 75% of Pre-service Teachers have a positive attitude towards the concept of Yoga
- 3) 17.5% of Pre-service Teachers have a neutral attitude toward the concept of Yoga

Objective 2- To know the attitude of the Pre-service Teacher towards Yoga

Table 2. The attitude of Pre-service Teachers toward yoga

Sr. No.	Components	Average Mean	Percentage
1	Benefits of Yoga	4.30	86%
2	Concept of Yoga	3.46	69%
3	Yoga as a part of curriculum	4.58	92%

Results:

- 1) The average mean of the attitude of Pre-service Teachers towards the benefits of Yoga is 4.30 which is 86%. It shows that the attitude of Pre-service Teachers towards the benefits of Yoga is highly positive.
- 2) The average mean of the attitude of the Pre-service Teacher towards the concept of Yoga is 3.46 which is 69%. It shows that the attitude of the Pre-service Teacher towards the concept of Yoga is positive.
- 3) The average mean of the attitude of Pre-service Teachers towards Yoga as a part of school & B.Ed. curriculum is 4.34 which is 87%. It shows the attitude of Pre-service Teachers towards Yoga as a part of school and B.Ed. curriculum is highly positive.

Objective 3. To know the attitude of the Pre-service Teacher towards Benefits of Yoga.

Table 3. Attitude towards Benefits of Yoga

Attitude towards Benefits of Yoga					
Score interval	49- 60	37- 48	25- 36	15- 24	0- 12
Frequency	27	13	0	0	0
Percentage	67.5%	32.5%	0	0	0

Results

- 1) 67.5% of Pre-service Teachers have highly positive attitudes toward the benefits of Yoga.
- 2) 32% of Pre-service Teachers have a positive attitude towards the benefits of Yoga.

Objective 4. To know the opinion of Per-service Teachers regarding the Inclusion of Yoga in school and B.Ed. Syllabus.

Table 4. Attitude towards Yoga as a part of School and B.Ed. curriculum

Attitude towards Benefits of Yoga					
Score interval	13- 15	10- 12	7- 9	4- 6	0- 3
Frequency	22	15	3	0	0
Percentage	55%	37.5%	7.5%	0	0

Results

- 1) 55% of Pre-service Teachers have highly positive towards Yoga as a part of school and B. Ed. Curriculum
- 2) 37.5% of Pre-service Teachers have a positive attitude towards Yoga as a part of school and B.Ed. Curriculum

- 3) 7.5% of Pre-service Teachers have a neutral attitude towards Yoga as a part of school and B.Ed. Curriculum.

Discussion

From the above study, it has been found that the attitude of Pre-service Teachers toward Yoga is positive. The majority of Pre-service teachers 69% were aware of the concept of Yoga. Very few i.e., 17.5% were neutral towards the concept of Yoga. Around 86% of Pre-service Teachers believe that Yoga is beneficial for health. 92.5% of Pre-service Teachers feel that Yoga must be a part of school education and also in B.Ed. curriculum. The results of this study are consistent with the result of a study conducted by Umatiya (2013); Kumar et al. (2015); Shah et. Al, (2017); Asija (2017). The researcher also found the same result that Yoga is beneficial for health Kamath (2016); Kumar et al, (2020); Simon (2021). The result of the present study is supported by Nanaware (2019) which shows sound awareness and favorable attitude towards Yoga of Teacher Trainees from the Arts and Science stream.

Conclusion

Keeping in mind, findings and limitations of the present study, it can be concluded that the attitude of Pre-service Teachers towards the Benefits of Yoga is highly positive i-e, 86% among Pre-service Teachers of The Maharaja Sayajirao University of Baroda, Vadodara. From a Pre-service Teachers' perspective, 92.5% of Pre-service Teachers feels that it's the need of the hour to include Yoga as a part of school and B.Ed. curriculum.

References

- All Port, G.W.- Attitude in Murchison,C.(Ed.) A hand book of social Psychology". Warchlester, Mass, Clark Univ. Press 1935
- Asija, A. (2017). A study of the attitude of college students of Punjab towards yoga. *Scholarly Research Journal for Interdisciplinary Studies*, 4(36).
<https://doi.org/10.21922/srjis.v4i36.10081>
- Birbal Saha, Subir Sen, & Anasuya Adhikari. (2021). Analysis of attitude towards yoga among college students using clustering techniques. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 308-314. <https://doi.org/10.36713/epra8552>
- Eggleston, B. (2009). Psychosocial determinants of attending Yoga classes: An application of the theory of plannedbehavior. *UMIno.3344775* .
https://www.researchgate.net/publication/266819226_Psychosocial_Determinants_of_Atending_Yoga_Classes
- Govindaraja Setty A.G., Subramanya, P., & Mahadevan, B. (2017). Effect of yoga on adolescents' attitude towards violence. *Journal of Human Values*, 23(2), 81-91.
<https://doi.org/10.1177/0971685816689734>
- Indigenous education in India | Education*. (2016, August 30). Your Article Library. <https://www.yourarticlelibrary.com/india-2/education-india-2/indigenous>

A SUGGESTIVE SOLUTION FOR PROBLEMS FOUND BY STUDENTS AND TEACHERS IN MULTILINGUAL BIOLOGY CLASSROOM

Kamble Ketan Laxman Aruna

Ph.D. Scholar,

Smt. Surajba College of Education, Mumbai.

Dr. Sunayana Kadle

Research Guide,

Smt. Surajba College of Education, Mumbai.

Abstract :

The objectives of this study were to identify problems faced by multilingual classroom students in comprehending the concepts of Biology if classroom teaching is done only in English language and Biology Teachers while teaching Biology only in English language to multilingual classroom students. Students and Teachers were selected by purposeful sampling; data was collected by open-ended questionnaire which was analyzed qualitatively. The findings revealed that multilingual classroom's biology students faced problems like comprehending Biology related concepts if taught only in English, study material is in English and writing examinations as they were from regional medium background and not having proficiency in English. Teachers have problems in teaching and preparing teaching-learning material for multilingual classroom's biology students with regional medium background. The study suggested that these problems can be overcome by a multilingual teaching approach as recommended by Right to Education Act (2009) and National Education Policy (NEP) 2020.

Keywords: Biology Students, Biology Teachers, Problems, Multilingual Classroom, NEP 2020.

Introduction:

Language proficiency is acquired through learning. A child first picks up language in the informal setting of the home, where parents serve as the primary teachers. The child expresses his or her emotions using a special language. As the child develops into the world of the language of his or her immediate environment, he or she probes and experiments into the world of idea, way of life and perspective of society (Duminy, 1980). Language is an extremely effective tool for conveying information, expressing thought, forming ideas, and serving as a general communication medium. In learning subjects generally, language is crucial. Any subject's language should be learned, as it is an essential component of learning that subject so that students can comprehend the language and the material being delivered to them in the classroom (Olugbara, 2008).

Language researchers and educators are increasingly accepting that English is no longer solely owned by the native-speaking communities but rather that it is also shared by recently arrived members of the English-speaking community (i.e. non-native speakers) who, as a result, have a right to be heard in matters of English affecting the community. This is because more people speak English as a second language than as their mother tongue (Widdowson, 1994).

In the pre and post-independence era, English has dominated Indian academics. Iqbal (2012)

mentions that English also plays a significant role at the postsecondary level, which is generally seen as a means of transferring information and skills to graduates. In present India numbers of English medium schools are increasing. English as a school subject is introduced right from primary level even in regional medium schools and science stream of Higher secondary level is totally through English in Maharashtra, India. But students particularly from regional medium find it difficult to understand subjects if totally taught in English as their mother tongue which is of their daily use and language of learning i.e. English differs.

In the multicultural environment of India, an efficient approach to help pupils understand the concepts and terminologies of the subject is to combine English and another regional language, code switching and/or code mixing which are also called translanguaging could be seen as a real, specific discourse strategy for bilinguals. Keep in mind that the term "bilingual" can refer to someone who can communicate in a second language to a variety of degrees (**Gumperz, 1982**).

Taking India's multilingualism into account The Right to Education Act of 2009's Section 29(f) states unequivocally that "the medium of instruction shall, as far as practical, be in the child's mother tongue." Most schools fall within the jurisdiction of the States and UTs, as education is included in the concurrent list of the Constitution. The home language, mother tongue, local language, or regional language should, whenever possible, remain the medium of teaching until at least Grade 5, but preferably until Grade 8 and beyond, as stated in Paragraph 4.11 of the National Education Policy (NEP) 2020. The NIPUN Bharat Mission of the Government of India recommends that the development of teaching and learning materials and processes be done in the mother language in its Mission Implementation Guidelines (**Education in Mother Tongue 2022**).

Need of study

There is strong multiculturalism in Thane and therefore multilingualism exists. , There are various reasons for multilingualism in Thane such as migration of people from different states due to rapid industrialization, job opportunities in the upcoming IT sector, the city is in vicinity and well connected to cosmopolitan mega cities like Mumbai and Navi Mumbai , many people have their jobs in Mumbai or Navi Mumbai but choose Thane as their residential location. Certainly this multilingualism is also reflected in junior college classrooms. It is the researcher's personal observation that the majority of students are not that proficient in English even though their medium of instruction is English as their mother tongue is Marathi, Hindi, Gujarati, etc. In addition to this majority of them have done their schooling in Marathi, Hindi or Urdu medium schools.

Many 11th science students come from regional medium schools and find it difficult to adjust with science subjects when taught only in English language. Therefore if classroom teaching was carried throughout in English, students faced difficulty in understanding concepts of biology. There are dropouts due to the above mentioned reason in science stream or shift from science stream to commerce or arts stream.

Based on this rational researcher decided to identify problems found by students and teachers in multilingual biology classroom

Operational Definitions –**1) Multilingual classroom students –**

In this study multilingual classroom students are class 11th biology students of junior college of Thane city, Maharashtra affiliated to Maharashtra State Board of Secondary & Higher Secondary Education (MSBSHSE) pursuing Higher Secondary Certificate (HSC) through English medium but their schooling up to matriculation was through regional medium.

2) Multilingual classroom Teachers –

Multilingual classroom Teachers are biology teachers teaching class 11th biology students of junior college of Thane city, Maharashtra affiliated to MSBSHSE pursuing Higher Secondary Certificate (HSC) through English medium but their schooling up to matriculation was through regional medium.

Objectives:

- 1) To identify problems faced by multilingual classroom students in comprehending the concepts of Biology if classroom teaching is done only in English language.
- 2) To identify problems faced by Teachers while teaching Biology only in English language to multilingual classroom students.

Research Questions:

1. What are the problems faced by multilingual classroom students in comprehending the concepts of Biology if classroom teaching is done only in English language?
2. What are the problems faced by Teachers while teaching Biology only in English language to multilingual classroom students?

Research Methodology

Researchers applied a descriptive method with survey design for this study. 20 junior colleges from 9 wards of Thane Municipal Corporation of Thane city which are affiliated to MSBSHSE, were selected by convenience sampling. Later from selected colleges, 218 students of 2022 -23 batch and 23 teachers were selected by purposeful sampling. Open-ended questionnaires for students and teachers were used as a data collection tool to generate qualitative data which was later qualitatively analyzed (Creswell, 2014).

Delimitation

2022 -23 batch 11th Biology students of science junior college affiliated to MSBSHSE of Thane city.

Limitation

Response of Biology 11th students and teachers to the questionnaire.

Findings:

Problems faced by multilingual classroom students in comprehending the concepts of Biology if classroom teaching is done only in English language.

A. Problem in understanding English:

All students reported that if the biology subject is taught only in English language, it creates problems in comprehending Biology as their schooling was in a regional medium because

of which they find understanding, speaking and writing English difficult.

B) Topic comprehension:

If biology lectures are conducted only in English, students find difficulty in understanding biological as well as English terms, new and/or difficult words and overall understanding of the biological concepts. Students get confused in words which have ambiguity in meaning. Students reported that they find difficulty in pronouncing certain biology words and remembering their correct spelling.

C) Study material:

11th Biology textbook MSBSHSE, study material provided by biology teachers and guide books available in market all are in English therefore regional medium students find it difficult to understand. A few students mentioned that they hardly find anyone to make them understand English content in regional language when they are studying at home.

D) Examination:

Students face problems in answering biology tests in English as they find it difficult to remember new and/or difficult and/or lengthy biology related spelling leading to spelling mistakes. Even if they know the answer they face difficulty in constructing sentences in English.

E) Psychological problems:

If biology lectures are conducted entirely in English, students do not understand biology topics, they try to concentrate in class but later they start feeling monotonous and do not feel like sitting in class. They feel less confident in the classroom if they are not able to answer in English to the question posed by the biology teacher. They also have an inferiority complex feeling when they see their classmates answering in English. Their attitude towards the biology subject goes in a negative direction because biology answers demand more words and sentence construction when compared to other science subjects like Chemistry, Physics and Math.

Justification of Junior College Biology Teacher on regional medium students facing problems in biology subject if taught only in English language.

Majority of Teachers justified that Marathi, Hindi and Urdu medium students faced major problems in Biology because they have to study and answer biology exam in English medium and their English is relatively very weak. The reason behind poor English of regional medium students is not only their schooling medium but also illiteracy or poor educational background of family, poor financial condition as not all but majority of students come from slum areas of urban Thane. Apart from these reasons, Hindi and Marathi are major languages of their daily communication.

Problems faced by Teachers while teaching Biology only in English language to multilingual classroom students.

A. Teaching:

Majority of the Teachers responded that they cannot make use of only the English language for multilingual biology classroom teaching. They have to make use of a minimum two languages i.e., mixture of English, Hindi and/or Marathi. Multilingual teaching takes a long time. A few

biological terminologies cannot be exactly translated or explained from English to Hindi and Marathi and meaning of those terminologies are difficult also in regional languages. Teachers have to translate new or difficult terms/words, draw diagrams or show pictures to clearly explain the concept which is very time consuming. At times due to linguistic barrier biology teacher are unable to cater needs of each and every regional medium student, and sometimes pronouncing biology terms in Marathi and Hindi particularly if biology teachers' education was throughout in English medium

B) Teaching-Learning Material:

Although teachers can teach in English, Hindi and Marathi, study material can be prepared only in English as prescribed by MSBSHSE. There is a lack of good English – Marathi – Hindi Biology dictionary and sometimes Google translator or an online dictionary are unable to translate or give meaning of new or difficult biology terms/ words or are wrongly translated. Biology teachers' especially from an English medium educational background, find it difficult in translating biology terms in Marathi or Hindi.

Suggestive solutions by biology teachers to solve problems faced by students in comprehending the concepts of Biology and Teachers while teaching Biology only in English language to multilingual classrooms.

Following suggestive solutions are based on teaching experience of Biology Teachers, in multilingual classrooms and expectations of regional medium students studying Biology through English medium.

Teaching language - Biology content should be explained easily in simple English coupled with Hindi and/or Marathi. Teachers should do translanguaging in English – Hindi –Marathi. Hindi – Marathi used during translanguaging should be simple and lucid.

Translation -Teachers should refer Marathi or Hindi medium 6th to 10th science textbooks of MSBSHSE, English to Marathi and Hindi Biology dictionary; and online dictionary or translation websites to understand authentic translation of biological terms from English to Marathi or Hindi as per need of multilingual classroom which shall help in translation of new or difficult biology terms thus helping in multilingual teaching. But if there is any difficulty, the teacher should take help from a person who has good command of English, regional language e.g., Marathi or Hindi and Biology. Continuous translation of difficult biology words and terms should be done in Hindi and Marathi, which shall help in understanding biology to regional medium students who shall appear for exams through English medium.

Use of technology - Teachers can make use of powerpoint presentations because new or difficult biology terms/words can be presented in two or more languages at one time. Pictures, diagrams, animations and videos can be projected to clear certain biological concepts to students.

Encouraging students to learn basic English -Although teacher shall teach and explain the biology content in multi-languages, s/he should encourage students to comprehend/understand and learn at least basic biology terms/words in English pertaining to biology subject.

Study material - Study material provided to students should be made in simple and understandable English, difficult vocabulary should be avoided, list of difficult words in English with meaning in regional language/s should be provided in glossary form and content of study material should be in points as expected in HSC board exam.

Queries of students - Encourage students to ask queries if any in Hindi - Marathi or in combination of English - Hindi - Marathi.

Exam preparation - Chapter wise biology Tests can be very helpful for final exam preparation. Give writing practice to students especially for questions which are important from exam point of view. Provide answer keys of previous year question papers which will help students to prepare for exams.

Assessment - During assessment deduct marks for spelling mistakes of biology terms/words and not for general English words. After assessment, provide feedback for improvement using mild and encouraging language.

Remedial teaching – This should be arranged for regional medium students for doubt clearance and revision of difficult biology units.

Conclusion:

Study concluded that both biology students and Teachers face problems in multilingual biology classrooms if teaching is done only in English. Multilingual teaching approach is suggested for answering problems of students and Teachers in multilingual Biology classrooms which is in line with Right to Education Act of 2009's Section 29(f) and paragraph 4.11 of the National Education Policy (NEP) 2020.

References –

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

Duminy, P.A. and Sohng, W.F. (1980) *Didactic Theory and Practice*, Cape Town: LongmanPenguin.

Gumpertz, J.J. (1982). *Discourse strategies*. Cambridge: Cambridge University Press.

Iqbal, L. (2011). *Linguistic Features of Code-Switching: A study of Urdu/ English Bilingual Teachers' classroom interactions*. *International Journal of Humanities and Social Sciences*. Vol. 1. No.14. pg. 188-194.

Ministry of Education, & Annpurna Devi, *Education in Mother Tongue* (2022). Delhi; PIB.
Olugbara, C.T. (2008). *The effect of IsiZulu/English code switching as a medium of instruction on students' performances and attitudes towards Biology*. M.Ed. dissertation. Department of Mathematics, Science and Technology Education. University of Zululand.

Widdowson, H.G. (1994) *The ownership of English*. *TESOL Quarterly* 28.2: 377–81.
(1998) *Context, community, and authentic language*. *TESOL Quarterly* 32.4: 705–16.

21ST CENTURY INDIA'S FIRST EDUCATION POLICY NEP 2020**Minal N. Jhala***Assistant Professor,**Department of Commerce & Management,**SSR College of Arts, Commerce, and Science, Sayli, Silvassa - 396 230.**(Affiliated to Savtribai Phule Pune University)**Dadra and Nagar Haveli, Daman and Diu.*

Abstract

21st century India's first education policy New Education Policy 2020, is expected to give a big leap to higher education and intends to restructure India's education system. The vision is to create India ready to take on a leadership role on a global level. On 29th July 2020, the policy got approved by the Indian cabinet, as it seeks to transform the Indian education system; to meet the challenges of the 21st Century. This exploratory study aims to study the transformation of the Indian education system based on secondary data and the findings from the systematic review of existing literature. The main objective of NEP 2020 is to make India adapt to the global scenario. With changing information and communication technology (ICT); and industrial requirements, there is a need to upgrade the education system. To increase student enrolment in all educational institutions, such as elementary schools, and professional and higher education by 2030. It has suggested progressive reform in the existing education and governance systems to achieve this. The study is a preliminary review of the policy document, which can be considered the basis for future research with empirical data to study the impact of NEP after its implementation. NEP 2020 reforms the education system in India in a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of meeting future challenges. If implemented properly, it has everything that will make India a global hub in education by 2030.

Keywords : NEP 2020, Education System Reforms, Higher Education Institution (HEI), Information and Communication Technology (ICT), Gross Enrolment Ratio (GER).

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and

humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science.

To keep pace with these changes, we needed an education system that:

- Prepare students to meet the demands of the 21st century.
- It will enable students to become job givers rather than job seekers.
- It will give them the ability and strength to work for the progress of their country and the whole world
- It will establish India once again as a global knowledge superpower.

The National Education Policy 2020 recommends such transformational reforms that can give a new direction to India's vast education system of 15.5 lakh schools, about 50,000 higher educational institutions, 28.53 crore students and 108 lakh teachers. It emphasizes on increasing the enrolment ratio, enhancing the quality of education through innovation and research, and to bring out the best of every student's individual potential.

OBJECTIVES OF THE STUDY:

- The study reviewed the NEP 2020 policy guidelines and analyzed the provisions of the NEP 2020 policy for school and Higher education in India in terms of their contribution to the existing education system.
- It also highlights the policy maker's vision for 21st century India.

National Education Policy 2020

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light forth is Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- The highest priority is for achieving Foundational Literacy and Numeracy by all students by Grade 3;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- Multi disciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams;

- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- Promoting multilingualism and the power of language in teaching and learning;
- Life skills such as communication, cooperation, teamwork, and resilience;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Outstanding research as a co requisite for outstanding education and development;
- Continuous review of progress based on sustained research and regular assessment by educational experts;
- A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- Education is a public service; access to quality education must be considered a basic right of every child;
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as

well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Benefits of National Education Policy 2020

- **More Spending on Education Sector:** At present, the education sector in India gets only a 3% share from GDP, but with the implementation of NEP 2020, spending will increase to almost 6% which is going to breathe a new life into the education sector.
- **Changes in the School Structure:** The current structure of 10+2 school education will be replaced with the 5+3+3+4 pattern, to reduce students' burden of board exams. There will also be a focus on vocational learning right from class 6 to 8, so that the students can learn practical skills such as gardening, carpentry, plumbing, artists, potters, etc., to introspect and understand their interests while developing a better understanding, respect for these skills.
- **Broader Options to Learn:** The children in classes from 9 to 12 will now have multidisciplinary course options available to them, which means that the different streams will be more porous with various subject combinations. Any student will be able to take up subjects of their interest, even if they are outside of their core discipline without strict adherence to the streams of Arts, Science and Commerce; a science student will be able to study history and an art student shall be free to pursue biology.
- **Focus on Critical Thinking:** The board exams system that primarily tested the memorization and rote learning ability of students will be replaced to develop critical thinking, rationalization, and creativity of students with the practical application of their knowledge.
- **Making Education a Basic Right:** At present, the Government ensures that children from the age of 6 to 14 years may get compulsory education for which numerous programs were successfully carried out, including the one such as "Sarva Shiksha Abhiyan". But it left out several children from the education system. Therefore, the updated NEP promises to universalize education to include the children from 3 years of age till 18 to provide them with free education at government-run establishments.
- **Option to Learn Coding in School:** The introduction of computers and coding classes as early as class 6 will be in the curriculum will be a positive step towards upgrading the learning process.
- **Entrance Tests for Colleges:** Instead of countless independent entrance tests for getting admission in colleges, standard entrance tests will be put in place and administered by National Testing Agency (NTA) for uniformity and better clarity, which in the long run, will support students in getting into the disciplines and educational institutes of their choice as expensive, sometimes exploitative entrance tests can be ended.
- **Upgraded Undergraduate Program:** The 3-year undergraduate program will be replaced with a 4-year program that will give the option to have a one-year degree after completing the 1st year, a diploma after completing the 2nd year, and a degree for the completion of 3 years.

The fourth-year will be research-based. The students will also have the option to change their discipline, their accrued credits will be transferable and available till their education pursuit is active.

- **Regulating the Fees:** The implementation of NEP will put a ceiling on the extent fee is charged, so that the private institutions may not charge exuberantly for higher education. This step will make education more accessible and affordable, even to economically disadvantaged students.
- **More Scope for Global Education:** The new NEP will welcome the global educational institutions and foreign universities to set up their campuses in India. The Indians will have a better reach to quality education in their nation, making the dream affordable to more students as it may even reduce the brain drain.
- **More Inclusive Policy:** The new NEP delves into the provision of funds and the creation of special education zones, gender inclusion funds for the underprivileged students to give them access to learning and growth. Even the creation of the bal bhavans in every state will be a welcome step that will support the students residing in remote regions.
- **Propagation of Culture and Ethos:** The Indian culture and ethos will be part of the learning curriculum so that the students will be able to learn about India's ancient history and its glorious past, a step towards reviving our traditions and promoting unity and brotherhood right at the early stage.
- **Improvement in Teaching Quality:** By 2030, B.Ed. will be made a mandatory 4-year course to improve the quality of education for teachers and steps will be taken to make them capable of tackling various issues of the education system, including providing support and mentorship to the students, as well as being trained to teach the students with disabilities.

Drawbacks of NEP 2020

The National Education Policy 2020 has been praised for its numerous proposals, though many of its segments have caused some concern and it has received staunch criticism as well, which have been termed as major loopholes in the policy.

- **Enforcement of Languages:**

The NEP emphasizes the introduction of mother tongue in the primary classes which will be used to teach the principal subjects, while English will be taught at a much later stage. Unlike other nations such as Germany, Russia, Japan, China, France, etc., which have one common mother tongue, India is a diverse nation with 22 major languages and thousands of dialects. So, converting the basic subjects to these various regional languages (and mother tongues) will be a monumental task that will require a considerable amount of time, effort, and skilled professionals. One more factor that has caused some people to be vocal against the NEP is that the enforcement of mother tongue and regional languages is seen as the central government's move to enforce Hindi on the non-Hindi speaking states.

- **Delay in Teaching of English:**

The NEP suggests that the government schools will start teaching English after class 5, which is going to be a setback for the students who can only afford to go to government-run institutes. While the private schools will keep on with the practice of introducing English right from the beginning, which is going to be highly beneficial for their students. It will widen the chasm between the different socio-economic groups and reduce several opportunities that could have been beneficial for the government school students if they were to teach English, the global language, at the early stages of their learning.

- **Focus on Digital Learning:**

Though it sounds practical and the need of the hour, the focus on digitization of education and the promotion of e-learning under the NEP 2020 seems to overlook the fact that just about 30% of Indians can afford smartphones and fewer still have access to computers. Then the schools run by the government do not have a strong IT infrastructure, so the students in remote regions or underprivileged socio-economic backgrounds won't be able to acclimatize to the IT-based learning till such a facility is made available at the earliest.

- **The Updated Terms of Undergraduate Program:**

Since under the updated policy a student can exit from the graduate program and still get a certification or diploma, this can cause the students to quit without completing their education, leading to their non-seriousness and a high drop-out rate.

Findings

The National Education Policy-2020 laid a roadmap for progressive education keeping the essence of ancient ethos of Indian tradition, culture, values, to build a new country with futuristic vision. India has got a rich historical heritage with education rooted in it since ages. NEP 2020 is formulated after wide consultations with stakeholders from all the sectors.

It is aimed to provide multidisciplinary skill-based education to generate employment; It also aims at increasing enrollment of students in all kinds of educational institutions by 2030. This will require massive changes in the present conventional education system. Hence, it also needs to introduce accountability of each stakeholder at all levels. NEP 2020 is in accordance with Eddie Mark (2013); that discussed the philosophy of customer centric education. While there are also critics for customer centric or market driven education systems. Their argument is that such a system will destroy the essence of education and they talked about moral, ethical, cultural issues in it. There may be undue demands from students but they have recognized the importance of student's satisfaction.

Liberal and progressive education policy must include meaningful research and innovation, which can enhance quality of education. Co-creation of values will be an additional inducement to a student's perception of learning. Quality and better selling education can be devised by linking theories that lead to entrepreneurship, innovation, research and value-added teaching-learning process (Kjersti Karjord Smørvik & Kristin Vespestad, 2020). please check citation here
The education and employment opportunities started getting linked by the end of the 20th century.

So, skill enhancement was a key issue for discussion in the education sector. NEP 2020 has given great importance to job prospects of graduates considering all these seriously. It has devoted bigger attention to communication skill, IT skills, foreign language and overall development of personality. Any sound policy should be vocal about preparing students for the growing globalization and internationalization. This could be only achieved through teaching-learning beyond four walls of class rooms (U Teichler, 1999). NEP 2020 has given huge thrust upon empowerment of the underprivileged, social justice and no discrimination in accordance with a study conducted by Trevor Gale & Deborah Tranter (2011). University brand equity is an important dimension which constitutes two varieties- core and verificatory (Tornike Khoshtaria, et al., 2020). NEP 2020 additionally included these components which are necessary to school stigmatization.

National Education Policy 2020 will play an important role in reforming the earlier old fashioned education system in a comprehensive way. NEP 2020 based on the concepts of quality, autonomy, liability, fairness, economical, holistic, multidisciplinary approach. Because of this it will bring new changes in the employment and educational scenario all over the country. (Nancy Thakur et al, 2021).

Conclusion

NEP 2020 is aimed to revamp higher education in India. It will utilize the cooperation of international communities and their experiences will be utilized. Moreover, higher education provided in Indian universities and colleges under NEP 2020 will incorporate ICT to suit the need of the education in the new normal post –COVID era. It has become meaningless to continue with an outdated education system. On the part of the Indian government a lot of changes would be required to be brought to the curriculum of higher education absorbing the global demand for receiving skilled manpower. Thus, implementing NEP 2020 would be a great challenge. The policy is bound to introduce revolutionary and innovative changes. Higher educational institutions (HEI) will come under the ambit of one regulator from the present regime of multiple regulators.

There will be liberal environment of autonomy to promote freedom of academic delivery, scope of research and emphasis on innovation. There will be an opportunity of foreign universities to start their campuses in India and there won't be any bottleneck to Indian universities for setting up their campuses abroad. NEP 2020 will give big thrust to skilling in India as it provides multiple entry and exit options to students and to pursue their higher education after taking a break for employment. Overall, NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. Well, no policy bears any fruit if that is not implemented in an appropriate way. Anyways, this proposal seems to be a well thought and genuine attempt to remodel the Indian Educational system. This policy highlights the integration of professional education in HEI for skilling and employment generation. It won't be wrong to conclude that NEP 2020 has laid a concrete roadmap for India 2.0 and if implemented properly; then it has got everything to make India a global hub in education by 2030.

References:

Mollie Dollinger & Jason Lodge 42, Higher Education Policy and Management:5, 532-546, 2020. DOI: 10.1080/1360080X.2019.1663681

Nancy Thakur, Deepika Bajwan and Jithin Thomas Parel (2021). A Review of National Educational Policy 2020 and Professional Education, International Journal of All Research Education and Scientific Methods (IJARESM), 9 (1).1885-1886.

NEP (2020) (1): Policy document released by Government of India Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.Pdf on May 10 2021; 22.20 hrs.

NEP (2020) (2) Retrieved from

1 <https://www.oneindia.com/india/new-education-policy-2020-advantages-and-disadvantages-of-nep-3127811.html> on May 10 2021; 21.30 hrs.

Saha Mushkan (2020). International Journal of Research (IJR)

Suryavanshi, S. (2020). Reflections from a Comparative Study for Reimagining Indian Universities. UNIVERSITY NEWS, 58(33), 96-102.

Sunil Kumar Saroha, & Uttam Anand (2020). New instruction procedure 2020 Highlights: To see massive movements in schools and advanced edification. IOSR Journal of Humanities and Social Science (IOSR-JHSS), 25(8), 59-62.

Taina Saarinen (2008) Higher education policy text and discourse analysis 33:6, 719-728, DOI: 10.1080/03075070802457090

U. Changing conditions and challenges in higher education and the workplace. 12:285–312 High Educ Policy (1999). 1016/S0952-8733(99)00019-7

Arian Matin, Tornike Khoshtaria, Davit Datuashvili (2020) Journal of Marketing for Higher Education, Impact of brand equity factors on university reputation in Georgia. 30:2, 239-255, DOI: 10.1080/08841241.2020.1725955

Trevor Gale & Deborah Tranter (2011) Social justice in Australian higher education policy: a historical and conceptual account of student participation, Critical Studies in Education, 52:1, 29-46, DOI: 10.1080/17508487.2011.536511

G., Prahlada. "Role of NEP 2020 in Transforming Higher Education in India." International Journal of Science and Research (IJSR) 11.5 (2022): 682-682. English.

Kumar, Alok. "New Education Policy (NEP) 2020: A Roadmap for India 2.0." W. B. James, C. Cobanoglu, & M. Cavusoglu. Advances in global education. Vol. 4. n.d. 1-8.

Pankaj Thakur, Dr. Rakesh Kumar. "EDUCATIONAL POLICIES, COMPARATIVE ANALYSIS OF NATIONAL EDUCATION POLICIES OF INDIA AND CHALLENGES." International Journal of Multidisciplinary Research (2021): 13-16. English.

वैश्विक ज्ञान महाशक्ति की दिशा में नई राष्ट्रीय शिक्षा नीति: 2020

प्रा. डॉ. उमेश अशोक शिंदे

संस्कृत में एक सुंदर सुभाषित है-

“विद्ययावितर्कोविज्ञानस्मृतिः तत्परताक्रिया। यस्यैतेषडगुणास्तस्यनासाध्यमतिवर्तते।।”

अर्थात् जिसके पास ये छह चीजें हैं: ज्ञान, तर्क, विज्ञान, स्मृति, तत्परता और गतिविधि उसके लिए कुछ भी असंभव नहीं है। नई राष्ट्रीय शिक्षा नीति में हम इस सुभाषित का प्रतिबिंब देख सकते हैं, तदनुसार छात्रों के समग्र विकास पर अधिक बल दिया गया है। हमारे देश के दूरदर्शी प्रधानमंत्री नरेंद्र मोदी के विजन को नई राष्ट्रीय शिक्षा नीति ने उजागर किया है। डॉ. कस्तूरीरंगन समिति, जो 2017 में बनी थी और नई शिक्षा नीति पर 33 महीनों तक लगातार काम करती रही, ने पाँच मूल्यों के प्रति अपनी प्रतिबद्धता व्यक्त की है, जो उपलब्धता, इक्विटी, गुणवत्ता, जवाबदेही हैं। केंद्रीय मंत्रिमंडल ने दिनांक 29 जुलाई 2020 को नई राष्ट्रीय शिक्षा नीति (NEP) की घोषणा की है। यह नई शिक्षा नीति विद्यालय एवं उच्च शिक्षा प्रणाली में बहुत व्यापक परिवर्तन एवं सुधार की दृष्टि से अद्वितीय महत्व रखती है। अब मानव संसाधन विकास मंत्रालय का नाम बदलकर शिक्षा मंत्रालय कर दिया गया है। पिछली राष्ट्रीय शिक्षा नीति इसी 1986 में लागू होने के बाद इक्कीसवीं सदी की यह पहली शिक्षा नीति है।

केंद्रीय मंत्रिमंडल ने 29 जुलाई, 2020 को नई राष्ट्रीय शिक्षा नीति (एनईपी) की घोषणा की है। यह नई शिक्षा नीति विद्यालय एवं उच्च शिक्षा प्रणाली में बहुत व्यापक परिवर्तन एवं सुधार की दृष्टि से अद्वितीय महत्व रखती है। अब मानव संसाधन विकास मंत्रालय का नाम बदलकर शिक्षा मंत्रालय कर दिया गया है। पिछली राष्ट्रीय शिक्षा नीति 1986 में लागू होने के बाद इक्कीसवीं सदी की यह पहली शिक्षा नीति है। नई शिक्षा नीति में 2 करोड़ से अधिक छात्रों को मुख्यधारा में लाने की योजना है, 2030 के अंत तक प्री-स्कूल से माध्यमिक तक 100 प्रतिशत सकल नामांकन अनुपात प्राप्त करने का महत्वाकांक्षी लक्ष्य निर्धारित किया गया है, और भारत को वैश्विक ज्ञान महाशक्ति बनाने की उम्मीद है। **राष्ट्रीय शिक्षा नीति का विजन**

1. नई शिक्षा नीति एक ऐसी शिक्षा प्रणाली है जो भारतीय मूल्यों पर आधारित है और भारत के व्यापक परिवर्तन में सीधे योगदान देने की उम्मीद है।
2. भारतीय समाज मूल रूप से टिकाऊ, न्यायसंगत और जीवंत ज्ञान का समाज है। इसलिए सभी के लिए उच्च गुणवत्ता वाली शिक्षा प्रदान करके भारत को वैश्विक ज्ञान महाशक्ति बनाना।
3. हमारे संस्थानों के पाठ्यक्रम और शिक्षाशास्त्र के माध्यम से आपसी सम्मान और स्नेह की भावना विकसित करने की आवश्यकता निहित है। शिक्षा नीति इस बात पर जोर देती है कि बदलती दुनिया में सभी को अपने मूल कर्तव्यों, संवैधानिक मूल्यों के साथ-साथ अपनी भूमिकाओं और जिम्मेदारियों के बारे में जागरूक होना चाहिए।
4. भारतीय होने की महिमा न केवल हमारे विचारों में बल्कि हमारे मन और बुद्धि में भी होनी चाहिए। ज्ञान, कौशल, मूल्यों और मानवाधिकारों की खेती, विश्वविद्यालय राज्य अगम एबीवीपी हे सरकार. सतत विकास और वैश्विक कल्याण के लिए प्रतिबद्ध नागरिकों का निर्माण पूर्व-प्राथमिक और माध्यमिक शिक्षा का मुख्य फोकस है।

1. अभिनव शैक्षिक केंद्रों का निर्माण

2. आधारभूत संरचना का प्रभावी उपयोग
3. सीखने के प्रत्येक स्तर पर छात्र की प्रगति की समीक्षा और मूल्यांकन करना।
4. शिक्षा के कई तरीके औपचारिक और गैर-औपचारिक शिक्षा
5. अच्छी तरह से सुसज्जित कक्षाएं और प्रयोगशालाएं
6. अनुभवी और जानकार शिक्षक, प्रोफेसर
7. प्रशिक्षित परामर्शदाता

10 + 2 संरचना, अब 5 + 3 + 3 + 4 द्वारा प्रतिस्थापित की जाएगी।

- नई व्यवस्था में 12 साल की स्कूली शिक्षा और 3 साल की प्री-प्राइमरी/आंगनवाड़ी होगी।
- पांचवीं कक्षा तक शिक्षा के माध्यम के रूप में स्थानीय भाषा/क्षेत्रीय भाषा/मातृभाषा को वरीयता दी जाएगी।
- स्कूल और उच्च शिक्षा में सभी स्तरों पर छात्रों के लिए संस्कृत को एक विकल्प के रूप में शामिल किया जाएगा, त्रिभाषा सूत्र का कार्यान्वयन,
- किसी भी छात्र को किसी भी भाषा में बाध्य नहीं किया जाएगा।
- स्कूलों में 6वीं कक्षा से इंटरनेट सहित व्यावसायिक शिक्षा शुरू की जाएगी।
- कक्षा 10वीं और 12वीं की बोर्ड परीक्षाएं हमेशा की तरह आयोजित की जाएंगी, लेकिन छात्रों के समग्र विकास का पुनर्गठन किया जाएगा। लेने, मूल्यांकन और उनके बारे में अधिक समग्र दृष्टिकोण से - छात्रों के मूल्यांकन को अब समग्र रूप से माना जा रहा है। उनके कौशल और ज्ञान प्राप्त करने की क्षमता पर विचार करने के लिए, चारित्रिक दृष्टिकोण, निर्णय लेने की क्षमता, वैचारिक स्पष्टता, रचनात्मकता आदि जैसे बिंदुओं पर प्राथमिक रूप से विचार किया जाएगा।

राष्ट्रीय शिक्षा नीति 2020 (उच्च शिक्षा)

उच्च शिक्षा के बारे में सोचते हुए राष्ट्रीय शिक्षा नीति ने उच्च शिक्षा में व्यापक परिवर्तन लाने और इसे और अधिक लचीला बनाने पर अधिक गंभीरता से विचार किया है। अमेरिका में इस नीति में एक बहु-विषयक योजना को लागू करने के अलावा।

व्यावसायिक प्रशिक्षण

19-25 वर्ष की आयु के छात्रों के लिए व्यावसायिक शिक्षा अन्य देशों में 52-96 प्रतिशत के बीच है। हालांकि, भारत में यह महज पांच फीसदी है। राष्ट्रीय उच्च शिक्षा नियामक प्राधिकरण (एनएचईआर) राष्ट्रीय उच्च शिक्षा सुनिश्चित करने के लिए कि विश्वविद्यालयों में सक्षम, पारदर्शी और कुशल शासन है। एकल नियामक निकाय का नियामक प्राधिकरण।

न्याय और पारदर्शी दृष्टिकोण नया आश्वासन दिया है। दूरस्थ शिक्षा (ओपन स्टिना सी) और ऑनलाइन पाठ्यक्रम (सीओएस) के लिए एक नया नियामक संगठनात्मक ढांचा लागू किया गया है और नया निकाय मौजूदा संबद्ध विश्वविद्यालयों और अन्य संबद्ध कॉलेजों के मार्गदर्शन के लिए जिम्मेदार होगा। वर्ष 2025 तक एक विश्वविद्यालय से संबद्ध महाविद्यालयों की अधिकतम संख्या तीन सौ से अधिक नहीं होनी चाहिए। इसके अलावा, एक और लक्ष्य निर्धारित किया गया है कि वर्ष 2025 तक, वर्तमान में विश्वविद्यालय से संबद्ध सभी कॉलेज डिग्री देने वाले कॉलेज बन जाएंगे। विश्वविद्यालय डीम्ड, संबद्ध विश्वविद्यालय, दंडात्मक विश्वविद्यालय जैसे अन्य सभी समूह संस्थानों की जगह लेंगे। स्नातक और स्नातकोत्तर शिक्षा में उच्च शिक्षा में लचीलेपन पर व्यापक रूप से

विचार किया गया है। आगे तीन या चार साल के स्नातक (स्नातक) कार्यक्रमों में कई निकास विकल्प होंगे और अधिक लचीलेपन की अनुमति होगी। छात्र प्रथम वर्ष पूरा करने के बाद डिप्लोमा और दो साल बाद एडवांस्ड डिप्लोमा कर सकते हैं और तीन साल बाद उन्हें बैचलर डिग्री (डिग्री) मिलेगी। स्नातक छात्रों के लिए चार साल का विकल्प उपलब्ध होगा और छात्रों को समय विकास शिक्षा प्राप्त होगीहोगा जिसमें द्वितीय वर्ष विशेष रूप से शोध कार्य को समर्पित रहेगा। हालांकि, यह केवल उन छात्रों के लिए होगा जिन्होंने तीन वर्षीय स्नातक पाठ्यक्रम का विकल्प चुना है। लेकिन जिन्होंने चार वर्षीय (अंडरग्रेजुएट) कोर्स का विकल्प चुना है। ऐसे छात्रों को एक साल की मास्टर डिग्री की जरूरत होगी। इसी तरह पांच साल के इंटीग्रेटेड कोर्स के विकल्प भी सभी के लिए खुले रहेंगे। लेकिन अब एम. फिल का कोर्स बंद रहेगा।

- अनुसंधान को बढ़ावा देने के लिए नया राष्ट्रीय अनुसंधान फाउंडेशन नेशनल रिसर्च फाउंडेशन की स्थापना की जाएगी। NRF का व्यापक उद्देश्य अनुसंधान की संस्कृति को विकसित करना और विश्वविद्यालयों को सूट का पालन करने में सक्षम बनाना है।
- सार्वजनिक विश्वविद्यालयों को एमईईरू यानी 'बहुविषयक शिक्षा और अनुसंधान विश्वविद्यालय' (बहुविषयक शिक्षा और अनुसंधान विश्वविद्यालय) कहा जाएगा और विश्व स्तर की शिक्षा तक पहुंचाने के लिए अमेरिका में आइवी लीग कॉलेजों की तरह स्थापित किया जाएगा।
- एक अकादमिक बैंक ऑफ क्रेडिट (एबीसी) बनाया जाएगा, जिसमें छात्रों द्वारा विभिन्न एचईआई के माध्यम से प्राप्त डिजिटल अकादमिक क्रेडिट (गुणांक) को संग्रहीत, स्थानांतरित और उनकी अंतिम डिग्री के लिए गिना जाएगा।
- सभी विषयों के लिए पाठ्यक्रम विश्लेषणात्मक और समय शिक्षण पद्धति विचार किया जाता है। प्रतिबिंब, पूछताछ, चर्चा और शिक्षण पर विशेष जोर दिया जाता है। छात्र मूल्यांकन के लिए परीक्षा विधियों पर भरोसा करने के बजाय, छात्र प्रगति के अधिक व्यापक और सुसंगत मूल्यांकन पर विचार किया जाना है। यदि वे ऐसा नहीं करते हैं तो उन्हें सहायता दी जाएगी। सामाजिक-आर्थिक पृष्ठभूमि नहीं है। अंतर्राष्ट्रीयकरण शिक्षा में एक नई अवधारणा है। इस पद्धति में अंतर्राष्ट्रीयकरण की एक नई अवधारणा पर प्रकाश डाला गया है। इसके तहत बेहतरीन प्रदर्शन करने वाले संस्थानों और कॉलेजों को दूसरे देशों में शाखाएं खोलने की अनुमति दी जाएगी। इस अवधारणा के अनुसार छात्रों के सर्वांगीण विकास को बढ़ावा मिलेगा और विदेशी छात्र भारतीय विश्वविद्यालयों से जुड़ेंगे। एच 2 एक अन्य महत्वपूर्ण बिंदु यह है कि राष्ट्रीय शिक्षा नीति एक राष्ट्रीय दंड आयोग की स्थापना की सिफारिश करती है। यह संगठन CABE की जगह लेगा। इसमें उच्च शिक्षा और अनुसंधान क्षेत्रों के 30 सदस्य शामिल होंगे। आयोग की अध्यक्षता शिक्षा मंत्री करेंगे और इसमें कला, विज्ञान, व्यवसाय, स्वास्थ्य, कृषि और सामाजिक कल्याण के क्षेत्रों के प्रतिष्ठित विशेषज्ञ सदस्य के रूप में शामिल होंगे। इस आयोग के माध्यम से यह सुनिश्चित किया जाएगा कि नई राष्ट्रीय शिक्षा नीति के लक्ष्यों और उद्देश्यों को ठीक से लागू किया जा रहा है और 2030 तक शिक्षा नीति की समीक्षा और मूल्यांकन किया जाएगा और कार्यान्वयन के लिए एक स्वतंत्र तंत्र स्थापित किया जाएगा। यह राष्ट्रीय शिक्षा नीति है जो उज्ज्वल और समृद्ध भारत के सपने को साकार करेगी और भारत को वैश्विक ज्ञान महाशक्ति की ओर ले जाएगी।

संदर्भ:-

राष्ट्रीय शिक्षा नीति 2020 ड्राफ्ट

A STUDY OF CHALLENGES IN 4 -YEAR INTEGRATED COURSE**(B.A./ B.SC. B.ED.)****Mrs. Sarita Verma**

In charge Principal

Ashoka International Centre for Educational Studies and Research

Introduction

Development of Human resources as per the need and requirement of the country and the industry is the challenge in front of the ministry of education. According to changing references, upcoming challenges, development of Technology, explosion of knowledge and the requirements of society, the requirement of Human Resource always changes. To fulfil the gap of the need of human resources in the country and the actual production of the human resource in the country, updating Development changes are necessary. Teacher Education is the most important part of this human resource development. Development of teachers is the base of all education systems to develop the resources. In the present scenario the schools are changed, education is converted into service sector to fulfil the needs of students, the needs of parents and teachers should have multidimensional skills. Teachers should be a facilitator guide motivator counsellor. The Ministry of Education of Government of India has recently decided National Educational policy that Education will be integrated into the College of Education and will be converted into a four years integrated course for Bachelor of education. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes.

(https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf,)

According to NEP 2020 the four-year integrated program will give quality in Teacher Education and as its dual programme students will be benefited. It will empower students with skills required to be teachers of this century. Before that in Maharashtra 2 to 3 colleges for working as integrated colleges and Ashoka Education Foundation's Ashoka College of Education is one of them. On the basis of the above discussion researchers have decided to find the challenges faced during the integrated course of Bachelor of Arts and Bachelor of science at Ashoka College of Education.

Need of Research

The Teacher Education Institute plays a vital role in framing the nation and creating new generations of students. Teacher Education requires a multidisciplinary approach. Teachers must have various qualities, subject knowledge and values and also updated knowledge. Many of us are aware of Two years B.Ed. programme and some Teacher Institutes also have four-year integrated courses. This research study will help researchers to understand challenges faced by four-year integrated courses which will help for further planning of Four Year Integrated courses in due time

to come.

Statement of Research- A Study of Challenges faced during a four Year Integrated Course (B.A./ B.Sc. B.Ed.) at Ashoka Education’s Foundation’s Ashoka College of Education, Nashik

Objectives

1. To find challenges faced by Four Year Integrated Course at Ashoka College of Education.
2. To identify the cause behind facing challenges for Four Year Integrated Course at Ashoka College of Education

Research questions

1. What are the challenges faced during a four-year integrated course by the teachers and students?
2. What are the causes behind the challenges faced during integrated courses by teachers and students?

Research method- Present research is an applied research and is survey method of descriptive research methodology is used for present research.

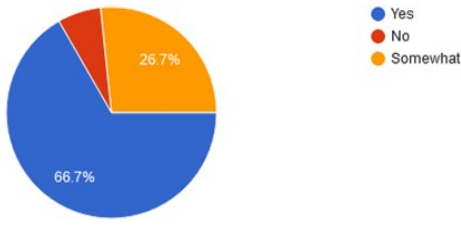
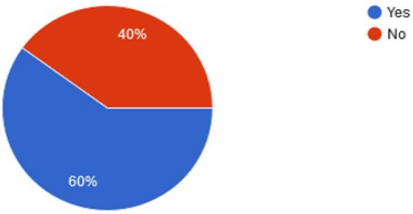
Sample and sampling method - 20 teachers from Ashoka Education Foundation’s Ashoka Colleges of Education (B.A.B.Ed./B.Sc.B.Ed.) are selected at the sample through to **purposive** sampling method.

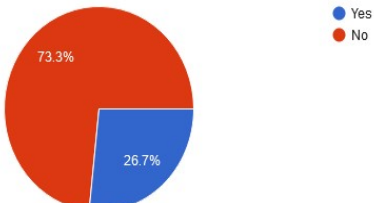
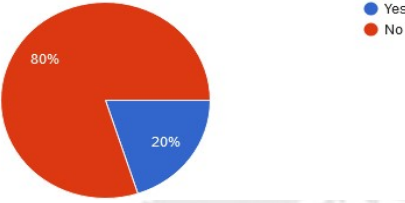
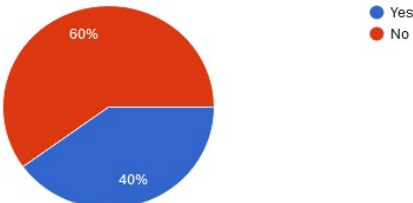
Data Collection tool - Questionnaire.

Statistical tool

1. Percentage
2. Graphs

Analysis: - Researcher have collected data through questionnaire by using google form. Collected data is analysed by using percentage graphs and charts. Question wise analysis is given as follows.

<p>Do the candidates are aware of four years integrated course to take admission? 15 responses</p>  <p>Legend: Yes (Blue), No (Red), Somewhat (Orange)</p>	<p>66.7% students are aware, 26.7% students are unaware about four years integrated course and 6.6% students are unaware.</p> <p>Causes of unawareness. Less awareness in people about course, Limited colleges, initially students do not have much interest in education field Due to the new course. Due to less Awareness of program</p>
<p>Is the syllabus challenging for Teaching-Learning process 15 responses</p>  <p>Legend: Yes (Blue), No (Red)</p>	<p>60% percent respondents the syllabus is challenging & 40% percent respondents the syllabus is challenging for teaching the learning process.</p> <p>Challenges for teaching learning process. Integration of plain subjects with regular subjects and practicum Learning Special subjects and education subjects at a time can be difficult.</p>

<p>As it is integrated course, is it time consuming for completion of syllabus for students</p> <p>15 responses</p>  <p>Legend: Yes (Blue), No (Red)</p>	<p>According to 73.3% respondents, a four year integrated course is not time consuming.</p>
<p>Dose students find difficulties in understanding subjects of Education</p> <p>15 responses</p>  <p>Legend: Yes (Blue), No (Red)</p>	<p>80% of students do not find difficulties in understanding subject education. 20% of students find difficulties in understanding subject education. Difficulties faced by students for understanding Syllabus. Students faces difficulty in special subject, Educations subjects and practicum, Science background students may need more writing practice, Immaturity of students</p>
<p>Is Implementation of internship in the school becomes a challenge due to its long time period ?</p> <p>15 responses</p>  <p>Legend: Yes (Blue), No (Red)</p>	<p>According to 60% respondent's implementation of internship is not challenging due to long time period of Course it's challenging</p>

Major Findings

1. 66.7% students are aware about the four years integrated course, 26.7% students are unaware about the four years integrated course and 6.6% students are somewhat aware about the four years integrated course.
2. According to research carried out 60% percent respondents the syllabus is challenging for teaching learning process.40% percent respondents the syllabus is challenging for teaching learning process
3. Ignorance, less awareness of the program, limited colleges, Lack of communication and contact Less Promotion of the Courses are the causes of unawareness.
4. According to 73.3 % respondents, the number of teacher educators required as per government norm is a challenge.
5. According to 73.3 % percent respondents said that time hours are more compared to two years B.Ed.
6. 80% Respondents have experience of teaching both courses.

Challenges

1. Integration of plain subjects with regular Education subjects and practicum also Learning Special subject and education subject at a time can be difficult
2. Gets difficult to manage both practical and (is it theory? please elaborate/practicum.
3. As it is an integrated course it is difficult to cover syllabus in the provided time period.
4. Teacher has to integrate B.Ed. objectives with regular special subjects.

Difficulties faced by students for understanding Syllabus.

1. Students faces difficulty in special subject
2. Educations subjects and practicum integration is more challenging
3. Science background students may need more writing practice
4. While studying science subject's students become ignorant to Education subjects.
5. Immaturity of students
6. Sometime related to practicum students don't like to study
7. The practicum of first year (as they enter late due to the admission process) should be reduced and need to shift it to second year.
8. Teachers have to adopt themselves as per the changes
9. Proper time management for curriculum implementation

Difficulties qualified teacher's availability.

1. Specialised subjects qualified teacher's availability with fluency
2. Getting faculty qualified in both degrees with ability to teach special subjects is difficult
3. Subject specific teacher Educator to find with Education subject is challenging
4. Difficult to find and difficult to sustain the work as workload is a challenge.

Causes

Ignorance, less awareness of the program, limited colleges, Lack of communication and contact Less Promotion of the Courses are the causes of unawareness about the course.

Conclusion: - According to NEP 2020 the four-year integrated program will provide quality in Teacher Education and as its dual programme students will be benefited with degree. It will empower students with skills required to be teachers of this century. Before that in Maharashtra 2 to 3 colleges are offering Four Year Integrated Course. Ashoka Education Foundation's Ashoka College of Education is one of them. On the basis of the above discussion researchers have studied and tried to learn challenges faced by the institutes for various parameters. It was understood that in spite of minor challenges in the Four Year Integrated program this is one of the best programs which caters students to be quality teachers in future. As skills required to become a teacher are not possible to imbibe in two years B.Ed. programme. NEP 2020 direction will definitely shape the Teacher Education Program to the next level.

References: -

- 'Research Methodology', Dr. C. Rajendra Kumar, APH Publishing Corporation, New Delhi, 2008.
- 'Wikipedia' information on research methodology.
- Research Methodology, Methods and Techniques. Kothari, C.R, New Delhi, 2002
- <http://ncte.in.org>
- <http://Wikipedia.org/wiki/research>
- <http://www.eric.com>

A COMPARATIVE STUDY OF ONLINE AND OFFLINE TEACHING ON STUDENTS' BEHAVIOUR OF GOA

Mrs. Renuka Anand Pardeshi

Assistant Professor,

Department of Education

Harmal-Goa

Dr. Rajiv Pancham

Assistant Professor,

Department of Education

Harmal-Goa

Abstract:-

Whole scenario of Educational system has been changed because of COVID-19. The objective of this study is to assess the comparison of online and offline teaching on students behavior in Higher Education. Students were having only online learning options to run or smooth functioning of the teaching-learning process. The study aims to investigate the comparison of online and offline teaching on students' behavior. The study was carried out in India within Goa state, in B.Ed and B.A.B.Ed. integrated colleges of Goa. The sample size for this survey is 105. 105 students participated in this survey . The findings of this survey shows the effect of online and offline teaching on students' behavior using the chi-square test.

Keyword:- offline learning, Online learning, Education, Effectiveness, Student behavior

Introduction

The Covid-19 pandemic has changed the whole scenario of Society and no doubt the Education system is also affected through it.

The Covid-19 pandemic has changed the process of teaching and learning in higher education and interaction between the student and teachers (Ahmad, Safardin & Teoh, 2020; Juliana, Saffardin & Teoh, 2021; Juliana, Fairros & Teoh & Kee, 2020).

Objective of the study is :-

To assess the effectiveness of online and offline teaching on students' behavior.

Literature Review

Padmalini Singh et al. (2021), conducted a study among 100 respondents regarding Comparative Study on Effectiveness of Online and Offline Learning in Higher Education in India, Indonesia and Malaysia. The results of the study revealed that offline learning is more effective than online learning (1).

Dr. Debasish Biswas, Chanchal Dey 2021 conducted a study on online vs offline education, Opportunities and Challenges in Indian context. The study found it is not possible to identify the better alternative of the two because each one has got distinct advantages and disadvantages over the other. Traditional educational systems through offline based face to face classrooms cannot be replaced. Online education is good for specific courses and can act as a supplement to the education process to make it more interactive and interesting. As soon as we return back to normalcy post Covid-19 era, we should move back to offline education.(2)

Atika Qazi et al 2020 conducted a cross-sectional study among 320 students regarding Conventional to online education during COVID-19 pandemic. The study suggested that it is crucial for the government and other policymakers worldwide to address access and use of online learning resources of their populace amid pandemic(3)

Methodology and procedure:-

The data has been collected using a survey Google form from various B.A. B.Ed and B.Ed colleges of Goa to determine the students behavior during online and offline learning. Data was collected for a period of 1 month June,2021.

Data analysis was performed using SV26| IBMS SPSS statistics 26. Data was analyzed in terms of frequency and percentage Google form for collection of required data ,which is suitable and fulfills the objectives of the study adequately and deliberately. The survey Questionnaire was constructed by the investigator himself with the help of the supervisor.

After the collection of the data , scoring was done on the basis of prescribed procedure. There were a total 21 questions, a 5 point rating scale was used . First of all observed frequency and expected frequency were found for each question and used chi-square test for final result.

Result and Discussion

Table 1: Summary of Respondents

Response	Gender		B.ED.		B.A.B.ED.		B.Sc.B.ED.	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
105								

Table 1 represents the summary of respondents. There are 105 respondents who filled out the survey form. As much as 60% were girls and 40% were boys. These results show most students from B.Ed. responded to the survey.

Table 2: Summary of Respondents to the questionnaire

1	How do you feel about offline classes?					
	Interesting	Interactive	Boring	ffective	Very helpful	Total
fo	33	31	7	21	13	105
fe	21	21	21	21	21	105
fo-fe	12	10	-14	0	-8	
sq	144	100	196	0	64	504
fo-fe/ fe	6.857	4.762	9.333	0.000	3.048	24.000
2	How helpful are your teachers during offline classes?					
	Extremely helpful	Cooperative	Helpful	Teacher as guide	Directional	Total
fo	37	32	19	17	0	105

fe	21	21	21	21	21	105
fo-fe	16	11	-2	-4	-21	
sq	256	121	4	16	441	838
fo-fe/ fe	12.190	5.762	0.190	0.762	21.000	39.905
3	Offline (learning) teaching environment in the classroom helps in better learning rather than online learning. Do you agree?					
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
fo	58	40	5	0	2	105
fe	21	21	21	21	21	105
fo-fe	37	19	-16	-21	-19	
sq	1369	361	256	441	361	2788
fo-fe/ fe	65.190	17.190	12.190	21.000	17.190	132.76 2
4	How effectively can you use classroom resources during offline classes?					
	Very effective	Effective	Moderately effective	Slightly effective	Not at all effective	Total
fo	41	47	11	4	2	105
fe	21	21	21	21	21	105
fo-fe	20	26	-10	-17	-19	
sq	400	676	100	289	361	1826
fo-fe/ fe	19.048	32.190	4.762	13.762	17.190	86.952
5	What do you like most about offline classes?					
	Face-to-face interaction	Immediate solution for queries	Leads to interest in subject	Leads to creativity	Teacher can use different teaching methods	Total
fo	79	14	6	1	5	105
fe	21	21	21	21	21	105
fo-fe	58	-7	-15	-20	-16	
sq	3364	49	225	400	256	4294
fo-fe/ fe	160.190	2.333	10.714	19.048	12.190	204.47 6

6	Do you think offline teaching gives you better understanding (flexibility) as compared to online teaching?					
	Yes, always	Very often	Sometimes	Rarely	No, never	Total
fo	81	17	6	0	1	105
fe	21	21	21	21	21	105
fo-fe	60	-4	-15	-21	-20	
sq	3600	16	225	441	400	4682
fo-fe/ fe	171.429	0.762	10.714	21.000	19.048	222.95 2
7	In which mode of teaching do you actively participate?					
	Offline classes	Online classes	Both			Total
fo	75	1	29			105
fe	35	35	35			105
fo-fe	40	-34	-6			
sq	1600	1156	36			2792
fo-fe/ fe	45.714	33.029	1.029			79.771
8	Do you feel attached/ sense of belongingness during offline classes?					
	Yes, always	Very often	Sometimes	Rarely	No, never	Total
fo	68	21	15	0	1	105
fe	21	21	21	21	21	105
fo-fe	47	0	-6	-21	-20	
sq	2209	0	36	441	400	3086
fo-fe/ fe	105.190	0.000	1.714	21.000	19.048	146.95 2
9	Do you feel a sense of belongingness during online classes?					
	Yes, always	Very often	Sometimes	Rarely	No, not at all	Total
fo	14	17	43	20	11	105
fe	21	21	21	21	21	105
fo-fe	-7	-4	22	-1	-10	
sq	49	16	484	1	100	650
fo-fe/ fe	2.333	0.762	23.048	0.048	4.762	30.952

10	Do you feel offline classes promote a sense of punctuality and discipline among students as compared to online classes?					
	Yes, always	Very often	Sometimes	Rarely	No, not at all	Total
fo	81	15	6	1	2	105
fe	21	21	21	21	21	105
fo-fe	60	-6	-15	-20	-19	
sq	3600	36	225	400	361	4622
fo-fe/ fe	171.429	1.714	10.714	19.048	17.190	220.09 5
11	What is the average time you spend each day on online learning?					
	1-3 hours	3-5 hours	5-7 hours	7-10 hours	10+ hours	Total
fo	51	27	22	5	0	105
fe	21	21	21	21	21	105
fo-fe	30	6	1	-16	-21	
sq	900	36	1	256	441	1634
fo-fe/ fe	42.857	1.714	0.048	12.190	21.000	77.810
12	Do you feel you get enough attention from your teacher during online classes?					
	Yes, always	often	Sometimes	Rarely	No, never	Total
fo	13	21	44	21	6	105
fe	21	21	21	21	21	105
fo-fe	-8	0	23	0	-15	
sq	64	0	529	0	225	818
fo-fe/ fe	3.048	0.000	25.190	0.000	10.714	38.952
13	Do you get frustrated due to technical issues during online learning?					
	Yes, always	often	Sometimes	Rarely	No, never	Total
fo	46	21	33	4	1	105
fe	21	21	21	21	21	105
fo-fe	25	0	12	-17	-20	
sq	625	0	144	289	400	1458
fo-fe/ fe	29.762	0.000	6.857	13.762	19.048	69.429
14	How do online classes affect the health of students?					

	Backache, headache	Strain on eyes	Neck pain	Anxiety	Depression	Total
fo	69	34	2	0	0	105
fe	21	21	21	21	21	105
fo-fe	48	13	-19	-21	-21	
sq	2304	169	361	441	441	3716
fo-fe/ fe	109.714	8.048	17.190	21.000	21.000	176.95 2
15	Do you feel online teaching leads to depression?					
	Yes	No				Total
fo	70	35				105
fe	52.5	52.5				105
fo-fe	17.5	-17.5				
sq	306.25	306.25				612.5
fo-fe/ fe	5.833	5.833				11.667
16	If Yes, Why?					
	Inability to grasp what is being taught	Burden of assignments and exam	No/ limited access to smartphone	Poor network connectivity	Domestic responsibility	Total
fo	53	16	10	23	3	105
fe	21	21	21	21	21	105
fo-fe	32	-5	-11	2	-18	
sq	1024	25	121	4	324	1498
fo-fe/ fe	48.762	1.190	5.762	0.190	15.429	71.333
17	What are the reasons of stress in student during online classes:					
	Procrastination leading to delay in work	Network issues leading to frustration	Skipping online classes due to technical issues	Burden of online assignments and tests	Loneliness due to absence of teacher or friends	Total
fo	28	58	14	5	0	105
fe	21	21	21	21	21	105
fo-fe	7	37	-7	-16	-21	
sq	49	1369	49	256	441	2164
fo-fe/ fe	2.333	65.190	2.333	12.190	21.000	103.04 8
18	What are the problems faced by students living in rural areas?					

	Limited access to smartphone/laptop	Network issues	Frequent power cuts	Family disturbance	Improper learning environment	Total
fo	54	46	3	1	1	105
fe	21	21	21	21	21	105
fo-fe	33	25	-18	-20	-20	
sq	1089	625	324	400	400	2838
fo-fe/ fe	51.857	29.762	15.429	19.048	19.048	135.143
19	Which learning method do you find more interesting and engaging?					
	Offline Learning	Online Learning	Both			Total
fo	88	3	14			105
fe	35	35	35			105
fo-fe	53	-32	-21			
sq	2809	1024	441			4274
fo-fe/ fe	80.257	29.257	12.600			122.114
20	How often do you face technical issues during online classes?					
	Always	often	Sometimes	Rarely	Never	Total
fo	20	28	43	13	1	105
fe	21	21	21	21	21	105
fo-fe	-1	7	22	-8	-20	
sq	1	49	484	64	400	998
fo-fe/ fe	0.048	2.333	23.048	3.048	19.048	47.524
21	Does lack of attention during online learning create disinterest and affect your studies?					
	Yes, very often	Frequently	Sometimes	Rarely	No, not at all	Total
fo	39	24	35	4	3	105
fe	21	21	21	21	21	105
fo-fe	18	3	14	-17	-18	
sq	324	9	196	289	324	1142
fo-fe/ fe	15.429	0.429	9.333	13.762	15.429	54.381

Conclusion:-

Pandemic has given us one option of Online education, but it cannot fulfill important factors of Offline learning like face-to-face interaction, immediate feedback, problem solving, discipline in classroom, reliability, attentiveness of students. We can easily make out these factors are absent during the online teaching-learning process which can lead to create misconception, indiscipline and stress to students during the teaching-learning process. During the pandemic we have adapted online teaching but it can not be the better option for the long term. For smooth conduct of teaching-learning process we can say a better option is Offline classes as it is more effective, leads to interest in the subject and helps a student to hold mastery on that subject. It was concluded that Offline learning is more focussed, less interrupted, more reliable, more interactive and keeps students attentive. Online learning may not be the same as offline learning, but during the current situation of Covid-19 pandemic, it provides benefits to the students, saves their time and improves their academic performance.

References:-

1. Ahmad, J., Saffardin, S. F., & Teoh, K. B. (2020). How does job demand and job resources affect work engagement towards burnout? The case of Penang preschool. *International Journal of Innovation, Creativity and Change*, 12(5), 283-293
2. Biswas D, Dey C. Offline vs . Online Education : Opportunities and Challenges in Indian context Offline vs . Online Education : Opportunities and Challenges in Indian context. 2021;(April).
3. Qazi A, Naseer K, Qazi J, AlSalman H, Naseem U, Yang S, et al. Conventional to online education during COVID-19 pandemic: Do develop and underdeveloped nations cope alike. *Child Youth Serv Rev* [Internet]. 2020;119(October):105582. Available from: <https://doi.org/10.1016/j.chilyouth.2020.105582>
4. Singh P, Sinha R, Koay WL, Teoh KB, Nayak P, Lim CH, et al. A Comparative Study on Effectiveness of Online and Offline Learning in Higher Education. *Int J Tour Hosp Asia Pasific* [Internet]. 2021;4(3):102–14. Available from: <http://ejournal.aibpm.org/index.php/IJTHAP/article/view/1212>

A STUDY OF DIGITAL EDUCATION AT UPPER PRIMARY LEVEL**Researcher**

Patel Rakeshbhai

*Ph.D.Scholar, Assistant Teacher**Bhatha Primary School, Bhatha**Ta.: Gandevi, Dist: Navsari, College,**State: Gujarat.***Guide**

Dr. Binny Mehta

*M.Sc, M.Ed.; M.phil.; Ph.D**Assistant lecturer**Shree Mahavir Vidyamandir B.Ed**Pandesara, Surat. State : Gujarat*

Abstract :

“Time is an important resource like money. The need of an hour is to study the Time -Use of Indian smart-children. Smart -parents implement smart-Rules on their smart- children using digital devices for a better Digital well-Being.”

The increasing development of technology has changed everyone’s life today. Digital learning has played an important role in the teacher’s teaching work and also in the child’s learning. Nowadays, most of the students are using digital tools, while it is not possible for the teacher to do the teaching work in the classroom with chalk and talk. In NEP-2020, More emphasis has been placed on online and digital education. Also NETF will be formed to use technology for improvement in teaching, evaluation, planning, administration etc. In the present research, the researcher wanted to know the use of digital education in upper primary education, benefits of digital education, problems of digital education and suggestion to make digital education effective.

Key Words : Digital education, NEP-2020, advantages, limitations and suggestions

Introduction

The twenty-first century is being considered as the information era. New discoveries of science are more helpful in making humans more ambitious. In such a situation, changes are coming in science and engineering. Every change happening in the world touches the human being. Thus, when the whole world is being painted in the color of modernity, the field of education cannot be kept away from modernity. All over the world technology is constantly innovating how to do every task easily and at low cost. Then the use of technology in education becomes indispensable. Technology is being used by teachers to make education interesting and effective. Digital education has been the only solution for education during pandemics like covid-19. Also in NEP-2020 technology has been given more emphasis. The Digital India campaign is helping to transform the entire country into a digitally empowered society and knowledge economy, Where digital education becomes essential for both teachers and students. Here the present research was conducted by the researcher to obtain information for the use of digital education at upper primary level.

Digital Education

- Digital education is also known as technology enhanced learning or e-learning.
- Digital education is the use of technology and digital tools to teach and learn.
- This innovative use of digital technology is beneficial for both teacher and students. By exploring new ways, educators come up with a better and advanced form of teaching students. This helps in creating engagement and makes learning a fun activity.

Digital learning is “**learning facilitated by technology that gives students some element of control over time, place, path and pace.**”

NEP-2020

NEP-2020 will support the use and integration of technology to improve various aspects of education. National Forum on Educational Technology NETF will be constituted as an autonomous organization to provide a forum for exchange of ideas on improvement and use of technology in teaching, evaluation, planning, administration etc. for School and higher education.

NEP-2020 Recommendation for Teaching through Digital Education.

- A pilot study for online learning
- Digital structure
- Online teaching platform and tools
- Content creation, digital repository and dissemination
- Virtual laboratories
- Training and incentives for teachers
- Online assessment and examinations
- Establishment of norms
- Blended Models of learning.
- Creating unique framework for world-class digital learning, capacity and content creation.

Related research abstract

- 1) Sun & Bradley (2010) stated that technology-based activities facilitate pupils' understanding of content. They also provide various ways to express knowledge to the students; thus, have a positive effect on their academic output.
- 2) Chang and Sheu (2002) innovation new techniques of learning like creation of 'ad-hoc classroom' as well "e-Schoolbag system" at the "Alethia University" in Taiwan. The term "paperless education" and paperless classroom was created. The new developed electronic tools replaced the traditional classroom. Students were highly promoted to communicate and learn together while using innovative technologies.

Research objective

- 1) Getting information about digital education at upper primary level.
- 2) To study the advantages of digital education at upper primary level.
- 3) To study the problems facing of digital education at upper primary level.
- 4) To get suggestions for making digital education effective at upper primary level.

Research questions

- 1) Which digital tools are used in upper primary school ?Why ?
- 2) What are the benefits of digital education at upper primary level ?
- 3) What are the problems faced in digital education at upper primary level ?
- 4) What can be done to make digital education effective at upper primary level ?

Population and Sample

The population for the present research consisted of upper primary school teachers of Gandevi taluka.67 teachers were selected from the population through purposive sampling.

Tools of research

A researcher designed open questionnaire was used to collect for the present research.

Research method: Survey

Data Analysis Technique:A data was Analysis of Qualitative Analysis.

Research Findings**Information of Digital education at upper primary level.**

- 1) Upper primary school teachers used You Tube, G-shala App, Diksha App, Gyankunj,SwiftChat app, Zoom App, Microsoft Teams for digital education.
- 2) The teacher uses more digital apps in his teaching work.
- 3) The G-Shala app becomes more useful in the teaching work of the teacher.
- 4) Digital devices are used by teachers for reciting poetry, explaining subject matter and showing animation videos of the subject matter.
- 5) Teachers get training through Diksha app.
- 6) Digital subject matter on Diksha app can be downloaded so we can use the subject matter anytime.
- 5) After the training of the teachers on Diksha App,The test is also conducted so the acquired knowledges is also verified immediately.
- 6) Being digital education we can easily use it anytime and anywhere.
- 7) Internet is required for smart phone, laptop, Tablet and all digital devices.
- 8) Students take test every Saturday on SwiftChat.
- 9) Self – Assessment Test on SwiftChat gets students evaluated instantly and students problem gets solved immediately after receiving test answer sheet.
- 10) Online entry of students unit test and semester exam marks is done on SwiftChat.
- 11) On the basis of student merit entry on SwiftChat,the achievement ofeach learning outcome is known.

Advantages of Digital education at upper primary level.

- 1) Knowledge acquired through digital learning is remembered for a long time.
- 2) Students can self study through digital learning.
- 3) Communicating with parents has become easier through the medium of digital devices so that parents can be instantly informed of student information.
- 4) Education work becomes interesting through the video of the digital devices.

- 5) A students can also get education through the self-effort through G-Shala App.
- 6) Difficult subject matter can be taught more easily through G-Shala app.
- 7) Digital education makes students smarter.
- 8) Extensive learning opportunities.
- 9) Every students has his on her way of learning that works from them.

Problems of Digital education at upper primary level.

- 1) No Direct contact with teachers.
- 2) Frequency and distrust in the use of digital and educational tools.
- 3) Digital learning requires Additional Training for instructors.
- 4) Digital learning means more screen-time.
- 5) Digital devices require internet, and internet costs more.
- 6) Poor network.

Suggestions for making digital education effective at upper primary level.

- 1) WiFi facility can be made available for internet.
- 2) Teachers can be equipped for digital education by imparting ICT training to teachers.
- 3) Apps can be made available which can be run offline.
- 4) Adequate network can be made available in remot areas.

Conclusion

The teacher has to update her technology knowledge and motivates her students learn through Digital education. In the age of technology, It becomes essential to make education interesting and lively by making maximum use of digital devices in education.

References :

- 1) Begun,A.J.,Natesan,A.K.&Sampath,G.(2011).ICT in Teaching learning. New Delhi:APH Publishing Corporation.
- 2) Nagar,G.(2014).Use of Computer in Education. In Digital Learning.UttarPradesh :EletsTechnomedia Pvt.Ltd.10,2 Jan,2014
- 3) Sharma,k.(2007)Educational Technology. New Delhi :Mahaveer& sons.
- 4) <http://www.shodhganga.inflibnet.ac.in>

NEP 2020: EQUITABLE AND INCLUSIVE EDUCATION

Laxmi Sharma

Introduction

“If the poor cannot come to Education, Education must go to him”

The above mentioned quote by Swami Vivekananda is the need of the hour. Especially in a country like India, a land known for its knowledge, education and multiple diversity.

This need can be fulfilled only through quality education. ‘Education that will train the mind to think; will give equal access for quality technical and vocational education; will enhance the skills and knowledge; will encourage innovations and cultivate sound research culture in and for every individual of India’. Hence government of India has decided to make bold and transformative statement with the release of the NEP 2020, which says

“This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education including SDG4 , while building upon India’s traditions and value system.”

Need of NEP 2020: Equitable and Inclusive Education

Before the introduction of NEP 2020 the Indian education system was governed by the NEP 1986 and RTE (Right to Education) act of 2009 which had a huge gap between what was needed and what was being delivered. To bridge the gap NEP 2020 in it’s sub theme introduced Equitable and Inclusive Education which will:

- Provide better quality education to the CWSN (Children with Special Needs)
- Provide support and care to every child and teacher ensuring every child’s participation in day to day school activities.
- Focus on the capacity of every individual rather than focusing on their disabilities.
- Encourage children to take up leadership roles and responsibilities and help them become confident, independent and self – reliant.
- Encourage the involvement of the parents in their children’s education.
- Sensitize the abled students about the needs and difficulties faced by their disabled friends and teach them to be grateful for what they have been blessed with.
- Train teachers to develop a different set of skills according to the needs of every individual.
- Help remove the stigma attached to the disabled and transgender of the society.

Aims of NEP 2020

NEP 2020 is aligned to the 2030 Agenda for Sustainable Development which aimed to/on:

- Transform India into a vibrant knowledge society and global knowledge superpower.
- Benefits every single child so that no child loses any opportunity to learn and excel because

of the circumstances of birth and background.

- The integration of children with mild to moderate disabilities.
- Bring all students (CWSN, transgender SEDGs) together in one classroom and community regardless of their strength and weaknesses in any area
- Maximize the potential of all students.
- Identify transgender children as Social –Economically Disadvantaged Groups.
- Provide equitable quality education to transgender students too.
- Assist transgender children in gaining access to education.
- Eliminate any disparity in access to education (including vocational education) for the children from any gender or other SEDGs.
- Help teachers to use and adopt learning activities that foster gender or other SEDGs sensitive classroom environments.

To achieve what we have set to achieve, we must also discuss the steps to be taken by the Indian Education System for a successful implementation of the Policy.

1. Institutional Restructuring and Consolidation:

- By 2040 all higher education institutions (HELs) shall aim to become multidisciplinary institutions which will aim to have 3000 or more students.
- There shall, by 2030, be at least one large multidisciplinary HEI in or near every district.
- The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.
- Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions
- A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programs with high quality teaching, research, and community engagement.
- The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities. Those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities.
- Autonomous degree-granting College (AC) will refer to a large multidisciplinary college that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that.
- A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness.
- These three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum.

- HEIs will support other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.
- Institutions will have the option to run Open Distance Learning (ODL) and online programs, provided they are accredited to do so.
- Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters.
- The system of ‘affiliated colleges’ will be gradually phased out over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode.
- The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education.
- The present complex nomenclature of HEIs in the country such as ‘deemed to be university’, ‘affiliating university’, ‘affiliating technical university’, ‘unitary university’ shall be replaced simply by ‘university’ on fulfilling the criteria as per norms.

2. Towards a more Holistic and Multidisciplinary Education.

- A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.
- Such a holistic education shall be, in the long term, the approach of all undergraduate Programs, including those in professional, technical, and vocational disciplines.
- Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.
- Imaginative and flexible curricular structures will enable creative combinations of discipline for study, and would offer multiple entry and exit points.
- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.
- Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary bachelor’s program, however, shall be the preferred option.
- An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can

be awarded taking into account credits earned.

- The 4-year programme may also lead to a degree ‘with Research’ if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.
- Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education.
- HEIs will focus on research and innovation by setting up start-up incubation centre’s, technology development centre in frontier areas of research, greater industry academic linkages, and interdisciplinary research including humanities and social sciences research.

3. Optimal Learning Environments and Support for Students.

- Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications.
- All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility.
- HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each program.
- HEIs shall also move away from high-stakes examinations towards more continuous and Comprehensive evaluation.

4. Student Activity and Participation.

A plenty of opportunities for participation in sports, culture/ arts club, eco- clubs, activity clubs, community service projects etc.

- In every education institution, there shall be counseling systems for handling stress and emotional adjustment.
- Increasing hostel facilities as needed.
- All HEIs will ensure quality medical facilities for all students.

5. Financial Support for Students:

- Efforts will be made to incentivize the merit of students belonging to ST, SC, OBC and other SEDGs.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

6. Reimagining Vocational Education:

- Vocational education will be integrated into all school and higher education institutions in a phased manner the next decade.

7. Professional Education:

- Stand – alone agricultural University, Legal University, Health Science University, Technical University and stand- alone institutions in other fields shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education.

8. Promotion of Indian Languages, Arts and Culture:

- The promotion of Indian arts and culture is important not only for the nation but also for the individual cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other culture and identities.

9. Internationalization:

- Larger numbers of international students studying in India, and greater mobility to students in India visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.
- India will be promoted as a global study destination providing premium education at affordable costs
- An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.
- Research/teaching collaborations and faculty/student exchanges with high-quality foreign Institutions will be facilitated.
- High performing Indian universities will be encouraged to set up campuses in other countries
- Similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.
- A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

10. Motivated, Energized and Capable Faculty:

- All HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses.
- Every classroom shall have access to the latest educational technology that enables better learning experiences.
- Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework.
- HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment.

11. Equity and Inclusion in Higher Education:

- Actions that are specific to higher education shall be adopted by all Governments and HEIs.
- **Steps to be taken by Governments**
 - A. Earmark suitable Government funds for the education of SEDGs
 - B. Set clear targets for higher GER for SEDGs

- C. Enhance gender balance in admissions to HEIs
- D. Enhance access by establishing more high-quality HEIs in aspiration districts and Special Education Zones.
- E. Develop and support high-quality HEIs that teach in local/Indian languages or bilingually.
- F. Provide more financial assistance and scholarships to SEDGs in both public and Private HEIs.
- G. Conduct outreach programs on higher education opportunities and scholarship among SEDGs.
- H. Develop and support technology tools for better participation and learning outcomes.

- **Steps to be taken by all HEIs.**

- A. Mitigate opportunity costs and fees for pursuing higher education.
- B. Provide more financial assistance and scholarships.
- C. Conduct outreach on higher education opportunities and scholarships.
- D. Make admissions processes more inclusive.
- E. Make curriculum more inclusive.
- F. Increase employability potential of higher education programmers.
- G. Develop more degree courses taught in Indian languages and bilingually
- H. Ensure all buildings and facilities are wheelchair-accessible and disabled friendly.
- I. Develop bridge courses for students that come from disadvantaged educational backgrounds.
- J. Provide socio-emotional and academic support and mentoring
- K. Ensure sensitization of faculty, counselor, and students on gender-identity issues and its inclusion in all aspects of the HEI, including curricula.
- L. Strictly enforce all no-discrimination and anti-harassment rules.
- M. Develop Institutional Development Plans that contain specific plans for action on participation from SEDGs.

12. Catalyzing Quality Academic Research in all Fields through a New National Research Foundation:

- Establishment of a National Research Foundation (NRF).
- The overarching goal of the NRF will be to enable a culture of research to permeate through our universities.
- The NRF will be governed, independently of the government, by a rotating Board of governors consisting of the very best researchers and innovators across fields.

13. Transforming the Regulatory System of Higher Education:

- Regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies.
- These four structures will be set up as four independent verticals within one umbrella

Institution, the Higher Education Commission of India (HECI).

- A. The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education.
- B. The second vertical of HECI will be a ‘meta-accrediting body’, called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC.
- C. The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria.
- D. The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as ‘graduate attributes’. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC.
- E. The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work.
- F. The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act as Professional Standard Setting Bodies (PSSBs).

14. Curbing Commercialization Education:

- All education institutions will be held to similar standards of audit and disclosure as a ‘not for profit’ entity. Surpluses, if any, will be reinvested in the educational sector.
- There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public.
- The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.

15. Effective Governance and Leadership for Higher Education:

- Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence.
- Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established. Equity considerations will also be taken care of while selecting the members.

- The BoG of an institution will be empowered to govern the institution free of any external interference. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.
- The BoG shall be responsible and accountable to the stakeholders through transparent self disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

Conclusion :

RTE Act 2009 ensures education to all children irrespective of their caste, religion, ability and so on. It is essential to build an inclusive society through an inclusive approach. In doing so, we have challenged common beliefs and developed a new set of core assumptions. Inclusion is more than a method of educating students with disabilities, is a valued member of society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of the classroom equally or close to equal. To meet the challenges, the involvement of and cooperation of educators, parents and community leaders is vital for creation of better and more inclusive and equitable schools. We need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcoming, learner friendly and beneficial and they feel as a part of it not apart from it.

References:

www.smilefoundationindia.org
www.shikshan.org/nep-2020
www.pib.gov.in/press
www.eklavyaparv.com
www.ruralindiaonline.org
www.hindustantimes.com
www.timesofindia.indiatime.com
www.researchgate.net
www.bangaloreglobalindianschool.org

LEARNER ENGAGEMENT IN FLOW THEORY-BASED IMM COURSE**Ms Foram Shah***Ma/MSc (eLearning) batch 2021-23**Sem IV student***Dr. Madhavi Dharankar***Associate Professor,**Department of Educational Technology**SNDT Women's University, Mumbai*

Abstract:

With educational technology being one of the key focus areas of NEP-2020, it aims to improve and enhance teaching and learning process using eLearning. eLearning is gaining ever increasing share not only in educational market, but with corporations as well, with corporations increasing their use of eLearning by a whopping 900% in the last 16 years. Numerous researches have stated that corporate learners prefer face-to-face trainings over online trainings. The dominant explanation for corporate learners' dissatisfaction is poor online course design. The focus on how corporate learners feel about the online courses and their disinterest in such courses is evident in earlier researches, but developing eLearning courses based on various instructional designing theories and learners' experiences of such courses are sparingly studied.

Flow theory describes the state of flow in which learners are so engrossed in an activity that they lose sense of time and no other activity matters during that time. Therefore, this research will be conducted to study the learner engagement in corporate learners by designing a flow theory-based IMM course. Moreover, a mixed method approach which provides an opportunity for holistic study this issue is almost non-existent in the Indian researches. Data for this research will be collected from Indian corporate learners to measure the effectiveness of flow theory-based online course on their engagement level. The level of learner engagement will be collected quantitatively through a rating scale. Qualitative data will be collected through reflections of the learners on their experience of this flow theory-based online course. The findings from this research will indicate if the flow theory-based online course has any significant change in the learner engagement of corporate learners and whether that change is positive or negative. The findings will also summarize the learners' experience of flow theory-based online course and its comparison to other online courses.

1. Introduction

NEP 2020 describes how Digital India campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. Focus is given on developing eLearning content in various languages for educational use. Action is also taken to integrate technology-based education platforms across school and higher education in a better way.

Especially in the corporate environment, eLearning is considered a more personalized training approach. But many-a-times it is difficult for employees to engage with the online training

content. The main reasons are poor course design and learners finding the course uninteresting. Therefore, a well-designed online course will not only lead to improved learner engagement but also benefit the company due to increased learner efficiency.

2. Conceptual Framework

Instructional designing theories help the instructional designers develop materials that inspire effective and engaging learning experiences. Pappas (2017) has mentioned how various instructional design theories and models help instructional designers create more effective eLearning experiences. After comparing various instructional design theories: self-determination theory, path goal theory and flow theory it is visible that when the online material is designed using the flow theory (Csikszentmihalyi, 1970) it facilitates learner's positive emotions, enhances performance, and contributes to learners' effective continuance in eLearning. In this research, researcher will look at how an IMM course designed using flow theory can affect learner engagement in corporate learners.

2.1 Corporate learners

Cooks-Campbell (2021) has explained in her blog how employees need to learn new skills and develop their capabilities constantly. She has further stated how corporate learning is any investment in developing the ability of employees and the organization to understand and respond to the environment more effectively.

Fox (2014) in her blogpoints that when corporate employees realize that continuing learning is available, they realize that there is room for growth in the company. This allows them to work harder so that they can achieve higher standards to get better pay and rank in the company.

2.2 Flow Theory

Csikszentmihalyi (1970) introduced flow theory based on research examining people who did activities for pleasure, even when they were not rewarded with money or fame. He called this state flow.

Pappas (2016) has enlisted has listed four key components that must be ensured while designing an online course for a learner to achieve a state of flow:

- **Control**

This may come in the form of being able to choose which online module they will complete next, or determine their own performance goals.

- **Attention**

Learners must be completely dedicated to the task at hand. Distractions do not deter them from actively participating in the online training experience.

- **Intrinsic interest**

Online learners must be willing and ready to participate in the online training activity because they are intrinsically motivated to do so.

- **Curiosity**

Online training programs that encourage flow centre on curiosity and pique an employee's

interest and prompt them to move forward.

2.3 Interactive Multimedia Course and Flow

Chetia (2019) has stated the steps to apply flow theory in designing a multimedia course:

- Leverage learner control
- Provide clear goals
- Strike a balance for challenges with learner ability and time
- Eliminate distractions
- Give immediate feedback

2.4 Learner engagement

Engaged learners are more dedicated, motivated and likely to succeed. Talent LMS further states that an engaged learner looks:

- Active in their learning
- Eager to participate
- Willing to expend effort
- Motivated
- Inspired

Tour (2022) mentions ways to boost learners' engagement with eLearning courses. Few such tips include interactive courses, quizzes, feedback, etc.

2.5. Gap Analysis

The following gaps got identified after studying the relevant literature: There is lack of literature in applying flow theory on designing learning material for corporate learners. Contrastingly, many articles state how corporate learners find online courses disengaging.

- Whilst the increase in learner engagement due to flow theory-based online learning material has been well documented, the impact of the flow theory-based online course on the learner engagement of corporate learners is poorly understood. Therefore, the aim of this study is to report on changes in learner engagement of the population group due to the flow theory-based online course.

3. Review of Related Researches

Research studies have been reviewed and categorised on the basis of following 4 areas related to the central concepts of flow theory based online courses, learner engagement and corporate learners.

- Online multimedia course designed using flow theory
- Flow and learner engagement
- Corporate learner's experience of online courses
- Learner engagement in corporate learners

3.1. Researches related to online multimedia course designed using flow theory

Kato and Suzuki (2011) in their study proposes a framework that teachers and courseware designers will be able to utilize flow theory into their own teaching and learning settings, even if

they have less knowledge about flow. Meyer and Jones (2013) in their research explored whether and to what extent higher education students experienced nine flow-related conditions in two settings: (1) online courses or (2) surfing or gaming online. Rodriguez-Ardura and Meseguer-Artola (2017) in their research have explained why some individuals sink further into states of flow than others, and what effects flow has in the context of a virtual education environment. Another study by Zhao and Khan (2022) investigates the way flow experience drives the online students' intention to engage in online English teaching platforms. In all the researches that researcher has come across in this area, it is observed that online courses designed using the theory of flow has significantly led to positive experiences in the learners. But in any of the researches which researcher has come across, it has not been mentioned as to how many aspects of flow theory are applied while designing the online course.

3.2. **Researches related to flow and learner engagement**

Early research conducted by Shernoff, Csikszentmihalyi, Schneider and Shernoff (2003) presents a conceptualization of student engagement based on the culmination of concentration, interest, and enjoyment (i.e., flow). A study conducted by Beveridge and Milner (2006) examined a high school English classroom instructional behaviour to determine what characteristics of flow were observed during instructional time. Specifically, Beveridge and Milner were observing for those characteristics which increased student engagement. Another early research conducted by Whitson and Consoli (2009) states that even though flow theory is not a theory of student engagement, application of flow theory in classrooms help teachers create learning environment in which there is an increase in student engagement. Zollars (2017) in his research explores engagement as it occurs in the sample of middle school aged students situated in a learning environment of a Western Pennsylvania public school. Flow theory, also called optimal experience theory, plays a critical role in this study. Research conducted by Vann & Tawfik (2020) describes the theoretical foundations of flow theory and its implications for interface design. Another research conducted by Goh & Yang (2021) investigates the relationship between e-learning engagement, flow experience and learning management system. Majorly all the researches in this area focus on observing relationship of flow theory with other variables to compare the extent of learner engagement. Also, most of the researches in this area use qualitative method to observe the extent of engagement in learners due to flow theory based online course. There is a lack of quantitative studies done in this area.

3.3. **Researches related to corporate learners' experiences of online courses**

As learning and development have begun to focus on learner experience and design thinking, learner satisfaction has become an important factor. Summers, Waigandt and Whittaker (2005) in their research found that learners were significantly less satisfied with an online course than they were with an equivalent in-person course. A study conducted by Maria, Busquets and Pacheco-Bernal (2013) stated how the use of e-learning for on-the-job training has grown exponentially in the last decade due to it being accepted by people in charge of businesses. The

results reveal that workers perceive e-learning as a more flexible and up-to-date training methodology. On the other hand, face-to-face training continues to be perceived as a more motivating methodology compared to virtuality. A recent study conducted by Nazarova (2019) gives clarity to the present scenario of corporate learners' experience of online learning. This study discusses the benefits of applying e-learning in education, focusing on corporate learning in a business sector. As per the researches that researcher has come across it is visible that corporate learners are rejecting the learning experience of online courses. Researcher feels that such negative experience of online courses is an enormous drawback in the technology field.

3.4. Researches related to Learner engagement in corporate learners

The effectiveness of workplace learning programs is directly linked to learner motivation. An early study conducted by Noe, Tews and Dachner (2010) contended the current understanding of learner motivation and workplace learning. They proposed that studying workforce learning from a psychological engagement perspective is necessary to gain a better understanding of learner motivation. Blessing White's Employee Engagement Report (2011) focuses on individuals' contribution to the company's success and personal satisfaction in their role. The report details how full engagement represents an alignment of maximum job. The study by Aberdeen Group (2011) states that employee engagement and employee performance management truly go hand in hand. This research conducted by Gibbons and Seo (2020) examines qualitative data from K-12 educators and corporate trainers to identify engagement strategies and to explore what these two fields can learn from each other. From all the researches which researcher has explored in this area, it is very much implied that corporate learners find online courses boring and distracting. Thus, there is a lack of engagement in corporate learners while doing online courses. Engaged learners often acquire problem-solving skills used to comprehend challenging content and they have improved performance as they are eager to use their new skills in the workplace.

Research Gaps Identified

After reviewing many researches related to the central concepts of flow theory based online courses, learner engagement and corporate learners, researcher has identified following research gaps:

Conventional learning is where a learner is learning in a traditional setting and long distance learning is where a learner is learning remotely. Contrast to that corporate learning is providing learners with the knowledge and skills they need to perform their jobs at a high level.

- As learning for corporates is directly proportional to their growth in the company, learner engagement in online courses for corporate learners becomes an unavoidable subject.
- Also from all the researches researcher has come across in the area of flow theory based online courses, it has been proven that designing online courses using flow theory enhances the performance in the learners.
- But there is a lack of researches where flow theory is applied on designing online courses for corporate learners.

- Thus researcher finds the need to study the impact of flow theory based online course on learner engagement in corporate learners as researcher has not come across any such research in that area.

4. Research Title

After identifying relevant gaps in the areas of eLearning, learner engagement and corporate learners, it was decided to conduct research on:

Effectiveness of flow theory-based IMM course on learner engagement of corporate learners

5. Need for the study

The need for this study is identified after careful study of relevant literature and researches by the researcher:

- According to KPMG (2020), India has become the second largest market for e-learning after the US. But when it comes to designing quality eLearning courses India is lagging far behind.
- Many studies have found that the learners often find these courses uninteresting and disengaging; major reason being poor course design.
- According to various literature sources researcher has come across while reviewing, researcher feels that online learning in India is focused more on shifting from traditional teaching classroom to a virtual one, but hardly any thought goes into designing and developing these courses as per various ID theories.
- There are very few Indian researches which focus on measuring learner engagement due to ID theory based IMM courses and almost none which measures that change quantitatively as well as qualitatively. Hence, this research will give a two-sided perspective and provide with in depth data which will strengthen the generalizability of this research.
- This research will be a significant contribution to the Indian eLearning industry as it will measure the change in learner engagement when they interact with a flow theory-based IMM course.

6. Objective and Hypothesis

Table 1 consists of relevant objectives and hypothesis developed from the research questions for this research:

Table 1:

Objective	Hypothesis
To design and develop a flow theory-based IMM course for corporate learners.	No hypothesis needed
To test the effectiveness of the flow theory-based IMM course for corporate learners on learner engagement.	Flow theory-based IMM courses significantly increase learner engagement for corporate learners.

7. Scope and Limitations

7.1. Scope

The scope of this research is limited to testing effectiveness of flow theory-based IMM course on learner engagement of corporate learners enrolling in the four credit online course

conducted by Department of Educational Technology (here onwards referred as DET), SNDT Women's University (here onwards referred as SNDTWU), Mumbai. Even though this research will be conducted on corporate learners in the educational setting, the findings may be generalized to the corporate setting as well. The scope of this research can be extended to all the online learners taking the flow theory- based online course.

7.2. Limitations

Three limitations were identified for this research:

- Due to the chosen pre-experimental research design, generalizability of this research study will be a limitation.
- As the sampling frame chosen for this research is purposive sampling that comes under non-probability sampling method, it will be difficult to evaluate if the population is well represented.
- Variables such as level of instructional designing related experience in learners and their attitudes towards online learning are few other limitations to this research.

8. Research Methodology

The methodological approach consisting of research design, population and sample are carefully chosen by the researcher for investigating this research problem. Section 9.1, 9.2 and 9.3 consists details for design, population and sample chosen for this research.

8.1. Research Design

Research approach: Quantitative Method

Method name: Experimental Research Method

Subtype: Pre-Experimental Research Design (Single group pretest posttest design)

In experimental research, an analysis is done around proving or disproving the statement. Thus, experimental method is ideal for this research, as it will help to establish or refute relationship between the variables. It will help the researcher to ensure if there is any cause and effect relationship between the variables i.e. if flow theory-based IMM course increases learner engagement for corporate learners.

8.2. Population

Size: 25

Characteristics:

Must be enrolled in 4 credit online course in basic instructional design conducted by DET, SNDTWU, Mumbai.

Sample

Sampling technique: non-probability sampling

Sampling method: Purposive sampling

Sampling technique to be used for this research is non-probability sampling. In non-probability sampling, purposive sampling method will be used. The main reason purposive sampling is used is because in purposive sampling the individuals are selected because they have characteristics that are needed in the sample. In other words, individuals are selected "on purpose" in purposive

sampling.

This sampling method works best when the focus is on relatively small samples. Also when the researcher would like to access a particular subset of the population that shares certain characteristics.

Sample characteristics:

- They need to be a part of 4-credit online course on “Basic instructional design” conducted by DET, SNDTWU, Mumbai.
- They need to be working at an organization or group of organizations excluding educational institutions, which exists to make profits and are recognized by law as a single unit.
- They need to have interacted with the online learning material in the past.

Development of Tools and Material

The tools and material developed by the researcher for this research is discussed in the sections 10.1, 10.2 and 10.3:

8.3. Preparation for Data Collection:

Variables	Tools
Learnerengagement	Pretest:RatingScale(LikertScale)
	Posttest:RatingScale(LikertScale)

In this research, the researcher is interested in testing the effectiveness of the flow theory-based IMM course for corporate learners on learner engagement based on degrees of attention, motivation, interest and involvement of the learner. There is need for quantifiable data for this research and hence quantitative method is chosen. The data collection tool most suited for this quantitative research is a rating scale.

8.4. Development of Tool

Tool:

4-point ratingscale consisting 20 items out of which 14 are positive and 6 are negative statements

Aspects measured by the learner engagement scale:

- Attention: Learner’s ability to consistently maintain mental effort while involved in the activity.
- Motivation: Why learners do what they do. It is what initiates behaviour, controls its intensity, maintains behaviour, stops behaviour, and mediates choice.
- Interest: The inclination of the learner towards a particular activity.
- Involvement: Involvement is the extent to which learners take part in active learning.

Table no.2 consists weightage and number of items for each aspect to be measured by the learner engagement scale.This table was used as base for developing the tool. Also there is a scoring key, which will be used by the researcher as a key to rate all the items in the rating scale.

Table 2:

SN	Aspect	Weightage			No. of statements		
		Total	Positive	Negative	Positive	Negative	Total
1	Attention	28	20	8	5	2	7
2	Motivation	24	16	8	4	2	6
3	Interest	24	16	8	4	2	6
4	Involvement	24	16	8	4	2	6
	<u>Total</u>	100	68	32	17	8	25

Table 3 consists of the scoring key researcher has prepared for rating the tool for this research

Table 3:

	Scores	Strongly Agree	Agree	Disagree	Strongly Disagree
Type of	Positive	4	3	2	1
Statement	Negative	1	2	3	4

Development of Material

The material for conducting treatment for this research has been designed and developed. This material is in form of an IMM course which The following aspects of the flow theory have been considered while designing IMM course:

- clearly defined goals and objectives
- knowledge application
- active participation and
- intrinsic motivators

in order to trigger high level of engagement in the learners.

This course is designed on the topic of ‘Analysis’ stage of ADDIE and consists of 5 modules which are approximately 10 minutes each. After designing, this course is developed using articulate tool. It has been ensured to include the above aspects of flow theory while developing the online course modules.

9. Plan for Data Analysis

For this research, use the techniques mentioned in table 4 for analyzing the data collected after treatment has been planned. Shapiro-Wilk test will be used to check if the data gathered is normal or otherwise. Then accordingly data will be analysed.

Table 4:

If data is normal	If data is not normal
T-test for correlated means	WilcoxonTest

10. Conclusion

In order to ensure digitalization of education NEP Policy 2020 recommends educational institutes to create a digital repository of content that includes coursework and other play/activity-based learning material. Also, it strongly recommends that the learners should be able to rate the

quality and effectiveness of the content. Researcher anticipates that by applying flow theory to create engaging online courses will upgrade the quality of online educational content and become an enriching experience for the learners.

References

- Batalla-Busquets, J. M., & Pacheco-Bernal, C. (2013). On-the-job e-learning: Workers' attitudes and perceptions. *International Review of Research in Open and Distributed Learning*, 14(1), 40-64. <https://www.irrodl.org/index.php/irrodl/article/view/1304/2417>
- Beveridge Jr, D. A., & Milner, J. (2006). Flow theory in the English classroom. *Studies in Teaching 2006 Research Digest*, 230-241. <https://files.eric.ed.gov/fulltext/ED494888.pdf>
- Black, S. (2017). *Enhance Your Reference Skills by Knowing the Four Phases of Interest Development*. Retrieved on 04.11.2022 from <https://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2017/EnhanceYourReferenceSkills.pdf>
- Biasutti, M. (2011). *Flow and Optimal Experience*. Retrieved on 04.11.2022 from <https://www.sciencedirect.com/science/article/pii/B9780123750389000996>
- Biasutti, M. (2011). *Encyclopedia of Creativity (Second Edition)*. Retrieved on 04.11.2022 from <https://www.sciencedirect.com/topics/psychology/flow-theory>
- Cooks-Campbell, A. (2021). *What is corporate learning, and why is it important?* Retrieved on 04.11.2022 from <https://www.betterup.com/blog/corporate-learning>
- Cvetković, D. (2019). *Introductory Chapter: Multimedia and Interaction*. Retrieved on 04.11.2022 from <https://www.intechopen.com/chapters/66631>
- De La Tour, K. (2022). *How to Increase Student Engagement in Online Learning*. Retrieved on 04.11.2022 from <https://www.ispringsolutions.com/blog/student-engagement-in-online-learning>
- Fox, P. (2014). *Why Corporate Learning Is So Important*. Retrieved on 04.11.2022 from <https://www.ispringsolutions.com/blog/why-corporate-learning-is-so-important#:~:text=When%20employees%20realize%20that%20continuing,can%20be%20treated%20as%20such.>
- Gibbons, S., & Seo, K. K. (2021). Interdisciplinary Learner Engagement: Bridging Corporate Training and K-12 Education. In *Intersections Across Disciplines* (pp. 281-293). Springer, Cham. https://www.researchgate.net/publication/343856813_Interdisciplinary_Learner_Engagement_Bridging_Corporate_Training_and_K-12_Education
- Guay, F., Vallerand, R. J., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The Situational Motivation Scale (SIMS). *Motivation and emotion*, 24(3), 175-213. <https://link.springer.com/article/10.1023/A:1005614228250>
- Great Schools Partnership. (2016). *The Glossary of Education Reform*. Retrieved on 04.11.2022 from <https://www.edglossary.org/student-engagement/>
- Kato, Y., & Suzuki, K. (2011). An approach for redesigning learning environments with Flow Theory. *International Journal for Educational Media and Technology*, 5(1), 118-134. https://www2.gsis.kumamoto-u.ac.jp/~idportal/wp-content/uploads/icone2010_kato.pdf

IMPLEMENTAION OF NEP - 2020 ISSUES AND CHALLENGES

Ghagare U. A.

Abstract :

Any policy's effectiveness depends on how it is to be implemented. Such implementation will require multiple initiatives and actions. Which will have to be taken by multiple bodies in a systematic manner. e.g. MHRD, Union & State Governments, State departments of education, Boards, NCERT, SCERT etc. Implementation will be guided by the following principles -

- *Implementation of the spirit & intent of policy.*
- *Policy is implemented in phased manner.*
- *Priorization is important.*
- *Comprehensiveness in implementation.*
- *Timely infusion of required resources.*
- *Careful analysis and review.*
- *Subjetwise implementation committees.*
- *Yearly joint review of progress by MHRD.*

We will discuss in detail in this paper about the challenges that arises while implementing NEP-2020 in school education, Higher education, Professional education, Adult education, Online and digital education. So that we will achive foundational literacy and numeracy in primary school by 2025 and entire policy will be operated successfully in decade 2030-40.

Keywords: Implemetation, NEP-2020, Issues, Challenges.

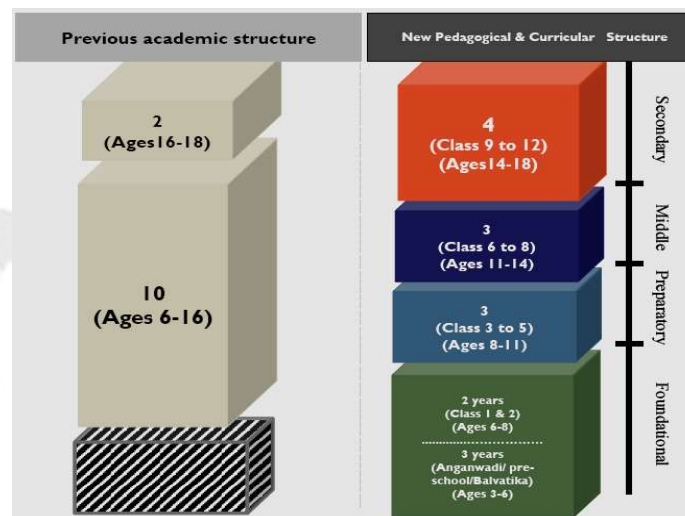
Introduction :

The National Education Policy- 2020 is the first education policy of the 21st century. The teacher must be at the center of the fundamental reforms in the education system because they truly shape our next generation of citizen's. In previous policy in 1986/92 there is a provision of Right of children to Free and Compulsory Education Act 2009 for achieving universal elementary education. in this policy for all learners regardless of social or economic background highest-quality education is provided.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Quality education is important for economic growth, social justice and equality, scientific advancement, national intgration and cultural preservation. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture and values. Education should develop capabilities of learners, useful and fulfilling to the learners. Education must build character of learner and fulfilling employment. To bring the highest quality, equality and integrity into the system from early childhood care to

higher education major reforms are done in the policy.

Vision of NEP-2020 consist of an education system that transforms India by providing high-quality education to all, and thereby making India a global knowledge superpower. Academic structure in this policy will be modified with new pedagogical and curricular structure as 5+3+3+4 covering ages 3-18 as shown in fig.1. The previous academic structure was 10+2 in school education. The children in the age group of 3-6 are not covered. Class 1st begins at age 6. In the new 5+3+3+4 structure a strong base of early childhood care and education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development and well-being.



1. ISSUES AND CHALLENGES IN IMPLEMENTING NEP-2020

1.1 School Education :

Strong investment in ECCE - Over 85% of child's cumulative brain development occurs prior to the age of 6. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged background. So, strong investment in ECCE is needed. The teachers specially trained in the curriculum and pedagogy of ECCE. Anganwadi centers will be strengthened with high quality infrastructure, play equipments and well trained workers and teachers. ECCE will also be in Ashram Shalas in tribal dominated area. Currently with the lack of universal access to ECCE the large portion of children already fall behind within the first two weeks of grade 1. To complete the ECCE trained volunteers from local community needed. Every literate member of the community could commit to teaching one student. Enjoyable and inspirational books for students will be made available extensively in both school and public libraries. Care of children's nutrition and health should be taken by well trained social workers, community involvement into the schooling system. All the school children shall undergo regular health check up specially for 100% immunization in schools and health cards will be issued to monitor the same.

Curtailling dropout rates and ensuring universal access to education at all levels. Dropout after grade 5 and grade 8 is controlled by providing sufficient infrastructure and by tracking students, as well as their learning levels, as well as overhauling the curriculum to make it more

engaging and useful. Curriculum and pedagogy in school restructured in new 5+3+3+4 design. The aim of education be cognitive development but also building character and creating holistic well-rounded individuals equipped with the key 21st century skills. Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic base, discovery base, discussion based and analysis based learning. Experimental learning will be adopted in all stages, including hands-on learning, art integrated and sport integrated education, story telling based pedagogy, among others, as standard pedagogy within each subject and will explore relations among different subjects. The board exam in certain subjects could be redesigned to have two parts - One part of an objective type with multiple choice questions and other of a descriptive type so as to reduce pressure and coaching culture. To track progress throughout the school system years and not just at the end of grade 10 and grade 12. All students will take school examinations in grade 3, 5 and 8 which will be conducted by the appropriate authority.

Teachers truly shape the future of our children and therefore, the future of our nation. Teacher in India is the most respected member of the society. Excessive teacher transfers will be stopped, so that students have continuity in their role models and educational environments. Teachers in private schools also must have qualified similarly through TET, demonstrations / interviews and knowledge of local languages, service environment and culture are comfortable and inspired to teach and learn in their school. Teacher will not be engaged any longer in work that is not directly related to teaching.

Free boarding facilities will be built matching the standard of JNV's in school locations where students may have to come from socio-economically disadvantaged background. The awareness of knowledge of how to teach children with specific disabilities will be an integral part of all teacher education programmes.

1.2 Higher Education :

Some of the major issues currently faced by the higher education system in India include -

- A several fragmented higher educational ecosystem.
- Less emphasis on the development of cognitive skills and learning outcomes.
- A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study.
- Limited access, particularly in socio-economically disadvantaged areas with few HEI that teach in local languages.
- Limited teacher and institutional autonomy.
- Inadequate mechanisms for merit based career management and progression of faculty and institutional leaders.
- Lesser emphasis on research at most universities and colleges and lack of competitive peer-reviewed research funding across disciplines.
- Some optional governance and leadership of HEI's.
- An effective regulation system.

- Large affiliating universities resulting in low standards of under graduate education.

Higher education significantly contribute towards, sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education. Quality higher education must aim to develop good, thoughtful, well-rounded and creative individuals. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high quality teaching-learning process. Student's will be given plenty of opportunities for participation in sports, culture, art, eco-clubs, activity clubs, community service projects etc. In every education institution there shall be counselling systems for handling stress and emotional adjustments. Financial support for students shall be made available for various measures. Efforts will be made to incetivise the merit students belonging to SC, ST, OBC and others. Most important factor in the success in the higher education institutions is the quality and engagement of its faculty. Develop bridge courses for students that comes from disadvantaged educational background.

By 2025 atleast 50% of the learners through the school and higher education system shall have exposure to vocational education. Vocation education will be integrted into all schools and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skill gap analysis and mapping of local opportunities. Transforming the regulatory system of higher education will require existing structures and institutions to reinvent themselves and undergo an evolution of sorts. The separation of functions would mean that each vertical within HFCI would take on a new single role which is relevent, meaningful and important in new regulatory scheme. To stop the commercialization of higher education this will be the key priority of the regulatory system. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. Effective governance and leadership that enables the creation of a culture of excellance and innovation in higher education institutions through a suitable system of graded accreditation and graded atonomy and in a phased manner over a period.

1.3 Professional Education :

Professional education thus become an integral part of the overall higher education system stand-alone Agricultural Universities, Legal Universities, Health Science Universities, technical Universities and stand-alone institutions in other fields shall aim to become multi-disciplinary institutions offering holistic and multi disciplinary education.

- Agricultural education with allied disciplines will be reviewed.

- Legal education needs to be competitive globally adopting best practices and embrassing new technologies for wider access to and timely delivery of justice.

- Health care education needs to be re-envisioned so that the duration, structure and design of the educational programmes needs to match the role requirements that graduates will play.

- Technical education includes degree and diploma programmes in engineering, technology, management, agriculture, town planning, pharmacy, hotel management, catering technology etc.

which are critical to India's overall development. There will not only be a greater demand for well-

qualified manpower in these sectors, It will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields.

1.4 Adult Education :

The National Literacy Mission when it was launched in 1988, was the largely based on voluntary involvements and support of the people and resulted in significant increase in national literacy during the period 1991-2011, including among women, and also initiated dialogue and discussions on social issues of the day. Strong and innovative government initiatives for adult education in particular to facilitate community involvement and the smooth and beneficial integration of technology will be affected as possible to expedite this all important aim of achieving 100% literacy.

Curriculum framework for adult education will include atleast 5 types of programmes- foundational literacy and numeracy, critical life skills, vocational skills development, basic education, continuing education. The framework will require rather different teaching-learning methods and materials than those designed for children. Suitable infrastructure will be ensured so that all interested adults will have access to adult education and life-long learning. The instructors / educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in adult education curriculum framework. All efforts will be undertaken to ensure the participation of community members in adult education. Improving the availability and accessibility of the books is essential to inculcating the habit of reading within our communities and educational institutions. Technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology based options for adult learning such as apps, online course modules, satellite based TV channels, online books and ICT-equipped libraries and Adult Education Centers etc. will be developed through government.

1.5 Online and Digital Education :

The technology in education is a journey and not a destination. The existing digital platforms and on-going ICT-based educational initiatives must be optimised and expanded to meet the current and future challenges in providing quality education for all.

Teachers require suitable training and development to be effective online educators. Aside from changes required in pedagogy online assessments also require a different approach. There are numerous challenges to conducting examination at scale, including limitations on the types of questions that can be asked in online environment, handling network and power disruptions and preventing unethical practices. Certain type of courses / subjects have limitations in the online / digital education space. The policy recommended the following initiatives -

- Pilot studies for online education - appropriate agencies such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, will be identify to conduct a series of pilot studies.
- Digital infrastructure - There is a need to invest in creation of open, inter-operable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms.

- Online teaching platforms and tools - Appropriate existing e-learning platforms such as SWAYAM, DIKSHA will be extended to provide teachers with a structured, user friendly, ready set of assistive tools for monitoring progress of learners. Tools, such as two-way videos, Two-way-audio interface for holding online classes are real necessity as the present pandemic has shown. Content creation, digital repository and discrimination a digital reposition of content including creation of coursework, learning games and simulations. Augmental reality and virtual reality will be developed.

- Virtual labs - The existing e-learning platforms will also be leveraged for creative virtual labs so that, all students have equal access to quality practical and hand-on experiment-based learning experiences. The possibility of providing adequate access to students and teachers through suitable digital devices, such as Tablets with the pre-loaded content will be considered and developed.

- Training and incentives for teachers - Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creator themselves using teaching platforms and tools.

- Online assessments and examinations - Appropriate bodies, such as the proposed national assessment center, school boards, NTA and other identified bodies will design and implement assessment framework encompassing design of competancies, portfolio, standardised assessment analytics.

- Laying down standards - As research on online, digital education emerges, NETF and other appropriate bodies shall setup standards of content, technology and pedagogy for online / digital teaching learning. These standards will help to formulate guidelines for e-learning by States, Boards, Schools and school complexes, HEIs etc.

2. Conclusion :

Any policy's effectiveness depends on it's implementation. By overcoming the issues and challenges we can implement NEP-2020 in School education, Higher education, Professional education, Adult education, Online and digital education successfully.

3. References :

1. Dr. D. P. Sharma (25 May 2020), The Challenges in Indian Education System.
2. Rajeev K. R. (31 July 2020), The Teacher Education set for measure overhaul, Times of India.
3. K. C. Mandal, National Education policy 2020- The key to development in India.
4. Manoj Saxena, The New Education Policy in Higher Education.
5. Nishi Tyagi, Akanksha Srivastava, National Education Policy (NEP) 2020 and the role of teachers.
6. Education in mother tounge, www.pib.gov.in

NEW EDUCATION POLICY 2020 AND HIGHER EDUCATION**Alka K. Mathew***TYBA (History Department)**SSR college of Arts, Commerce and Science**Sayli, Silvassa DNH&DD*

Abstract-

NEP 2020 stands for New Education Policy 2020 which was started by the Union Cabinet of India under the guidance of honourable Prime Minister Narendra Modi on 29, July, 2020 which delineated a perception of India's new education system. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It aims to refurbish all aspects of India's educational system that was in place over three decades and bring it closer to the best global standards of education. The new policy replaces the previous National Policy on Education of 1986. The new policy replaces the previous National Policy on Education of 1986. The development of the creative potential of each student is emphasized in the NEP 2020. The policy targets to transform India's education system by 2030. NEP 2020 for higher education enhances GER to 50% in the year 2035. To learn students, learn as their will, the policy has introduced a holistic and multidisciplinary undergraduate education approach. This article mainly focuses on NEP 2020 and Higher Education.

Keywords: - New Education Policy, Higher Education, Union cabinet, Core structure of universities, Internationalize Education.

Introduction-

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Various researchers emphasize the role of critical thinking in order to distinguish education from indoctrination. Friedrich William Froebel said, "Education is the unfolding of what is already enfolded in the Germ. It is the process through which the child makes the internal external." Aristotle said "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of Supreme truth, goodness and beauty of which perfect happiness essentially consists." In Bhagavat gita it is said "Nothing is more purifying in on earth than wisdom." APJ Abdul Kalam said "Education is the pillar of a developed and powerful country, and also the most important element for growth and prosperity." Education plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life. This warrants an all-round development of our citizens, which can be achieved by building strong foundations in education.

Higher education is tertiary education leading to award of an academic degree. Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education. It represents levels 6, 7 and 8 of the 2011 version of the International Standard Classification of Education structure. Tertiary education at a non-degree level is sometimes referred to as further education or continuing education as distinct from higher education. India has one of the largest higher education systems in the world that stands second in terms of the higher education network. The term 'higher education' with respect to India denotes the tertiary level education that is imparted after 12 years of schooling (10 years of primary education and 2 years of secondary education). The entire higher education ecosystem in India comprises around 1000+ universities and 42,000+ colleges imparting exceptional education. All these institutions fall under the purview of the Ministry of Education. Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution – a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

Educational System of India before Independence:

In ancient India, both formal and informal ways of education existed. Indigenous education was imparted at home, in temples, pathshalas, tols, chatuspadis and gurukuls. There were people in homes, villages and temples who guided young children in imbibing pious ways of life.

By the end part of the 18th century, India had an indigenous educational system which was being imparted through the schools, colleges, and universities. Professor J.P. Naik, said that formal education under the traditional educational system was limited with some higher learning institutions and numbers of elementary schools. But, the Hindu higher learning institutions like, Tols and Pathashala were imparting education through the Sanskrit medium particularly to the higher castes people. Similarly, Madrasahs was the centre for higher learning for Muslims in the Arabic and Persian languages. Some of the Hindus were also studying Persian language because they were working in Mughal Courts and their administrative institutions.

Educational System of India after Independence-

Since the country's independence in 1947, the Indian government has sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

NEP 2020 and Higher Education-

NEP stands for "National Education Policy 2020" - A Policy which brings wonders in the

Education Fundamentals. It creates a drastic transformation in the life of many school and college students by introducing creativity, learning, experiments, visualization and art in the education sector. According to our Prime Minister Narendra Modi, the NEP 2020 will give wings to the million dreams of our youth. He stated that India's youth will play a crucial role in the vision of Industry 4.0 and the Digital India mission. He said a youth that is destined to do great needs an education that is future-oriented and supports their dreams. It needs to be implemented effectively across the country and we must do it together.

NEP 2020 and Higher education implementation-

One of the most focused areas of improvement in the NEP 2020 was the higher education sector in India. The higher education system in the country was found to be lacking reforms. Therefore, the NEP 2020 has the following plans for higher education in India: -

- 1. Enhance GER to 50% by the Year 2035-** The Gross Enrolment Ratio as of the year 2018 was 26.3 % NEP 2020 is planning to enhance the GER to 50% by the year 2035. To make this plan a reality, around 3.5 crore seats or even more will be allocated to higher educational institutions.
- 2. Holistic & Multidisciplinary Education-** To help students learn as per their will, the new policy has introduced a holistic & multidisciplinary undergraduate education approach. It allows students with the flexibility to combine multi-disciplinary subjects along with integration of vocational courses. UG programs can be of either 3 or 4 years. **The new element is that students will be given 'multiple exit options' & appropriate 'certification' will be given to them within their graduation tenure.** For instance, students will get certification after the completion of a one-year, advanced diploma after second year, bachelors' degree will be given after the successful completion of 3 years & a degree indicating research intelligence by the end of 4th year will be offered to students. **A credit bank** of academic progress will also be formed to keep track of the credits earned during the entire educational journey of students. The credits obtained in a year will be transferred to the next level after completion of successive academic years. The Government is also taking steps towards establishment of Multidisciplinary Education and Research Universities (MERUs), with globalized educational standards just like the IIMs and IITs. A National Research Foundation will also be created for fostering research & development activities.
- 3. Dismantling of the 'UGC' and 'AICTE'-** A new ruling body called 'Higher Education Commission of India' (HECI) will come into existence in order to ensure best practices in the educational sector excluding the medical & legal field. HECI will have the right to penalize institutions who don't adhere to quality education.
- 4. Support To Assist Students-** Government will make efforts to ensure that students belonging to ST, SC, OBC, and SEDGs get scholarships as per their merit. The officials would encourage higher education institutions to offer scholarships to support talented students. The role & activities of National Scholarship Portal will be broadened to keep tab on the performance of students who've received scholarships.
- 5. Encouragement to use Indian Languages-** To ensure the preservation & promotion of

Indian languages, NEP has recommended to set up various bodies such as –

- National Institution for Pali, Prakrit, and Persian
- Institution of Translation & Interpretation (ITI)

The HEIs are allowed to use mother tongue/regional/local language to help students grasp the concept better.

6. Technology In Education- The government will create an autonomous entity called as the National Educational Technology Forum (NETF), to ensure appropriate integration of technology in education. Institutions will be able to empower their faculty as well as students by streamlining classroom processes through ICT-enablement.

7. Rationalized Education Architecture- The core structure of universities will be formed in a new manner. As per the vision & mission of educational institutions, various categories of universities such as teaching-intensive universities, research-intensive universities, and autonomous degree-granting colleges will come into existence. College affiliation procedure will be phased out in 15 years step-by-step & institutions will be granted autonomy.

8. Distance Learning/Open Learning- Government will take several measures to ensure highest quality education by opening the doors of open learning facilities such as–

- Online course's introduction
- Digital repositories
- Funds for research work
- Credit based education.

9. Digitalization Of Teaching-Learning Process- A dedicated team for the developing digital infrastructure including e-content, digital library, etc will be initiated to meet the needs of students & maximizing the learning outcomes.

10. Imparting Professional Education- Proactive steps to impart professional education will be taken. Independent technical universities, agricultural universities, health science universities, and legal universities will head towards becoming multi-disciplinary institutions.

Conclusion: -

We know that a well-defined, well-designed and comprehensive education policy is essential for a country at school, college, and university levels due to the reason that education leads to economic and social progress. Even today, adoption of an appropriate education system is necessary in consideration of the prevailing conditions. Thus, to be precise, it is a well accepted fact that a good education policy always leads to good and quality education in a country.

References: -

1. www.studyinindia.gov.in/about-indian-higher-education-
2. https://en.wikipedia.org/wiki/Higher_education
3. <https://www.asmibmr.edu.in/blog/new-education-policy-2020-big-changes-in-higher-education/>
4. <https://www.education.gov.in/en/about-moe>
5. <https://www.buddy4study.com/article/national-education-policy#:~:text=The%20NEP%202020%20has%20aimetutions%20offeriquality%20education.>

NEP 2020: CURRICULUM AND PEDAGOGY**Pillai Aparna Suresh***S.Y B.Ed**SSR College of Education, Sayli. Silvassa**U.T. of Dadra and Nagar Haveli.*

Abstract:

The New Education Policy 2020 aims to fill the gap that is prevailing in the Indian Education System. Every individual is different and it would be wrong if we try to make a frame and ask students to fit in that. It is actually the need of the hour that the curriculum makers realize the fact that the “one size fits all” model has been outdated. Today's need is to build a nation where students are able to think and evaluate the merits and demerits of the situation on their own. For this to be done, the teachers must not only teach the students to learn content but rather inculcate in them the habit of developing critical thinking skills. Curriculum must not only include the traditional and conventional subjects like mathematics and science but also include subjects like crafts, humanities, sports, literature. The students should be motivated to think out of the box rather than restricting them inside the four walls of the classroom. The teachers while selecting the pedagogy must keep in mind that it should be learner centered. The teachers should be trained and made fully aware of the recent changes in the stream of teaching: the use of technology. The aim of the curriculum and the pedagogy must be the holistic development of the child and he should be able to think rationally and emotionally: a blend of both brain and heart. The NEP focuses on the fact that the curriculum and the pedagogy must be able to develop a sense of feeling that they are proud Indians and along with that they realize their duties and fulfill their responsibilities as citizens of India.

Keywords: NEP 2020, curriculum, pedagogy.

Introduction:

Every individual is different and if we pressurize the students to fit in a frame then the child will consider all their life that they are misfit and stupid. Teachers need to understand that the “one model fits all” formula doesn't work and teachers have to keep in mind the individual differences. With the passage of time, we have evolved a lot, be it in the field of transportation we have evolved from bullock cart to bullet trains or in the field of communication we have grown from landline to smartphones. But in the field of education, the system remains the same. No major changes have taken place. Students learn the same conventional subjects like mathematics, science, history from the times known. When we have evolved in the rest of the fields, then why is the education system still the same?

The New Education Policy 2020 is the first education policy of the 21st century which aims to fill the gaps existing in the Indian Education System. The aims and objectives have been framed keeping in mind the need of the hour and the fact that the students are able to expand their horizons

and fly in the free air rather than trying to chop their wings, clip their feet and bind them in the four walls of the classroom. In the last few years, there has been a change observed in the education system. Earlier teachers used to be the center of the classroom, but now there has been a shift in the role of the teacher and the teachers are the facilitator and the classes have been student centered. Students are given the free space to think rationally and develop critical thinking skills. The students are not merely judged on the marks they score in the academics but their holistic development is taken into consideration. The students must be encouraged to follow their passion and not to compromise and try to fit in the frame.

Background of the study :

The section below describes the curriculum, pedagogy and the structure of curriculum and pedagogy according to NEP 2020

Curriculum:

Traditional concept of curriculum was limited to all the activities that were connected to academics: all activities done in relation to the content of the subjects. But the modern concept has expanded the scope and now curriculum is not only limited to curricular activities but also includes co – curricular activities and extra curricular activities.

Curriculum provides a framework or lays down a path through which students can reach their destination. The education policy makers need to make the curriculum such that not only their destination is beautiful but their journey is worth traveling. The curriculum needs to be in such a way that it fulfills the needs of the students. For the overall development of the students, the curriculum should include all branches and all streams.

Pedagogy:

Pedagogy refers to the art of teaching. It refers to the numerous strategies, methods used by the teacher to teach in the classroom in order to make it friendlier and more engaging. It becomes the teachers to select the appropriate means to teach and for that the teacher has to keep in mind the curriculum, the age of the learners, their previous knowledge, their learning experiences. With time, experience and proper training the teacher will be able to use the pedagogy which will give them optimum results.

The classrooms being student centered; the students being the center of it, the pedagogical approaches should be such that it invokes questioning and thinking skills in students. They should be encouraged to understand what they are learning instead of just randomly cramming the textbooks. The more they understand and learn there is a higher chance of retention plus the students won't be burdened with the chapters.

Structure of curriculum and pedagogy according to NEP 2020:

The previous academic structure was of 10+2 (age 6 to 18) whereas the NEP proposes to change the pedagogical and curricular structure to 5+3+3+4 covering the ages 3 to 18.

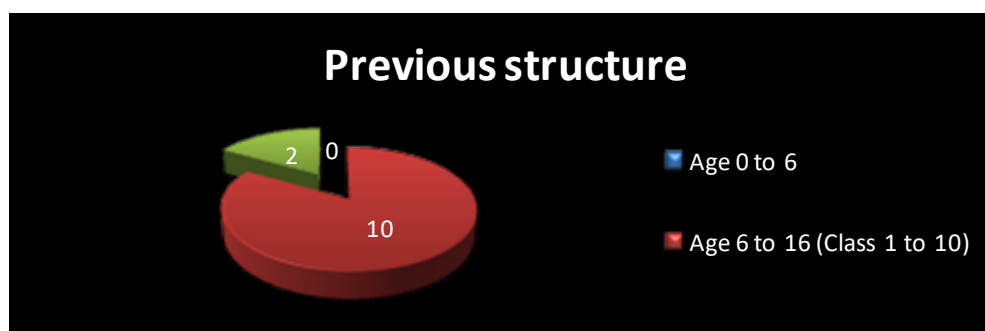


Fig:1- Previous academic structure

The Structure 10+2 completely excludes students till age 6. According to this, class 1 begins at the age of 6 and continues till class 10 (age 16). It includes a primary section and secondary section. The rest 2 includes higher secondary sections (Class 11 and 12).

The new structure will include foundational course which will begin from the age of 3 and continue till age of 8 (5), preparatory stage for age group 8 to 11 (3), the middle for age group 11 to 14 (3) and the secondary which includes the age group 14 to 18 (4)

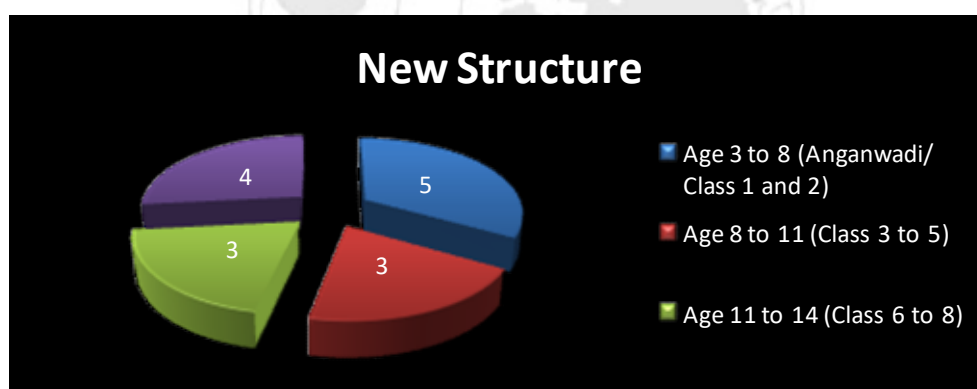


Fig: 2 The new academic structure

The curriculum according to NEP 2020 envisages that it should develop among the students a sense of critical thinking, respect for their country, and understand their duties and an awareness of their roots as Indian citizens. The curriculum should be flexible and at the same time there should be reduction in the content and the content selected should inculcate core elements, values and life skills. The curriculum should include modern subjects like humanities, literature, sports, art and craft along with traditional and conventional subjects like mathematics, history, science etc. which will help the students understand their culture and make them grounded. The curriculum should include the learning experiences which are counted and help the students stand on their feet.

The policy makers should keep in mind the fact that we have to prepare students for the future and not for the past. So it's important to encourage the students to understand the curriculum and the objectives laid down by them. The students should be taught how to learn along with what to learn. NEP 2020 provides flexibility and choice to the students and enriches their vocational

skills. There is no hardcore separation among the curricular, co curricular and extra curricular. Subjects like sports, art and crafts are administered throughout the school curriculum according to the appropriate age of the student.

The pedagogy selected should be such that the students develop inquiry skills, critical thinking skills, logical questioning skills, problem-solving skills which will not only increase their memory power but also help students to analyze and think about the situation and come up with a plausible solution. The students should never be scolded for asking questions in the class, if they are asking questions it simply suggests that they are thinking and not randomly accepting whatever is said to them. The teachers should encourage the students and not scold or slight them aside. Teachers can use multiple languages and appropriate pedagogical strategies according to the appropriate age of the learners. Teachers can use storytelling, narration, use of attractive charts, video in primary classes and use technology, audio aids in secondary and higher secondary classes along with the prescribed text books. Teachers can create a real life situation or a real life problem and ask students to ponder on it and think of the possible outcomes.

The pedagogies should ensure that it increases the students' learning experiences as well as help them in retaining the important points. Learning should be made fun, for that teachers can use charts, audio or visual aids or a combination of both. Teachers can make use of technology, create situations in the classroom and grab the attention of all students. Teachers need to allow students to make mistakes and let them learn through their mistakes, the students should be able to understand that it's okay to fail and failures should be seen as stepping stones to success.

The NEP 2020 encourages the teachers to be the facilitator and encourage creativity among students, to make learning fun and also to create thinking ability in students. Teachers should teach through games which will give autonomy to the students. The teacher helps students to do self assessment to know their strengths and weaknesses instead of running behind the grades. Teachers have a wide scope of pedagogical approaches they want to use in their classroom. They can use blended learning, experiential learning, problem based learning and scenario based learning.

Conclusion:

The National Education Policy 2020 not only provides a new curricular framework but also gives flexibility, choice of subjects, lessening the burden of students and allows them to follow their line of interest. NEP 2020 not only helps students to stand on their feet, but also to develop personality, qualities of individualism, values, life skills and help them understand their role as responsible citizens in this fast changing and developing nation. The objective being the overall development of the students, teachers have to ensure that they are not making robots: if you switch on the plug the child will answer whatever they have memorized, but rather these students are the future of India who has the power to transform the nation, so it is important that they are able to think rationally as well as emotionally- a perfect balance between heart and brain.

References:

- National Education Policy 2020.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
Salient Features of NEP, 2020 <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1847066>
Concept of curriculum https://egyankosh.ac.in/bitstream/123456789/42010/1/Unit_-1.pdf
Kumari, Deepa.(2022). New Education Policy 2020 Paradigm Shift in Education. International Journal of Science and Research (IJSR). Volume 11. 1212. 10.21275/SR22620101516

AN ARTICLE ON STRENGTHENING SKILLS SETS THROUGH EDUCATION - A NEP 2020 PERSPECTIVE

Miss. Bhakti Chanchal

Student MBA 2nd Year (HR),

SSR IMR, Silvassa

Permanently Affiliated to SPPU, Pune

Miss. Neha Kataria

Student MBA 2nd Year (HR),

SSR IMR, Silvassa

Permanently Affiliated to SPPU, Pune

ABSTRACT:

Skill Development have been the focus since ages however the structure has differed. Education is vastly responsible for skill development. Be it the educational skills that a student gains or be it the vocational expertise. The Skill development adds to the overall personality development. Hence, we say that one factor which is driving world economies today is neither multinational corporation, Technology or infrastructure, but it is the education and skill which one has as an individual. The essential skills to be developed in youth to make them industry ready are Communication Skills, Critical thinking ability, Interpersonal Skills, Entrepreneurial Skills, Creativity, decision making Skills, problem solving skills and many more. Such skillsets evolve through the Education. The National Education Policy (NEP) 2020 focuses on the skill development of the Youth. The new structures of Schools & Higher Education shall have a positive impact on the development of the students eventually leading to a better skill set among citizens.

This article aims to understand the overview of National Education Policy 2020. It further aims to study the perspective of NEP 2020 with respect to the Skill development. The article also extends understanding by conceptualising the feasible way out by strengthening the skill sets through Education. This article is based on the reviews of the secondary data. The article extends the knowledge with respect to skill set development and the contribution of the NEP 2020. The Authors have considered the wholistic skill development rather any specific skill set, hence the inferences gathered are indicative in nature and not exhaustive. NEP 2020 has many promising efforts towards development the Education sector. The skilled youth will be an advanced asset for the society.

Key Words: Skill Development, Education, NEP 2020, Employability

INTRODUCTION:

Education is very important component which contributes to growth of society. As better the educated person is, better will be his values which will lead to better contribution of him towards development of society. Also the role of education cannot be denied in nations development as education is the way through which students are being imparted knowledge and trained for growth and better future of the country. Government understands the need to changing education system as per the changing scenario of technological advances and innovation. After the long wait of 34 years, New Education Policy (NEP) 2020 was announced replacing the old national policy on

Education on 1986. The NEP 2020 is focusing more on imparting skill based and practical knowledge rather than just teaching theoretical aspects to students which will help in building future skilful workforce and ultimately it will increase the employability of students.

OBJECTIVES OF THE STUDY:

The Author has considered the following objectives for the study:

- i. To understand the overview of National Education Policy 2020.
- ii. To study the perspective of NEP 2020 with respect to the Skill development.
- iii. To conceptualise the feasible way out by strengthening the skill sets through Education.

RESEARCH METHODOLOGY:

The article on *Strengthening Skills Sets Through Education - A NEP 2020 Perspective* is a Conceptual article attempted by collecting data through Secondary sources. The Author through the article aims to understand the overview of National Education Policy 2020. The article further aims to study the perspective of NEP 2020 with respect to the Skill development. The Authors also aim to conceptualise the feasible way out by strengthening the skill sets through Education. The Authors have considered the education sector at large rather any specific wing of education and extended the views with respect development of skill sets, hence the inferences are Indicative in Nature rather exhaustive.

RESEARCH PROCESS:

The Author has adopted the following research process:

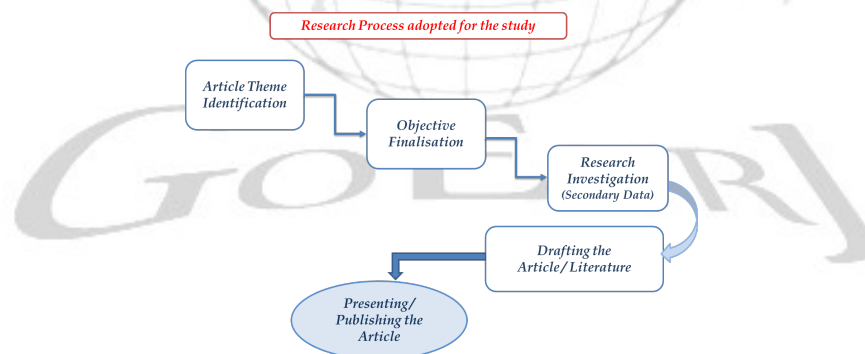


Fig. 1: Research Process adopted for the study

Source: Author's Study

National Education Policy 2020: An Overview

on July 29th Union Cabinet approved the new national education policy after 34 year gap previously known as national policy on education 1992 the main focus of the 1986 Policy was regarding access and equity of education access means the availability of education and equity means fairness because there are people who have more disadvantage than others. when it comes to having access to education we have indeed come a long ways in 1986 however previously it was just about having access to education but today it is about quality education. The only major improvement since the last policy of 1986 has been the right of children for free and compulsory Education Act 2009 or right to education act which was an act of Parliament of India and acted on 4th August 2009 the main purpose of the nep is to design of vision and Framework for both school

education and higher education in India.

The National Education Policy-2020 was announced by the Government in July 2020 which has replaced the 34-year-old national Policy on Education (NPE) 1986. The major highlights of the policy are summarised below:

- Universalisation of education from pre-school to secondary level with 100.2 per cent (Gross Enrolment Ratio (GER) in school education by 2030.
- To bring 'out of school' (2 crores) children back into the main stream through universalisation of access and expanding the open schooling system.
- The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years, respectively.
- Class 10 and 12 board examinations to be made easier to test core competencies rather than memorised facts.
- Emphasis on foundational literacy and numeracy, and no rigid separation between academic streams, extra-curricular, vocational streams in school

A new body, the Higher Education Commission of India (HECI), will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education with 4 independent verticals: • National Higher Education Regulatory Council (NHERC) for regulation. • General Education Council (GEC) for standard setting • Higher Education Grants Council (HEGC) for funding • National Accreditation Council (NAC) for accreditation.

The new education policy has come out after an unprecedented process of consultations and deliberations, which aims to usher the country into a new regime of education and skill required for future India has hopes from it.

Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The world is undergoing rapid changes in the knowledge landscape. With various technological advances, the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful,

and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Skill Development: A NEP 2020 Perspective

As per the ILO (2020), the future labour market situation of young persons is highly influenced by their initial experiences, including how quickly and how well they are able to access the labour market, and the skills and competencies acquired through education and training. General education improves knowledge of the people while skill training enhances their employability and equip them to tackle the requirements of the labour market. The Government has been giving extra emphasis on skilling the labour force as the country faces a major skill gap (outlined in detail by the Economic Survey 2016-17). The current skill situation in the country and the recent steps taken by the Government for its development are summarised below:

There is an improvement in the proportion of skilled people over the annual cycle of Periodic Labour Force Survey (PLFS) across rural, urban and gender classification. However, the level of skill acquirement remained low, as only 2.4 per cent of the workforce of age 15-59 years have received formal vocational/technical training and another 8.9 per cent of the workforce received training through informal sources.

Skill Development :

Education and skill often termed as anonymous term of human capital, it is nothing but imparting teaching, training and learning, and investing in people and how we do it is the key factor for ensuring employment growth and generating economic boost. Education System plays an important role in developing and making students employable by developing required skills but unfortunately the focus of current education is more on imparting knowledge theoretical aspects and having good marks and grades and not on enhancing and developing life skills among students. Eventually the government is understanding need for skill development in students from early age to increase employability. The government is making efforts by launching various schemes and initiatives and making changes in education system for better education system and skill development. The essential skills to be developed in students to make them industry ready can be as follows: Communication Skills, Critical thinking ability, Interpersonal Skills, Entrepreneurial Skills, Creativity, decision making Skills, problem solving skills and many more.

With regards to skill development our nation has a dedicated ministry of skill development and Entrepreneurship and a 3-tier structure of PM'S council for national skill development, the National skill development coordination board and the National Council for skill development

corporation. Under the current government various schemes were launched the skill India program, Pradhan mantrikausahavikas yojana the Make in India program.

- Among those who received formal training, the most opted training course is IT-ITeS among both males and females, followed by, electrical-power and electronics, mechanical engineering, strategic manufacturing, automotive, etc.
- Policy Reforms To translate India's demographic advantage by various skill development initiatives, the Government has initiated the following major reforms related to skill development in the country: Unified Skill Regulator: The unified skills regulator, the National Council for Vocational Education and Training (NCVET) has been set up (October 2020) to make the skill ecosystem more dynamic and credible. It aims to award more credible certifications, assessments and standardisation in the area.

Skill Development PMKVY 3.0: The Pradhan Mantri K Ushal Vikas Yojana 3.0 (PMKVY 3.0). This 'demand driven' scheme is being followed with bottom-up approach for identification and mapping of job roles— being implemented for classes 9 to 12. 10. Quality Enhancement: To enhance the quality of long-term training programmes and provide a choice to learners about the institutes, the grading of ITIs has been undertaken (to improve their quality and transparency). For ensuring 'greater industrial connect', a new model of Dual System of Training (DST) and Flexi MoUs is being implemented. IN. Integration with Vocation: Education at both school and higher levels are being integrated with vocation. The VET (Vocational Education and Training) in general education has received a big fillip with the New Education Policy-2020 (which envisions giving 50 per cent of school and higher education candidates exposure to VET over the next 5 years)

Strengthening Skills Sets Through Education: The Feasible Way Out

1. **Dedicated Classes for respective skills:** In today's fast-moving world and rapidly changing technology and businesses it becomes very important for students to have very skills that will help them to adopt at faster pace that will help them to adopt at faster pace along with education and subjective knowledge the industries are demanding multiple skills such as communication inter personal creativity teamwork. It is believed that during teenage the child's grasping power is high and teacher can more than easily there for keeping in mind the current demand of required skills such skills should be imbibed in students from early's age such that they are well prepared from beginning. Thus, we suggest A period call skill lab dedicated for skills coaching and guiding just like any other subject such as PT computer lab moral science GK separated subject dedicated for skill should also be included. Under the subject period should be taken for teaching communication public speaking teamwork task for critical thinking personality development leadership etc. Just like teaching sports science history teaching skills will help the students to develop their personality to make them ready for future so that they do not have to struggle to learn the basics skills in the latest stage of life

2. **Higher section – Simulation Exercise:**As NEP focuses on inclusion of vocational courses this goal can be achieved when students will be taught practicality of each subject. We all know

education is focused completely on subjective knowledge and there is no doubt in that theoretical knowledge is important but when it comes to apply that knowledge in practical world students end up struggling. Thus, inclusion of simulation exercise for higher secondary section will help the students to overcome this challenge simulation exercise such as...will help the students to have practical knowledge and no house of a particular thing the technique technicalities of it how to use it how to run it and learn everything required by doing it. The students will have hands on experience on it with the help of stimuli models

3. **Entrepreneur Skills:** Government is more emphasizing on make in India as India lacks in number of entrepreneurs products and many technology are import is we on exports does developing the skills and Spark of entrepreneurship is much required. Thus, inclusion of entrepreneurship programs and initiatives shall be included in the curriculum. This will generate awareness about entrepreneurship and teach students how they can be budding entrepreneur. Just like an MBA school where students are motivated for entrepreneurship the basics of it shall be given from school onwards this will help the students to generate ideas from a very young age, push them to think more and to find out their passion and how they can convert their passion in profession. In this entrepreneurship classes students should be taught case studies, models government policies and should conduct entrepreneurship competitions, invite professional teachers and conduct sessions.

4. **Vocational :** NEP 2020 has given special emphasis on vocational education through integrating vocational education with mainstream education which will help students in acquiring various skills to meet the needs of the industries and to improve the quality of education. Thus, with this purview, we would suggest the schools & institutes to add vocational course in their course outline. Some of the vocational courses that should be added are: Cosmetology, Engineering, Fashion Designing, Information Technology, Accounting, Agriculture, Photography, Journalism, Bookkeeping, Welding, Medical Assistant. The students can select a particular course as per their interest. And thus, will gain a practical knowledge in a particular area. This will also make them differentiated from the regular course outline knowledge and will help them to stand out. Apart from this, by learning such vocational courses they will have hands on experience of these things which they can apply for their personal use or to go for time part time work or internships. The learned knowledge from vocational courses will open a wide range of opportunities for students and will also make them industry ready.

Conclusion:

Many improvements have been made by government in the Indian education system beginning from Gurukul and British influence education system to the latest National economic education policy 2020. Education places a very important role in nation building and today is Youth is tomorrow's futures so for better future of our country we need to nurture our youth in a best possible manner through imbibing of skills through quality education, as only theoretical knowledge is not sufficient, people should also have knowledge on how to use those theoretical aspects in practical scenario. Government thus understood the need for skill development in

students and with accordance with that in national education policy 2020, there are many changes made focusing on importance of imbibing practical knowledge to students like vocational training which will ultimately lead to skill development and better employability of students.

References:

BIBLIOGRAPHY (n.d.). Retrieved from <https://youtu.be/JTDDagHlg6Q>

(n.d.). Retrieved from <https://youtu.be/isCOT99RsQU>

(n.d.). Retrieved from https://youtu.be/_RysKIAaytI

(n.d.). Retrieved from <https://youtu.be/isCOT99RsQU>

(n.d.). Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf



AN ARTICLE ON NATIONAL EDUCATION POLICY 2020 AND INDUSTRIES

Miss. Snehal Gund

Student MBA 1st Year,

SSR IMR, Silvassa

Permanently Affiliated to SPPU, Pune

Miss. Krishna Bhanushali

Student MBA 1st Year,

SSR IMR, Silvassa

Permanently Affiliated to SPPU, Pune

ABSTRACT:

Education helps in intellectual growth and overall personality development of Individuals. This perception on role of Education towards development of the Individuals has at times been debated but largely the observation states that Education does help. The National Education Policy (NEP) 2020 is promising enriching experiences in the world of Education. The Industries have also been inquisitive to hire good talent and that has certainly been a good prerogative of NEP 2020 towards developing education to a level where employability enhances. Industries and Education have been associated since ages. In common parlance Education has been considered as the ticket to better career. The career massively is pertaining to the Jobs & Entrepreneurship. The statement that, “an educated person has more potential to lead an Organisation” may be debatable however education certainly has a huge impact on the development of the Individuals.

This Article aims to understand the overview of National Education Policy (NEP) 2020. It further aims to recognise the link between Education and Industries with special reference to NEP 2020. The article has the scope of reviewing the existing potential of Education and its linkage with Industries. The linkages identified are in the form of Employability, Entrepreneurship, Research etc. The Authors have considered the education sector at large rather any specific wing of education and also Industries at large rather in specific sector, hence the inferences are Indicative in Nature rather exhaustive. Education has a huge potential to evolve a citizen, hence the Industries have big hope from education to provide the Intellectuals who can develop the Organisations.

Key Words: NEP 2020, Education, Employability, Industries

INTRODUCTION:

“By Education I mean an all-round drawing out of the best in child and man –body, mind, and spirit.”

-Mahatma Gandhi

Education is the true development of Person’s personality. The quote above states about the all-round development of the individual through education. The present NEP 2020 is a step towards this wholistic development. On July 29, 2020, the Indian government introduced the New National Education Policy 2020. This comprehensive education policy, which replaces the previous one that was enacted way back in 1986& amended in 1990’s, suggests major changes to the institutional foundation of education at all levels in the nation. The policy is more input-focused and places a lot of emphasis on the goal, which is employability or being ready for a job. Higher

education is linking with industrial learning on a global scale, which makes it relevant for both students and Industries. The goal of the educational system is to develop competent minds who are able to understand and act, who also have empathy and compassion and courage, a creative imagination, and high moral foundations and values in order to achieve goals. The strategy clearly encourages interdisciplinary education, which provides flexibility in learning and also helps students understand and improve their talents.

Industries find their Talent massively as a gift of Education. The society has realised the essence of education is towards career development. Industries are major career options for the citizens. Jobs market is admiring the educated lot from the society. The major connects that the Industries find through education is in the form of Entrepreneurship, Research, Human resources to tackle Organisations, multi skilled human force, Insights for growth etc. An Industry is as good as its Human force and Education nurtures this human force to excel in life. Education and Industry are completing each other, just as Education provides multi skilled work force, similarly Industries provides the opportunities to exhibit the talent.

OBJECTIVES OF THE STUDY:

The Author has considered the following objectives for the study:

- i. To understand the overview of National Education Policy (NEP) 2020.
- ii. To recognise the link between Education and Industries with special reference to NEP 2020.

RESEARCH METHODOLOGY:

The article on *National Education Policy 2020 and Industries* is a Conceptual article attempted by collecting data through the Secondary sources. The Author through the article aims to understand the overview of National Education Policy (NEP) 2020. It further aims to recognise the link between Education and Industries with special reference to NEP 2020. The article has the scope of reviewing the existing potential of Education and its linkage with Industries. The linkages identified are in the form of Employability, Entrepreneurship, Research etc. The Authors have considered the education sector at large rather any specific wing of education and also Industries at large rather in specific sector, hence the inferences are Indicative in Nature rather exhaustive.

RESEARCH PROCESS:

The Author has adopted the following research process:

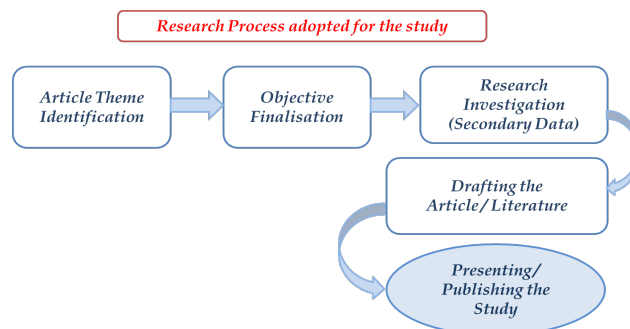


Fig. 1: Research Process adopted for the study

Source: Author's Study

NATIONAL EDUCATION POLICY (NEP) 2020: OVERVIEW

Education has an important and constructive function in developing and balancing the country's socioeconomic foundation. The Indian government has always prioritised literacy improvement. The Government approved the 'National Education Policy 2020 (NEP 2020)' on July 29, 2020, with the goal of transforming India's education system by 2040. After a 34-year gap, the NEP has implemented a number of education reforms in both higher education and the primary sector. Rather than a slow transition, it aims to bring about a systemic transformation in the educational field for Sustainable Development. The National Education Policy, 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. The National Education Policy is the new way of structuring the masterminds of incredible India. It is an initiative that gives importance not only to the nerd students but also to the creative minds of this new generation. With the changing centuries, comes the creativity and innovative skills which children possess, and to make efficient use of it so that the country can benefit from these skills, it is necessary to guide the students to the correct path right from their toddler age.

EDUCATION & INDUSTRIES: THE LINK

The curriculum is carefully designed by evaluating the competencies and skill sets needed by industry, and it is more focused on teaching learning processes based on real-life case studies that provide students with useful information. This makes it possible for the sector to hire and employ graduates. Education and Industries have been dependent on each other. Education supports the perspective of Industries in the following manner:

1. Entrepreneurship Development
2. Internship Avenues
3. Soft Skill Development
4. Vocational and Professional education
5. Career guidance & Mentoring students
6. Multidisciplinary Education

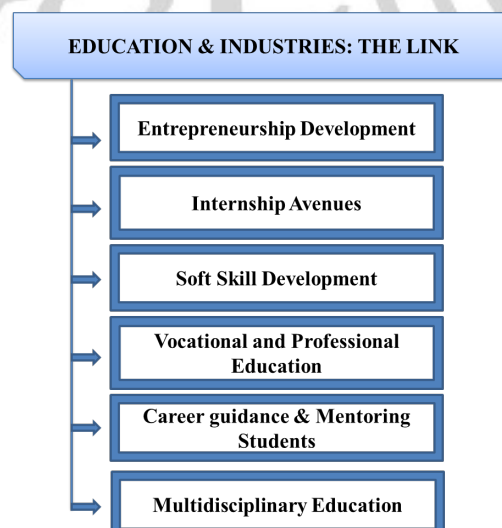


Fig. 2: Education & Industry: The Link

Source: Author's Study

APPLICATION OF NEP 2020 ON INDUSTRIES

- NEP 2020 gives opportunities to students in very early age i.e. in their foundation age an opportunity for career guidance and mentoring which motivate them to work in an industry not

with the aim to earn high at initial stage but to work of self-development.

- NEP 2020 also provides vocational courses through open and distance learning to students i.e. everyone in science stream know about physics theory but no students have its practical knowledge so, the new policy of education provides them an opportunity to get a practical knowledge of how the work is carried in the real life and based on the experiences he/she feels excited to work in real life and to earn something in return which results in multidisciplinary learning and makes a student more driven towards work which meets the industry needs.
- The National Education Policy (NEP) 2020 aims to improve the higher education system by allowing students more freedom in terms of the courses they may study and the academic courses they may take. One crucial aspect of NEP, 2020 is the innovative combination of academic fields with several points of entry and exit. Multiple entry and exit points in academic programmes would remove strict restrictions and provide students fresh opportunities to select and study the subject(s) of their choice. As the candidate will be knowledgeable about a variety of sectors this will help the industries.
- NEP 2020 provides vocational education at all levels of classroom which makes students skilled from their childhood itself , which makes ease to the industry as they get skilled employee.
- NEP 2020 has enhanced teaching in vernacular languages and also removed an age barriers , this makes the increase in employment of the country and gives many employee opportunity to the industries.

CONCLUSION:

The National Education Policy 2020 is committed towards development of the Education in the Indian set up. The Institutions need to check the implementation awareness at the ground level. The students of today are champions of tomorrow. The industries are the largest accommodator of the youth Talent. Either a person becomes an Employee or starts his own operations. In both the avenues one requires knowledge & skill sets. Education is the leading source of imbibing skill sets & knowledge. The Paper concludes that Education & Industries are linked through the Research avenues, Entrepreneurship, Internship, Soft Skill development, Vocational and professional education and Career guidance & mentoring students. NEP 2020 has a huge potential to groom the youth and make them Industry ready. The key to a new education policy's successful implementation will be the industry's readiness. Initiatives in education are beneficial, but their effectiveness depends on their ability to create jobs and increase the number of entrepreneurs.

References:

<https://www.thehansindia.com>, accessed on 24th Jan 2023

<https://www.linkedin.com/Thanikal Varghese Joseph, Director, Kumar guru College of Technology>, accessed on 24th Jan 2023

<https://www.businessworld.in>, accessed on 25th Jan 2023

<https://www.education.gov.in>, accessed on 25th Jan 2023

<https://www.ugc.ac.in>, accessed on 26th Jan 2023

<https://youtu.be/Ms8XTSTxuK0>, accessed on 26th Jan 2023

ROLE OF NEP 2020 IN EARLY CHILDHOOD CARE AND EDUCATION**Akhila Pillai***F.Y.B.Ed**Student of SSR college of Education*

ABSTRACT

Education is a Latin word derived from “educare”, which means to nourish or to bring up. It is the process through which we acquire knowledge and apply the same knowledge practically in our day to day life. Education is the mode to develop individual’s inherited as well as acquired characters through their creativity and thinking ability. Due to the importance of education, the national government has adopted NEP 2020. NEP 2020 replaces the National policy on education 1986. The educational system’s responsibility is to transform a child from all aspects of life and to realize their potential and moral values associated with them. NEP 2020 focuses on the education at all levels such as school

Education, higher education, adult education, professional education etc... For an efficient education system, the early childhood education is of most concern, the NEP 2020 also emphasizes on the early childhood care and education (ECCE) which is meant as the foundation of learning and also ensures the accessibility of education to all children despite their backgrounds. This paper states about the role of NEP 2020 in early childhood care and education, about the measures adopted by NEP 2020 for foundational learning and the challenges faced by NEP 2020.

Key words: NEP 2020, early childhood care and education, the foundation of learning.

INTRODUCTION

Education is the way through which we can express our point of view and make changes accordingly. Educating children makes our nation more developed, as children are the future generation to uplift our nation’s pride. So educating children at the age of 2 years is more important. National education policy 2020 deals with the same concept that is “Early childhood care and education, which is the foundational learning.

The early development of the child includes the brain development and increased grasping power. It starts at the age of 2 years and above. If a particular care, and education given at this stage will be the foundation for higher education. A building without a basic foundation will collapse. Similarly the basic foundation of education should be given to children at an early age itself. A child’s moral, social as well as emotional development occurs at an early age, so it is important to give children special care.

It is important to recognize a child’s skill and develop them accordingly. Skills are to be developed at an early age and practiced, such as drawing, painting, art, crafts, poems, dancing etc... Grasping power is more in the early age of a child and by giving special attention to developing their skills, increasing creativity leads to good thinking power and presence of mind.

According to NEP 2020, “85% of child’s brain development occurs before 6 years; this indicates

the importance of appropriate care and stimulation of the brain in early years in order to ensure healthy brain development and growth”. ECCE in NEP 2020 ensures that all young children get the access to education, which enables them to participate in the educational system.

According to NEP 2020, ECCE overall goal will ensure universal access to high quality education and ECCE will be delivered to all expanded and strengthened, system of early childhood education for ECCE Universal access, anganwadi centre’s will be strengthened, along with high quality infrastructures. ECCE makes children efficient in all stages, that is in the education field, art , craft field and Co -curricular field etc. According to NEP 2020 “ECCE ideally consist of flexible, multi-faceted, multilevel

Play – based learning”

REVAMPING OF ECCE

In 1944, Sargent committee focused on the importance of early education of children between three and six years. But it has not been implemented in the country (Ramachandran et al.,2005).

National policy for children in 1974 mainly focused on early education and recognition of the importance of education, as children are the future of the nation and it is the responsibility of the nation to care and support for the same. No policies framed regarding children education (early education) till 1986, a remarkable policy came NPE 1986 (National policy education), which gave importance to early childhood care and education (ECCE) (Ramachandran et al.,2005).

The main objective of ECCE is the overall development of a child that is from birth to six years, as the physical and mental development starts here.

The main element in ECCE is helping in fixing education components in all anganwadis and balwadis.

ECCE aims mainly to involve the children in all activities, games and learning experience. More concludingly we can say that the all round development of a child that is social, mental, physical is included in ECCE. It also focused on girl’s education on the basis of equality (Ramachandran et al.,2005).

Later the NEP 1986 was modified in 1992 further the changes were made in policy passed in the 21st century due to the change taking place in our country, society economy NEP policy passed under the union cabinet of India in July 2020 (Ramachandran et al.,2005).

Before the modification in NEP 1986, school education was of 10+2 structure, which is been modified in NEP 2020 to 5+3+3+4 structure in which age group of 3 years in anganwadi / balwadis and 2 years class 1 and 2, in preparatory class 3 to 5 (age 8-11) included, (11-14) class 6 to 8 in middle class and secondary class includes class 9 to 12 of age 14-18.

PROVISIONS OF NEP 2020 IN ECCE

NEP 2020 focused on development of social capacities, sensitivity, good behavior, Ethics personal and public cleanliness etc.

NEP encourages children for teamwork and cooperation. According to NEP 2020, ECCE

aim is to attain optimal outcomes in the domains of physical, motor development, cognitive development and the development of communication.

NEP 2020 includes well ventilated anganwadi with well designed, child friendly, well constructed buildings with an enriched learning environment.

As per the modification in NEP 2020, anganwadis shall be integrated to primary school and programmes will be conducted for active participation of students anganwadis children, parents, teachers will be invited and participate in school programs and vice versa.

According to NEP 2020, the mid day meal scheme will also be extended to the preparatory class in primary schools. Health Checkup and growth monitoring in anganwadi shall be made available to preparatory class students of anganwadi as well as primary schools.

ECCE teachers will be given special training through a systematic effort in accordance with the circular/pedagogical framework developed by NCERT.

According to NEP 2020, national circular and pedagogical framework of ECCE, for children up to 8 by NCERT divided into two parts namely, a subframe work for 0-3 years old and sub-framework for 3-8 year old. Both are aligned with ECCE.

According to NEP 2020 “ECCE shall also be introduced in Ashramshalas. Planning and implementation of the ECCE curriculum will be carried out by ministers of HRD, women and child development (WCD), health and family welfare (HFW) and Tribal affairs.

According to NEP 2020 “Teachers with 10+2 qualification and above are given a six month certificate program in ECCE. Below that, will be given one year diploma program covering early literacy, numeracy and other relevant aspects of ECCE”

CHALLENGES FACED BY NEP 2020 IN ECCE

Proper implementation of policy is the key feature for the success of NEP 2020. The measures taken by NEP 2020 in ECCE should be implemented properly at each level such as educational, skill development etc... and it should be supervised accordingly by the government.

One of the main initiatives of NEP 2020 is to provide education to all children despite their background. In this Feature the main challenge is to overcome the barriers that children may have while accessing education. For that, first of all the importance of education should be given to the parents itself by conducting awareness programmes. Second, the financial background of the student matters the most in accessing the education. When these two barriers are overcome by Nation then only the education to all students despite of their background will be possible.

Another challenge is accessing child development when upgraded to the next level of education. For the same purpose, cross checking of a child’s development is of most concern. The Annual report of the Anganwadis should be checked so that early educational care is given to all children.

Children’s development is mainly focused by school or anganwadi teachers. The basic foundation is the most important and difficult task for a teacher to implement in children. A Teacher must follow the ethical code of conduct regardless of children’s background, gender, caste, religion etc... and the same should be supervised by the government .

Progress card is most needed for accessing a child's development therefore the progress card should be provided for each child mentioning their skills and educational progress, so that on the next level of education, teachers can give the children special care and help them to improve in the field where they need help.

Awareness programmes and meetings should be conducted for the discussion of childhood development each year with the parents and teacher.

The main challenge that NEP 2020 will face is to remove the addiction of mobile phones, smart gadgets from childhood as it hinders the creative development of a child and affects the stimulation of the brain. In this 21st century children are much more confined and addicted to mobiles. So to remove this special classes and awareness should be given to parents about the after effects of using phones and smart gadgets.

Students should be given a habitat of reading books. Reading enhances their vocabulary, communication and thinking ability. Interest in reading books will make them more involved in creative skills such as poems, story writing and so on.

CONCLUSION

NEP 2020 had made extreme efforts for bringing up children's caliber and skills. NEP 2002 gave much importance to the foundational learning and their by giving educational care despite children's background. Equality is being given to all children, despite their gender, income and ability. NEP 2020 focuses on the children's social, emotional as well as physical development. Implementation of NEP 2020 will be the "New remark" in the "Educational system", thereby developing children in all aspects for Nation's upliftment.

REFERENCES

- <https://www.unicef.org/early-childhood-development>
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- <https://www.education.gov.in/en/nep-new>
- https://en.m.wikipedia.org/wiki/National_Education_Policy_2020#:~:text=The%20National%20Education%20Policy%20of,National%20Policy%20on%20Education%2C%201986
- Ramachandran.,et al, (2005). *Education in India*. National Book Trust, India.

ISSUES AND CHALLENGES ON THE A IMPLEMENTATION OF NEP 2020

Aradhana Yadav

F.Y BEd

Student of SSR College of Education

Introduction

Education plays a major role in the development and betterment of any country . India is considered as a great manufacturer of learners. In every field from science, math, arts, literature, philosophy there are various choices. Education is the only means which helps in the development of society and a powerful nation. Education is a powerful tool for every citizen which gives numerous opportunities.. Jobless growth is increasing in this growing India because of unskilled, bookish and only theoretical education. Many policies were made after Independence for Improvement in the Educational System. For smooth running of any system policies are made which improves the quality as well as pattern of Education. In this order of making policy First policy was National Policy on Education introduced in 1986 and few more policies were reframed, reconstructed in replacement with the previous one. In this order NEP 2020 was introduced by the Union cabinet of India on 28th July 2020.NEP 2020 replaced 34 year old policy NEP 1986. NEP 2020 focuses on five pillars: Accessibility, Equity, Affordability and Accountability. Goals of this NEP are to transform India into a powerful nation. It also promotes Research and development, Innovation, Improving the quality of education and making it available for all. It also focuses on Creativity and Understanding rather than memorizing .This policy also emphasizes Skill development, overall development and Critical Thinking. This policy also focuses on Practical learning rather than academic knowledge. This policy is designed in such a manner that it focuses on every parameter which is necessary for the development of a child from Education to physical health and mental health of every child. Earlier choices were limited to a few subjects but now there is no separation in streams. One can study what they want to as per their choice. This policy has also given importance to culture. NEP 2020 consists of many revolutionary steps but when it comes to implementation it is challenging.

Major features of NEP 2020

- 1) This Policy introduces a new structure of 5+3+3+4 education structure which is far different from 10+ 2.
- 2) It aims to increase the gross enrolment ratio in higher education till 2035.
- 3) Undergraduate degree options are of 3 & 4 years after the new policy; it has multiple entry and exit options.
- 4) Higher education Institute will now be offering a masters degree program for 1 year after the new policy.
- 5) Government to discontinue M.Phil program.
- 6) Emphasis on foundational Literacy and numeracy, No separation between streams of Arts,

Science, Commerce, Co-curricular activities and vocational streams in school.

- 7) No language to be imposed on any student up to class 5 grade teaching will be in their mother tongue.
- 8) Assessment will be through overall approaches.
- 9) By 2030 minimum qualification for teaching would be 4 years Integrated B.Ed approaches.
- 10) This policy proposes Vocational and technical education.
- 11) Academic performance of the students will be recognized digitally through ABC (Academic bank of credit).
- 12) This new system is students centric
- 13) New national assessment platform PARAKH. To assess student's learning and help them analyze their weaknesses and their strengths.
- 14) Establishment of National Research Foundation.

Issues and Challenges in Implementing NEP 2020

- Lack of IT Technologies

Technologies are made for the betterment of humans. They are making a positive, inevitable Impact on Educational System From explaining things digitally to learning, from setting up virtual labs to e - libraries. It is creating a great Impact .But during COVID-19this technologies helped lots of students to continue their studies digitally but so many students belonging to rural areas were unable to continue their studies due to lack of technologies like phone, computer, laptop due to weak network issues.

- Digital divide in the base of rural and urban

	Rural	Urban
Having access to Computer	4%	23%

- Digital divide on the base of sex, caste, race, class

Lack of availability of computers in schools for students individually. They have to share a single computer with two to three. According to NEP 2020 coding is introduced from class 6 th coding requires a lot of practice and adequate amount of computers so that they can live singly. They need to practice at home for that they need a personal computer, laptop at home but for every single child it is not possible to have it due to its cost.

- Inadequate Infrastructure

Infrastructure provides facilities for completing the whole process of education .Without proper infrastructure students won't be able to complete their studies. Rural schools has poor infrastructure. Lack of teachers, especially well trained teachers. Gaining primary Computer Education is still a dream of kids studying in rural areas because of the non availability of computer labs in schools. Sports play an important role in the development of a child. The RATE of 2009 suggests that every school should try to provide a playground within the boundary of the

co compound but the reality remains that many schools don't have proper ground for kids. Other basic facilities that rural schools are lacking behind is lack of availability of washrooms due to its non availability; female students tend to avoid it. Non availability of proper Infrastructure led to reduced attendance in rural schools leading to reducing quality of education. Infrastructure also plays a major role in the way of teaching. Rural schools have primitive methods of teaching and on the other side Urban schools have the latest equipment which are making learning and concepts more precise and clear. This policy focuses on expenditure of 6% in the education sector from GDP. Education policies have been reframed many times from 1968 till now. As per Economic survey of India spends only 3.1% of its GDP in the educational sector.

- **Trained Teacher**

NEP 2020 has brought drastic changes in learning which is a marked change. From Preschool to Grade 12 the curriculum has been restructured which emphasizes more on subject oriented pedagogy, gives emphasis greater flexibility of Subject selection in higher studies. Not only Focusing on materialistic knowledge but also focus on portraying the life skills like Empathy, Teamwork, Cooperation etc. To make this curriculum successfully implemented on grounds teachers are going to play a major role in it. Challenge we are going to face is the lack of trained teachers. As large numbers of teachers are so bound to their office work that they don't have time to focus on training programs. NEP 2020 do not focus on overall students development but also focus on the overall development of teachers education. The whole curriculum has changed so skilled and well trained teachers are needed. What are the guidelines for the training of these teachers? Who is going to give them training? Are well trained trainers available? If yes then are they able to provide training to a large number of teachers?? How much time will it take for training??

- **Vocational Education and Skills**

From class 6 th NEP 2020 has mandated vocational courses. It states every child will be taught skills like carpentry, cooking, gardening, local craft etc. Due to lack of resources it is creating hindrance in vocational training. For vocational training school must need proper Infrastructure of a particular skill. It will cost more due to lack of funds. It won't be able to be implemented in an effective manner. Schools can tie up with that skilled person who has proper infrastructure. That they can teach those skills in their own shop will reduce the infrastructure cost of school from one side but it will increase from another side. Transportation charges to visit that place will be burdened on parents. Travelling can cost time consuming

- **Assessment Body**

Evaluation is a must in the process of learning. Without outcome one can't know about what they learnt and what they need to learn. Who is going to evaluate? How skilled are their teachers? Till where the graph of implementation of NEP 2020 has gone. How much goal is achieved? Does it increase or decrease or is it constant making no impact. An evaluating body is needed who is going to keep records of it. Evaluating body will assure that teachers are well trained.

Conclusion

Beautifully designed NEP 2020 is going to play a vital role in all round development of children. No matter how it is designed, implementing it to the grass root level is the biggest achievement of any policy; the objectives of any policy are fulfilled after its implementation. If Implementation is efficient it will be a great achievement for NEP 2020 .If not then it will create a blunder. This Research paper has discussed major challenges related to NEP 2020 which are going to be faced during implementation like lack of IT technology, Infrastructure, Trained teachers and the most important an evaluating body.

References:

NEP 2020 (Draft)

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

<https://timesofindia.indiatimes.com/india/23-of-urban-population-has-access-to-computers-only-4-of-rural-survey/articleshow/77075283.cms>

[http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume10/volume10-issue2\(5\)/33.pdf](http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume10/volume10-issue2(5)/33.pdf)

https://www.irjmets.com/uploadedfiles/paper/issue_3_march_2022/20274/final/fin_irjmets1648488303.pdf

https://idronline.org/nep-2020-hits-andmisses/?gclid=EAIaIQobChMIisLVtNPw_AIVmGOLCh2DkgvwEAMYASAAEgLXsvD_BwE
<https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1847066>

GOEIJR

A FORWARD LOOKING VISION FOR INDIA'S HIGHER EDUCATION SYSTEM

Khushbu Halpati

F.Y B.Ed

Student of SSR COLLEGE OF EDUCATION

ABSTRACT

Education is the basic right of a human being. High quality education plays a vital role in the nation's development. Higher education plays very important role as it prepares students for a better future and better society which will lead to a developed nation. The new educational policy focuses on the overall development of the society. The previous policies mainly focused on the access and equity but NEP 2020 has brought some changes which will help in overall development of a child. The new education policy is implemented after 34 years. This policy aspires to create a new education system for the 21st century. It focuses to develop a student in all fields. It will enable a productive study courses for the students. One of the highlighting decision of this policy is to bring foreign universities campus to our own motherland. This paper highlights various points like the major problems currently faced by the higher education system, the limitations regarding curriculum, the preference of the subject streams. It also includes about the re-structure of the running education system, the measures taken to solve the challenges and to fulfill the gap between the education system and technology, the duration and age limit for enrollment and also the language preferences. It outlines the features of NEP and how it will help to overcome the challenges. It also includes about the long-term plan and vision of this policy.

Keywords: NEP 2020, Higher Education System.

INTRODUCTION

Education is the fundamental right of every human being. It helps us gain knowledge, values and virtues. Education helps us attain a stable life as well as it may help us give our contribution for the betterment of society.

The National Education Policy 2020 was approved by the Union Cabinet of India on 29th July 2020. It outlines the vision of India's New Education System and the aims to transform the Indian Education system by 2040. The New Education Policy 2020 is the first education policy of the 21st century and it has replaced the previous policy after 34 years. The NEP 2020 holds a brighter vision with all the positive implementations for a quality education.

NEP 2020 AND ITS NEW MODIFIED STRUCTURE.

The NEP 2020 that is the National Education Policy 2020 has replaced the National Policy of Education 1986. In 2015 a committee was formed under the leadership of former Cabinet Secretary T. S.R. Subramanian that started consultation process for the New Education Policy. Based on that report a draft NEP was submitted in 2019 by a panel led by former ISRO

chief Krishnaswamy Kasturirangan which was approved by the Union Cabinet of India on 29th July 2020.

In modern era quality education is essential for sustainable development of human being. Higher education in India denotes tertiary level education that is taken after 12 years of schooling. This new policy will modify the 10+2 structure of school education to 5+3+3+4 structure. It will introduce a 4year multi-disciplinary Bachelor's degree for undergraduate students which will include professional and vocational areas. Research based learning will be focused on and this policy will encourage Indian talents to take education from foreign universities in one's own motherland by bringing foreign campus in India.

CHALLENGES IN HIGHER EDUCATION SYSTEM.

Though India is a developing country and the system tries its best to develop the country and its education system yet it has not fully succeeded in achieving it. The major challenges faced by the Higher Education System is the Gross Enrollment Ratio which is quite low compared to the other developed as well as developing countries. The Higher Educational institutes do not suffice the growing demands of enrollment. There is lack of quality education in Higher Educational Institutes though the government is focusing on quality education still a large number of colleges and universities are unable to meet the minimum requirements.

Poor infrastructures are also a challenge to the Higher Education System. Also, faculty shortage and the inability of system to retain well qualified teachers have been a challenge since years. Many NET/PhD candidates are unemployed even though there are lot of vacancies in the institutes. The Higher Education Institutes focuses more on academics rather than research. They are poorly connected to research centers and industries hence the students get very little or no exposure to these.

NEP 2020 VISION FOR HIGHER EDUCATION SYSTEM.

Quality higher education helps an individual to acquire analytical and problem-solving skills which intern develop the intellectual curiosity and character. It helps students to identify their likings and talents which leads them to successful career as well as professional setups. Quality education takes care of students economic, physical as well as social wellbeing. The policy holds a vision to bring about following changes in the current Higher Education System.

- Multidisciplinary universities/colleges in every district with local language as a medium of instruction.
Multidisciplinary study will help students develop wide range of perspectives about various subject they have studied and it will offer them more flexible career choices. It will help them develop skills like critical thinking, self-management, adaptability, analysis, problem solving, communication etc.
- It will provide research based education.
It will help students develop their independent research skills and provide opportunities to pit it in practice.

- The NEP has aimed to increase the Gross Enrollment Ratio. Due to financial as well as lack of institutes in nearby areas many students drop out as a reason Gross Enrollment Ratio decrease. But according to the latest survey there has been an increase and providing Higher Education Institutes in every district or state and Higher Education Institutes in every district or state may help boost the Gross Enrollment Ratio.
- It provides opportunities to underprivileged students through scholarships. Due to economic background many deserving students are unable to continue further education but encouraging them through scholarships will help them build a successful career.
- It will provide online education and open distance learning (ODL) to learners with disabilities. It will help students with special needs, it will offer flexibility and will eliminate the hassle of attending class.
- The traditional degree courses will be replaced by multiaccess degree program. The students from any field can enroll for any degree of their interest. They will be able to gain knowledge and skill of different fields.
- The duration of 3 years undergraduate will be replaced to integrated degree program.
 - This will provide students with various certificates according to the years they have completed.
 - A certificate for 1 year of study.
 - A diploma certificate for 2 years of study.
 - A Bachelor's degree certificate for 3 years study.
 - A Multidisciplinary Bachelor's degree for the preferred option on completing the full course.
- An Academic Bank of Credit (ABC) will be established to store the academic credits.

CHALLENGES IN IMPLEMENTING NEP.

Though NEP 2020 aims at the upliftment of the Education System covering all the possible changes still there are various challenges to be faced for its implementation.

The very first difficulty is to successfully reform such a large education system in geographically remote areas. The second challenge will be lack of funds for the infrastructure required. The successful implementation of NEP will depend on the collaboration of center and state. If the system considers the private schools as equal partners for the successful implementation of NEP as the government schools then private schools will have to rely on them for funds. To fulfill the demand of university in every district there has to be opening of university every week for coming few years. There will arise a huge need of trained faculties. Currently we have started to recover from pandemic so this could be a hurdle for the implementation if healthcare is emphasized.

HOW TO SUCCESSFULLY IMPLEMENT NEP 2020?

First, we need to change the content based curriculum to the active learning curriculum.

The experimental skills, wide range thinking ability should be practiced by the students. The multiple language exposure should be made at early years of education because children tend to catch up very quickly.

The exposure to various arts and design will help students with the creativity skill. NEP aims to value based learning so it will require trained educators and motivating guides. The system needs to develop a learning ecosystem taking into consideration the geographical and cultural diversity.

After Independence India has become one of the largest University system in the world. In 1998-99, the total number of universities was 238 and there were about 11,089 colleges. As per the survey of 2022 now India has around 1070 universities together.

The growing demand of Educational Institutes can be met with Open Universities and Distance Learning. It will also help in an approach to successfully implement NEP 2020 as it will fulfill the educational needs of women and rural society and those who were unable to achieve education in early life due to any reason. This will also help in increasing Gross Enrollment Ratio as it will give an opportunity to learn from home or it will provide flexible timing to students.

CONCLUSION

The New Education Policy will have positive impacts on the education sector and it will help to evolve at a greater pace. It will help students to develop various skills that will help them in their professional as well as personal lives. It will prove to be a great start towards digitalization and modernization of the country. Education being a necessity and quality education being the need for a better lifestyle will all be possible with the successful implementation of this policy. A bright future for the youth awaits.

REFERENCES

- Ramachandra.,et al, (2005). *Education in India*. National Book Trust, India. ·
<https://studyinindia.gov.in/about-indian-higher-education->
- <https://www.drishtias.com/daily-updates/daily-news-editorials/issues-in-higher-education-institutions-in-india>
- <https://www.open.edu/openlearn/education-development/multidisciplinary-study-the-value-and-benefits/content-section-7>
- https://en.m.wikipedia.org/wiki/List_of_universities_in_India#:~:text=As%20of%2026%20November%202022,and%20Kashmir%2C%20Ladakh%20and%20Puducherry
- NEP 2020 (DRAFT)

PROMOTION OF INDIAN LANGUAGES, ARTS AND CULTURE NATIONAL EDUCATIONAL POLICY 2020

Nandini Anant Mohanty

Student

SSR College of Education,

Sayli, Silvassa, DNH- 396230

Abstract

National Education Policy emphasis on the development of every individual and to make them capable of rational thought, courage, responsibility, creative imagination, scientific temper along with good ethics and moral values. NEP is the education system that furnishes directly to transform India into a fair, honourable, open minded and vibrant knowledge society. Our Nation has a huge diversity in its Culture, Art, Cuisine, Languages, etc. which truly makes our Nation an “Incredible India”. Promotion of Indian languages, Arts and Culture under the educational system is a concern not only to encourage or promote each individual of the country but also for the Nation’s Identity. India has lost many languages in the last few decades and UNESCO has also declared some Indian languages as endangered. So to protect our Indian Culture and to get awareness of different languages, there must be high quality learning and print materials in these languages including textbooks, novels, magazines, etc. National Education Policy (NEP-2020) has taken necessary steps for the betterment of youth in the field of Cultural awareness. The platform aims that students will develop a strong sense of their own culture, languages, arts and traditions and also appreciate other’s culture and traditions which can benefit the society as a whole. The purpose of the paper is to know and gain knowledge about the religion, different languages, cultural heritages and artistic phenomenon of India and its curriculum under NEP 2020.

Key Words: National Educational Policy 2020, Languages, Arts, Culture.

Introduction

Education plays a very important role for achieving full human potential and promoting national development. The NEP 2020 is the first education policy of the 21st century and aims to address the overall developmental imperatives of our country. This Educational Policy proposes the revision and redesigning of all aspects of the education structure, including its regulation and governance, to create a new system that is crucial and linked with the aspirational goals of the 21st century. This Policy emphasizes not only on the development of the creative potential of an individual but also to transform India into a fair, honourable, open minded and vibrant knowledge society. The New Education Policy (NEP 2020) has been introduced by The Union Human Resource Development Minister Ramesh Pokhriyal ‘Nishank’ and through this new education policy, many new regulations have been integrated into the school education and higher education. One of those regulations is the promotion of Indian Languages, Arts and Culture. Our Nation has a huge diversity in its Culture, Art, Cuisine, Languages, etc. which truly makes our Nation an

“Incredible India”. India is a treasure of culture and traditions which is developed over thousands of years and manifested in the form of arts and literature, customs, language, linguistic expressions, heritage sites, and many more. Crores of people from around the world partake in and enjoy the cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India’s handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, participating in India’s unique festivals, learning different Indian languages, appreciating India’s diverse music and art, watching Indian films, etc. The preservation and promotion of Indian arts and culture is important not only for the nation’s identity and economy but also for the individual. Therefore cultural awareness is considered as a vitality to develop in children in order to provide them with a sense of identity, belonging, as well as an appreciation of their own as well as other cultures and traditions.

Promotion of Indian languages and vocabulary

Our country has a huge diversity in languages but Indian languages have not received the proper recognition since the beginning which has led to a loss of over 200 languages in the last 5 years. As per UNESCO, over 190 languages have been declared ‘endangered’ which will become extinct further. Therefore it is important to promote Indian languages into school as well as higher education. In order to help the individual learn these languages, there will be availability of high-quality learning materials in the form of textbooks, workbooks, novels, magazines, poems, videos, etc. Moreover, the language must have a consistent update to their vocabulary in the dictionary so that the students can be provided with education in terms of the latest topics and issues of the country. Languages must also have consistent official updates to their vocabularies and dictionaries, so that the most current issues and concepts can be effectively discussed in these languages with the students. Sanskrit is an ancient and classical language containing immense treasures of philosophy, grammar, music, drama, poetry, medicine, storytelling, and many more and can so be offered in the lowest levels of college and better education as a vital, enriching possibility for college students. Indics are going to be integrated in class as well as joining the language choices within the three-language formula which is still there in teaching. In addition to Indic, alternative classical languages and literatures of Asian nations, along with Tamil, Telugu, Kannada, Malayalam, Odia and Persian will be widely available in faculties as choices for college students. Additionally, there has been a severe scarcity of skilled language teachers in India, despite several measures taken. Language-teaching too must be improved to be more experiential and to focus on the ability to interact in the particular language and not just on the literature, vocabulary, and grammar of the language. A language is a part of culture so in order to promote culture, one must preserve and promote a culture’s languages. The academics will be implemented for all the languages for which teachers with high-level language proficiency of the language will be employed. The dictionaries of the particular language will be available in physical format such as books, prints as well as web formats also.

Online Portals, Web and Wiki

All Indian as well as Asian Nations languages along with their associated arts and culture

are going to be documented through a web-based platform, online portals and wiki, so as to preserve the Indian languages and their associated wealthy native arts and culture. These platforms will consist of dictionaries, videos, recordings, speaking the language, reciting poetry, telling stories, and performing folk songs, plays, dance, and a lot more. The general public of the society who possess a high-level knowledge of the language, will also be invited to contribute to the portal and add their own learning resources and teaching processes. These online web portals for promoting various languages amongst the students will be managed by the Universities and their research team and will be funded by the NRF.

NEP 2020: Multilingual Education

It is very important to emphasize the deliverance of education in various languages which will help the students to adapt to multilingual education and to understand the topic easily. Multilingual education must be improvised in order to provide language education not only in the terms of literature, grammar, and vocabulary of the language but also to interact and communicate with the students in the same language. It is understood that young children pick up languages extremely quickly between the ages of 2-8 and learn and grasp nontrivial concepts more quickly in their home language or mother tongue. Therefore the policy emphasizes that wherever possible, the medium of education until at least Grade 5 should be the home language or the mother tongue or the local language or regional language. Thereafter, the home language or local language shall continue to be taught as a language by both public as well as private schools. The students whose medium of instruction is the local or home language will learn science and mathematics bilingually in Grade 6 so that by the end of Grade 9 they can speak about science and any other subjects both in their home language and English too. For the purpose of cultural enrichment of our Nation, all young Indians should be aware of the rich and vast diversity of languages of their country, and this is what NEP 2020 will achieve.

NEP 2020: Arts and Culture

It is heartening to note that National Education Policy (NEP 2020) has not only recognized the glorious past of ancient India in terms of the dedication and contribution of our world-class Indian Universities like Nalanda and Takshashila but also picked up the right elements into the framing of New Education Policy both at school and University levels. World-class institutions of ancient India such as Nalanda, Takshashila, Vikramshila, and Vallabhi, set the highest standards of multidisciplinary teaching and research and provide the students from across varying backgrounds and countries. It states that the objective that all branches of creative human endeavor, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian Origins. This notion of a 'knowledge of many arts' or what in modern times is called the 'liberal arts' must be brought back to Indian education again, as it is exactly the kind of education that is required for the 21st century education system. The promotion of Indian Arts & Culture is a priority that will benefit not only the nation but also the individual as a whole. It is very important to introduce students to their culture and traditions which will enable them to have a sense of belonging and identity and will also help them value their culture &

traditions. The students must develop a strong sense of their own cultural history, languages, arts, and traditions which will also boost themselves and benefit the society as a whole. According to the policy, various initiatives will be taken to promote Arts & Culture in schools and higher education such as to emphasise on Arts, Music and Crafts which will be included on every level of the school and there will also be hiring of local artists, craftspersons, writers, and experts who will be employed as master trainers or instructors in the various subjects of local expertise.

Impact of NEP 2020 on Promotion of Indian Languages, Arts and Culture

National Education Policy 2020 is a new awakening with a new outlook and scope for 'Bharatiya' Language, Arts and Culture. As an impact of the changes introduced by NEP 2020 in terms of Promotion of Indian Languages, Arts and Culture, there will be more attention on the culture and heritage of the country. The languages which are on the edge of being extinct will be revived and encouraged for speaking, writing and learning. The education system will be more liable to multilingual teaching-learning rather than using just Hindi or English as the medium of teaching. These changes will increase the employment opportunities for not only the teachers but also for the subject matter experts of these languages.

Conclusion

Education for the new generation has to be essentially engaged with the increasing digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. Moreover, the NEP 2020 addresses the need for the development of professionals in a variety of fields of languages, arts and culture. Youths need to be ready for the future as the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skills and aptitude. The new education policy has a worthy vision, but its strength will depend on whether it is able to be implemented in order to effect a coherent structural transformation. This shall empower the education system to constantly reform itself, instead of revising a new education policy every 10-15 years for a shift in curriculum. This, in itself, will be a remarkable and effective achievement not only for the nation but also for the individual.

References

- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- <https://shikshan.org/nep-2020/indian-languages-arts-culture/>
- <https://www.collegedekho.com/articles/national-education-policy-nep-2020-promotion-of-indian-languages-multilingual-education-arts-and-culture/>
- <https://indiadidac.org/2020/11/national-education-policy/>

NEP- 2020 & TRANSFORMATION OF HIGHER EDUCATION POLICIES

Sheetal Parasram Sanap

TYBA

SSSM Arts, Science & Commerce College

Saikheda, Niphad, Nasik

Abstract: -

Education is a basic Human right, a public good and a public responsibility. NEP is providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. HEIs performing exceptionally well will be helped by Central and State governments to expand their institutions, and thereby attain larger numbers of students and faculty as well as disciplines and programmes. Public Philanthropic Partnership models for HEIs may also be piloted with the aim to further expand access to high-quality higher education. Higher Education was the play most important roll of everyone's life so, the NEP 2020 is Implements a lot of basic & positive change in Higher education

Keywords: - Higher Education, Online & Digital Education, Educator, Technology, Quality, Universal access.

According to Right of Children to Free and Compulsory Education (RTE) Act (2009) An estimated 6.1 million children out of school in 2014 reduced from 13.46 million in 2006. 29 percent of girls and boys drop out of school before completing the full cycle of elementary education, and often they are the most marginalized children. (SRI-IMRB Surveys, 2009 & 2014). And on the other hand, India has a publicly funded higher education system that is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the center and the state. Accreditation for higher learning is overseen by 15 autonomous institutions established by the University Grants Commission (UGC). Aristotle says that "Education is the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society".

Classical age of Indian Education: -

An account of Indian education during the ancient period would be incomplete without a discussion of the influence of Indian culture on Sri Lanka and Central and Southeast Asia. It was achieved partly through cultural or trade relations and partly through political influence. Khotan, in Central Asia, had a famous Buddhist vihara as early as the 1st century CE. A number of Indian scholars lived there, and many Chinese pilgrims remained there instead of going to India. Indian pandits (scholars) were also invited to China and Tibet, and many Chinese and Tibetan monks

studied in Buddhist viharas in India. The process of Indianization was at its highest in Southeast Asia. Beginning in the 2nd century CE, Hindu rulers reigned in Indochina and in the numerous islands of the East Indian archipelago from Sumatra to New Guinea for a period of 1,500 years. A greater India was thus established by a general fusion of cultures. Some of the inscriptions of these countries, written in flawless Sanskrit, show the influence of Indian culture. There are references to Indian philosophical ideas, legends, and myths and to Indian astronomical systems and measurements. Hinduism continued to wield its influence on these lands so long as the Hindus ruled in India. This influence ceased by the 15th century CE. We have also seen the development of education under the Ancient time of India. The 500 years from the 4th century CE to the close of the 8th, under the Guptas and Harsha and their successors, is a remarkable period in Indian history. It was the age of the universities of Nalanda and Valabhi and of the rise of Indian sciences, mathematics, and astronomy. The university at Nalanda housed a population of several thousand teachers and students, who were maintained out of the revenues from more than 100 villages. Because of its fame, Nalanda attracted students from abroad, but the admission test was so strict that only two or three out of 10 attained admission. More than 1,500 teachers discussed more than 100 different dissertations every day. These covered the Vedas, logic, grammar, Buddhist and Hindu philosophy (Sankhya, Nyaya, and so on), astronomy, and medicine. Other great centers of Buddhist learning of the post-Gupta era were Vikramashila, Odantapuri, and Jagaddala. The achievements in science were no less significant. Aryabhata in the late 5th century was the greatest mathematician of his age. He introduced the concepts of zero and decimals. Varahamihira of the Gupta age was a profound scholar of all the sciences and arts, from botany to astronomy and from military science to civil engineering. There was also considerable development of the medical sciences. According to contemporaries, more than eight branches of medical science, including surgery and pediatrics, were practiced by the physicians.

These were the main developments in education prior to the Muslim invasions, beginning in the 10th century. Nearly every village had its schoolmaster, who was supported by local contributions. The Hindu schools of learning, known as pathshalas in western India and tol in Bengal, were conducted by Brahman acaryas at their residence. Each imparted instruction in an advanced branch of learning and had a student enrollment of not more than 30. Larger or smaller establishments, specially endowed by rajas and other donors for the promotion of learning, also grew in number. The usual centers of learning were either the king's capital, such as Kanauj, Dhar, Mithila, or Ujjayini, or a holy place, such as Varanasi, Ayodhya, Kanchi, or Nasik. In addition to Buddhist viharas (monasteries), there sprang up Hindu mathas (monks' residences) and temple colleges in different parts of the country. There were also agrahara villages, which were given in charity to the colonies of learned Brahmans in order to enable them to discharge their scriptural duties, including teaching. Girls were usually educated at home, and vocational education was imparted through a system of apprenticeship.

Higher education policies of India :-

India is believed to have had a functioning system of higher education as early as 1000

B.C, Unlike present day universities, these ancient learning centers were primarily concerned with dispersing Vedic education. The modern Indian education system finds its roots in colonial legacy. The British Government used the university system as a tool of cultural colonization. Colonial efforts in higher education were carried out initially through the East India Company, followed by the British parliament and later under direct British rule. The first institution of higher learning set up by the British East India Company was the Calcutta Madrasa in 1781. This was followed by the Asiatic Society of Bengal in 1784, Benaras Sanskrit College in 1791 and Fort William College in 1800. With the Charter Act of 1813, the British Parliament officially declared Indian education as one of the duties of the state. The same act also removed restrictions on missionary work in British India, thus leading to the establishment of the evangelist Serampore College in 1818. Thomas Babbington Macaulay's famously controversial Minute on Education (1835) reflected the growing support of a Western approach to knowledge over an Oriental one. Soon after, in 1857, the first three official universities were started in Bombay (Mumbai), Calcutta (Kolkata) and Madras (Chennai). Followed by the University of Punjab in 1882 and the University of Allahabad in 1887. These universities were modeled after the University of London and focused on English and the humanities

The British control of the Indian education system continued until the Government of India Act 1935 that transferred more power to provincial politicians and began the "Indianisation" of education. This period witnessed a rise in the importance of physical and vocational education as well as the introduction of basic education schemes. When India gained independence in 1947, the nation had a total of 241,369 students registered across 20 universities and 496 colleges. In 1948, the Indian Government established the University Education Commission to oversee the growth and improvement of higher education. In the 1960s and 1970s, the government increased its efforts to support higher education by not only setting up state-funded universities and colleges, but also providing financial assistance to private institutions, resulting in the creation of private aided/ grant-in-aid institutions.

Despite the departure of the British, Indian higher education continued to give importance to the languages and humanities until the 1980s. Institutes of professional education like the Indian Institutes of Technology (IITs), Birla Institute of Technology and Science Pilani (BITS), Regional Engineering Colleges (REC) and Indian Institutes of Management (IIM) were some of the more prominent exceptions to this trend. These institutions drew inspiration from reputed universities in the United States and also received foreign funding. However, the education system remained using colonial English instead of plain English as many ESL countries do under the colonized mentality that sophistication of language used in education signifies quality of education instead of the quality of structured knowledge that is transferred. Post 1980s, the changing demands of the global economy, lack of foreign investment and political volatility, decreasing value of currency, and an increased strain on government governance capacity, slowed the growth of state-funded higher educational institutions. This led to an increased role of the private sector in the education system.

NEP -2020 & Higher education : -

India is following NEP1986 in the form of 10+2+3 Pattern in Educational institutions. The National Education Policy of 1986 emphasized scholarships for the poor, adult education, reorientation of the system to promote gender equality, employment of teachers from oppressed groups, and disabled persons. Physical and mental health and areas requiring special attention. Special and also the development of new schools and universities. All these political initiatives after independence have produced important results in all areas, such as school enrollment, increased spending on education, growth in literacy rates, the universalization of education, etc. Over the course of 7 decades after Independence, the education system of India has evolved gradually yet phenomenally. From a literacy rate of 18% in 1951, we have moved up to 73% as of 2011. Currently, the education system in India is the strongest and largest in the world hosting more than 315 million students.

NEP 2020 stands for New Education Policy 2020 which was started by the Union Cabinet of India under the guidance of honorable Prime Minister Narendra Modi on 29, July, 2020 which delineated a perception of India's new education system. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India.

Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education. The New Education Policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision make the key changes of the current higher education system:

- moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- moving towards a more multidisciplinary undergraduate education;
- moving towards faculty and institutional autonomy;
- revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;
- establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
- governance of HEIs by high qualified independent boards having academic and
- administrative autonomy;

- “light but tight” regulation by a single regulator for higher education;
- increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

NEP 2020 also provides the students Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning.

Conclusion:-

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of the government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses and learns from Skill India’s experience in engaging more dynamically attached to new shapes of vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems, a consultative monitoring and review framework . It provided an universals access in education sector in India

Please read the guidelines from the brochure and make changes as per the format of pagesetup, font etc.

Citations are missing.

References:-

1. "Higher Education, National Informatics Centre, Government of India". Education.nic.in. Archived from the original on 18 July 2011. Retrieved 1 September 2010.
2. India Country Summary of Higher Education" (PDF). World Bank.
3. Jump up to a b c India 2009: A Reference Annual (53rd edition), 237
4. Rukmini S. (4 August 2015). "Only 8.15% of Indians are graduates, Census data show". The Hindu. Retrieved 1 April 2016.
5. "Latest Statistics on Indian Higher Education". DrEducation.com. 17 July 2012. Retrieved 28 August 2012.

E- Sources

1. <https://www.highereducationdigest.com/the-impact-of-national-education-policy-2020-on-professional-education>
2. <http://bweeducation.businessworld.in/article/NEP-2020-Impact-On-Higher-Education-/07>
3. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0363.pdf
4. <https://Wikipedia.in>

NEP-2020-PROMOTION OF ONLINE AND DIGITAL EDUCATION**Shruti Jagre***SYBA (History Department)**SSR College of Arts, Commerce & Science**Silvassa, Sayli Road, DNH&DD*

Abstract: -

The act or process of imparting or acquiring particular knowledge or skills, as for a profession. Online Study, much like the online learning definition, encompasses any sort of knowledge acquisition process That is facilitated by the use of technological tools or that takes place in large part via the internet. Digital education is the innovative use of digital tools and technologies during teaching and learning, and Is often referred to as Technology Enhanced Learning (TEL) or e-Learning. The National Education Policy 2020 (NEP 2020) has emphasised on the use of mother tongue or local language as the medium of Instruction till Class 5 while recommending its continuance till Class 8 and beyond. It recommends that All students will learn three languages in their school under the formula. The three languages learned by Children will be the choices of States, regions, and of course the students themselves. New Circumstances and realities require new initiative. Due to epidemic and pendemics it wasn't possible in-Person education. Education policy 2020 recognise the importance of leveraging the advances of Technology while acknowledging it's potential and dangers. However, the benefits of online/ digital Education cannot be leveraged Unless the digital dived is eliminated through concerned efforts and Availability of computing devices. As its online platform teachers require suitable training and Development to be an effective online educators. Various challenges are also seen as if networkAvailability, power disruptions and preventing unethical practices. Is blended with experimental and Activity based learning and limited focus on the social, affective, psychomotor dimensions of leaning.

Keywords: - Online& Digital Education, Pandemic, Educator, Technology Enhanced Learning, Local Language.

Meaning of Education

“Education means the bring out of the ideas of universal validity which are latent in the mind of every man.”:-Socrates

“Education is natural harmonious and progressive development of man's innate powers.” - Heinrich Pestalozzi

“Education is the development of good moral character.”- J F Herbert

- Citizens of a country understand their true potential through the means of education.
- Education helps in getting an individual a good-paying job, which helps in improving the economic status of his/ her family.
- It teaches an Individual the importance of differentiating between good and bad as well as right and wrong.

- An educated person can strive for the betterment of a country.

Early education in India commenced under the supervision of a guru or prabhu. Initially, education was open to all and seen as one of the methods to achieve Moksha in those days, or enlightenment. As time progressed, due to a decentralised social structure, the education was imparted on the basis of varna and the related duties that one had to perform as a member of a specific caste. The Brahmans learned about scriptures and religion while the Kshatriya were educated in the various aspects of warfare. The Vaishya caste learned commerce and other specific vocational courses. The other caste Shudras, were men of working class and they were trained on skills to carry out these jobs. The earliest venues of education in India were often secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the guru and stay away from cities in ashrams. However, as population increased under the Gupta empire centers of urban learning became increasingly common and Cities such as Varanasi and the Buddhist Centre at Nalanda became increasingly visible.

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

NEP-2020- & Online and Digital Education

On 29 July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system. Which will be introduced in India till 2026.

“Students are encouraged to collaboratively solve problems through discourse instead of memorizing correct answers; the teacher or instructor plays a very essential role in this process”:- Harasim

Clark and Mayer “E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning.”

Ruiz, Mintzer, and Leipzig “The Impact of E-Learning in Medical Education.”

Online teaching has become a medium of teaching/learning process during pandemic but it has certain limitations too. Online teaching requires electronic gadgets like smartphones/ Tablet/ Laptop/ Computer and proper internet facility to both teachers and students. In India, the per person availability of smartphones is less as compared to other developed countries. A large section

of Indian population comes under middle income and low income families. So they could not afford to give smartphones to their children to continue their education. There is less internet availability in remote areas. In most of the north eastern states, the internet speed is very low because of lack of investment by Telecom enterprises. According to a report published by UNESCO, the educational inequalities increased during Covid 19 pandemic. The main reason for increase in educational inequalities was lack of resources for the children of marginal sections of society. There are also scenes in the remote areas where the students have to go to cities or towns for proper internet facility to continue their education. Online teaching became an important medium and compulsion also to give education to the students during Covid 19 pandemic. It is beneficial for the students in some ways but it has limitations too. It is beneficial to continue the teaching process. The increasing popularity of online teaching in Covid 19 pandemic and the role played by it to continue the learning process sets an example to tackle such types of problems in future. Government should also try to reduce the educational inequalities during Covid 19 pandemic by making the teaching process available at a platform which can be accessed by a large number of students. For example:- Starting class lecture for secondary and senior secondary students at DOORDARSHAN television network.

The pandemic has severely affected education and educational systems across the world. Educational institutions around the world were temporarily closed in an attempt to reduce the impact of Corona. 1.077 billion learners have been affected due to school closures. Now the biggest question arises that how students get education?. Many big organizations have found only one solution for this, which is online education. The effect of which can be seen everywhere. Online education is being achieved through computers in a way with the facility of the internet. Computers and many types of gadgets are used for online education. But for this the quality of the internet should be good, we have to pay attention to this. There is no such situation as lockdown, but a deadly disease like corona still has not given up. For this reason, schools and colleges have still made online education their best support due to the situation being not normal. Which is right or not, depends on the effect of the situation in each way.

Education refers to the development of the learning and thinking process. It goes beyond the four walls of the classroom. It is all about gaining experience and therefore we can divide education into three main types:

1. Formal Education
2. Informal Education
3. Non-formal Education

All three types of education are explained in this section below.

- **Formal Education**

This is also known as formal learning which usually takes place within the premises of the school. It refers to the basic academic knowledge that a child learns in a formal manner. This continues from an elementary school to secondary school and further on to colleges. Such an education is provided by specially qualified teachers who are efficient enough with the art of instruction. The student and the teacher are both aware of the facts and engage themselves through a process of education. Some of the examples of formal education are classroom learning, Institute grading/certification, or planned education of different subjects with a proper syllabus acquired by attending an institution.

- **Informal Education**

This is the type of education wherein a parent is teaching a child things that are beyond academics like preparing a meal or riding a bicycle. People can also get informal education through books or

educational websites. This is an education that is not derived in schools through a proper learning method. It is not pre-planned nor deliberate. It is an experience that an individual garners by undergoing regular practice and observing others. Some of the examples may be teaching a child with some basic personality traits, learning a mother tongue, performing certain extracurricular activities, etc.

- **Non-formal Education**

It refers to adult basic education, adult literacy education, or skill development. It can take different forms of learning, which is consistently and systematically provided in order to develop a particular skill or ability in an individual. This type of education is highly flexible and includes a wide range of activities. Some of the examples may be fitness programs, community-based adult education courses, and free courses on different platforms, etc.

- * Learning is no longer restricted to the school day or the school year.

- * Learning is no longer restricted within the walls of a classroom.

- * Learning is no longer restricted to the pedagogy used by the teacher.

- * Learning is no longer restricted to the pace of an entire classroom of students.

Digital learning is more than just providing students with a laptop. Digital learning requires a combination of technology, digital content and instruction.

Technology is the mechanism that delivers content.

Digital content is the high quality academic material which is delivered through technology.

Educators are essential to digital learning. Technology may change the role of the teacher but it will never eliminate the need for a teacher.

There are also other conditions beyond management and teaching that contribute toward high quality e-learning systems. Flexible transfer of credits that recognise qualifications taken online as well as face-to-face, and government web sites that provide accurate and reliable information about the quality online programs available within their jurisdiction, are also essential components of a high quality e-learning system.

References:-

1. "Higher Education, National Informatics Centre, Government of India". Education.nic.in. Archived from the original on 18 July 2011. Retrieved 1 September 2010.
2. India Country Summary of Higher Education" (PDF). World Bank.
3. Jump up to a b c India 2009: A Reference Annual (53rd edition), 237
4. Rukmini S. (4 August 2015). "Only 8.15% of Indians are graduates, Census data show". The Hindu. Retrieved 1 April 2016.
5. Yojana Magazine

E- Sources

1. <https://www.highereducationdigest.com/the-impact-of-national-education-policy-2020-on-professional-education>
2. <http://bweducation.businessworld.in/article/NEP-2020-Impact-On-Higher-Education-/07-08-2020->
3. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
4. <https://Wikipedia.in>

AN ARTICLE ON NATIONAL EDUCATION POLICY 2020 AND MANAGEMENT EDUCATION

Miss. Geeta Khatri

Student MBA 2nd Year (HR),

SSR IMR, Silvassa

Permanently Affiliated to SPPU, Pune

Mr. Avinash Mishra

Student MBA 2nd Year (HR),

SSR IMR, Silvassa

Permanently Affiliated to SPPU, Pune

ABSTRACT:

Management Education is one among the elite education in the World. India is contributing well with the Management Education stream. The IIMs being the leading Institutions, today almost in every district one can experience the MBA Institutes which eventually leads to employability of youth. National Education Policy (NEP) 2020 is the latest feather in the education system in India. NEP 2020 was launched on July 29, 2020. The first Education Policy was established in 1968, then in 1986 and then modified in 1992. NEP aims to give quality education and promote lifelong learning by providing ample opportunities to all citizens. India being one of the fastest-developing countries in the world and to achieve stable and sustainable growth, it needs a futuristic and conceptualized system of education that can meet its manpower requirements by bridging the demand-supply gap of the economy.

This article attempts to understand the essence of National Education Policy 2020 for the Nation. It further aims to study the perspective of NEP 2020 with respect to the Management Education in Indian Context. The Authors also present the essentials required with respect to the preparedness of Management Education towards implementing NEP 2020. This conceptual article is based on secondary data. The Article encompasses with knowledge pertaining to the National Education Policy and Management Education. The Authors have considered the Management Education at large rather any specific specialisation of the Management Education and also the Authors have linked the perspective of NEP with management education in general, hence the inferences are indicative in nature rather exhaustive. Higher Education Institutions are focused towards students development and the Management Education certainly equips the students with better employability probability. The NEP 2020 is an added advantage to the existing educational set up.

Key Words: Management Education

INTRODUCTION:

The National Education Policy (NEP) 2020 is one of the first education policy of the 21st century which aims to address the growing development imperatives of our country. The Policy proposes the revision and revamping of all aspects of the education structure, including the regulation and governance, to create a new system that will align with the aspirational goals of 21st century education. The NEP lays particular emphasis on the creative potential of each individual. NEP is basically based on the principle that education must develop not only cognitive capacities

but both the ‘foundational capacities’ of literacy and numeracy ‘high-order’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities.

Management education has become important field of higher education as it is playing a central role in the success of managers and organizations worldwide. Management education provides professional discipline in students which is necessary in every organization. Management education enhances the managerial skills by sharing of ideas, the acceptance of other’s ideas and many of healthy discussions. It has to come with active participation in a group of people and it happens in the Management Courses. In India, Management education is becoming more important in a contemporary and interdisciplinary world. It equips one to make profitable and judicious decisions within the limitations of resources, materials, men and machines. This stands a management graduate in good stead in almost every professional domain.

OBJECTIVES OF THE STUDY:

The Author has considered the following objectives for the study:

- i. To understand the essence of National Education Policy 2020 for the Nation.
- ii. To study the perspective of NEP 2020 with respect to the Management Education in Indian Context.
- iii. To present the essentials required with respect to the preparedness of Management Education towards implementing NEP 2020.

RESEARCH METHODOLOGY:

The article on *National Education Policy 2020 and Management Education* is a Conceptual article attempted by collecting data through the Secondary sources. The Author through the article aims to understand the essence of National Education Policy 2020 for the Nation. The article further aims to study the perspective of NEP 2020 with respect to the Management Education in Indian Context. The Authors also intend to present the essentials required with respect to the preparedness of Management Education towards implementing NEP 2020. The article has the scope of reviewing the existing potential of Management Education and its linkage with NEP 2020. The Authors have considered the Management Education at large rather any specific specialisation of the Management Education and also the Authors have linked the perspective of NEP with management education in general, hence the inferences are indicative in nature rather exhaustive.

RESEARCH PROCESS:

The Author has adopted the following research process:

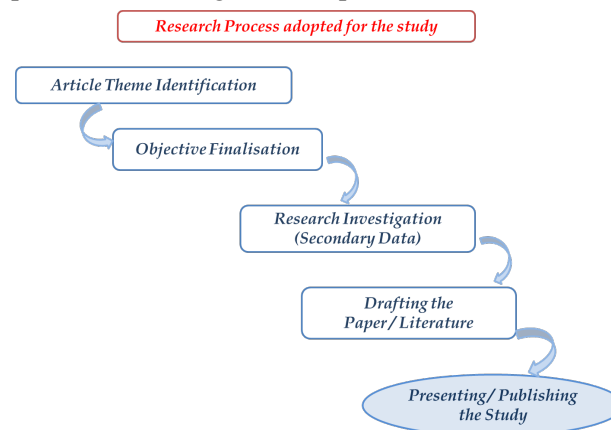


Fig. 1: Research Process adopted for the study

Source: Author’s Study

National Education Policy 2020: An Outline

National Education Policy 2020 was approved by the Union Cabinet on 29th July 2020. The first NEP was established on 1968 under the rule of Ms. Indira Gandhi. Later, it was modified on 1992 under P.V. Narsimha and now it's been 24 years since the New Educational Policy has been made and approved in 2020. It is inserted in the constitution through Article 21 in which free education for 6 to 14 age group has been noted. When on 2014, the BJP came into lead, Ms. Smriti Irani made a committee, Human Resource Department Ministers wherein, the committee decided to work on 3 objectives i.e., To improve the Quality of the Education, to increase credibility of education and the last one was Addressing the Gaps between implementing it. Later, Dr. K Kasturirangam made a committee of 9 members and they drafted the NEP in 2019 and later it was approved on 2020. The important changes in New National Education Policy 2020 were HRD Minister changed into Ministry of Education, GDP investment in Education to increased from 1.6% to 6% and focussing on Gross Enrolment Ratio so that it will be increased to 50% by 2035. The criteria of 10 Years (Age 10-16) and 2 Years (Age 16-18) broke down into new criteria i.e., 5+3+3+4

5 Years	(Angad wadi/ Pre School/ Balvatika) Class (1 & 2)	Foundational Age (3 to 8)
3 Years	Class (3 to 5)	Preparatory Age (8 to 10)
3 Years	Class (6 to 8)	Middle Age (11 to 14)
4 Years	Class (9 to 12)	Secondary Age (14 to 18)

Source: www.education.gov.in

Changes in School Education included:

1. Students to learn coding from Class 6
2. Mother tongue to be a medium of instruction till 5th Grade (Adopting local language Europe Advancement)
3. Report Card will be Comprehensive based on Skill + Capabilities
(360-degree Progress Card, Academic + Practical + Co-Curriculum equal featuring)

Changes in Higher Education:

- Flexible curriculum
- Vocational subjects
- Inter-disciplinary communication of Subjects

The students will have no divisional subjects like in Arts, Science and Commerce and can make their Area of Interest or combinational subjects can be made. There will be other classical Language and Sanskrit will be offered in every level of education. NEP 2020 recommends mother tongue/home language/local language, as medium of instruction at least till Grade 5 and at later stages, wherever possible. NEP 2020 promotes active pedagogy, development of core capacities and life skills, including 21st century skills, experimental learning at all stages, low stake board exams, holistic progress card, transformation in assessment to promote critical and higher order thinking among students, mainstreaming of vocational education and reforms in teacher education.

Management Education: An Overview

Management educations are offered throughout the world in a large number. The course allows us to obtain the knowledge and skills needed to assume in order to have a management position in a wide. Management studies provide students a strong base of Management like Organizational behaviour and human resource management, negotiation, conflict resolution, compensation management and organizational development. This in short allows students to develop deeper knowledge in specific areas of interest. NEP 2020 is the first education Policy of the 21st Century and it aims to develop the imperatives of our country. In the past, management education was classified under technical education, so there was no change as such from the NEP 2020. The different kinds of technical education which includes management together all kinds of technical education as well as engineering technology, hotel management etc, in the NEP it has mentioned that they will ascertaining more people who are in a higher demand of these kinds of courses and also signifies the in-depth connection between industry and academics. The management implications will be enormous. Introducing of Digital education which will help students learn who are not able join the campus. Secondly, the core courses like Organizational Behaviour, accounting, finance, marketing will be taught by only 1 teacher across multiple campus so as to alleviate the shortage of teachers. Largely management education can become more particular by ‘how to know’ and ‘why to know.’

Management Education: Preparedness towards Implementing NEP 2020

The NEP 2020 has strong relevance to the school education and higher education. Management education being part of the Higher education & represented as Professional Programme, need to be prepared to withstand the changes. The potential identified areas were preparedness of the Management is required is discussed below:

7. Research:

In Management Education at the time of establishment the core aim or purpose was to develop academic writing skills in students to increase the intellectual capabilities and to have a practical exposure for dealing with complex problems like: Economic Issues, Business Growth, Unemployment and Poverty. Management Education gives a proper framework to their students for better growth in career aspect which is very necessary for a country like India which currently has a huge scope to become a developed country.

8. Entrepreneurship Development:

Entrepreneurship plays a important role in the overall economic development of India as Entrepreneurship gives the ability or readiness to student or a person who want to start their own business or enterprise to earn more money in the name of profit. Management Education in India is providing a good number of courses in their two-years of education programme along with recommending to opt for MOOC (Massive Open Online Course) which create a strong base for post-grad students to become an successful entrepreneur.

9. Internship:

Internship is one of the famous and recommendable training programmes for students

which provides a hands-on experience to students regarding job and the work that should be carried out at the time of job. Internship is an integral part of Management Education in which students need to do internship at an organization to have an experience of work and to become an industry-ready professional. Management Schools include a well-defined 6-8 weeks of intensive internship for each student with a aim to provide on-the-job-learning.

10. Design Thinking Approach:

Management Education brings the ability of design thinking to the students for better dealing with complex and ill-defined problems, basically design thinking is needed approach in today's era. Design thinking in management education helps in bringing creative ideas in students for various problems. In recent years, design thinking approach gain extremely popularity in the entrepreneurial ecosystem as well as in several other streams of work.

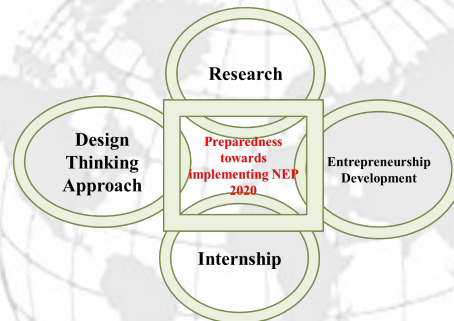


Fig. 2: Preparedness towards NEP 2020 Implementation

Source: Author's Understanding

CONCLUSION:

The article studies about the NEP as it ensures the foundational literacy in an education system. This article attempts to understand the essence of National Education Policy 2020 in respect to management education and its preparedness towards implementing NEP 2020. The Formative years that is 5+3+3+4 model has been adopted by the school education curriculum which is return helping the education management help the student to actively participate in all the curriculum activity. NEP 2020 has also broken the system of strict follow of Arts, Science and Commerce stream as students are given priority to choose their own considering stream and many such steps. Considering the management education, this is offered in a large number of countries. It gives the overall and holistic nature of curriculum of the management. The NEP has also put forth digital studies so as to it will be easy to access and all the students will equally have a chance to study. NEP 2020 has a strong relevance on Management Education and the success lies in the effective implementation of the same.

References:

- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- <https://brainfeedmagazine.com/overview-of-management-education-in-india/>
- <https://www.jagranjosh.com/articles/overview-of-indian-management-education-1422015081-1>
- https://www.ugc.ac.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf
- <https://bschool.careers360.com/articles/relevance-of-design-thinking-in-management-education>

**BUILDING STUDENT AGENCY IN A PEER-LEARNING ENVIRONMENT:
AN EXPLORATORY CASE STUDY****Ms. Mahek Makwana***Semester IV, M.A. (eLearning),
Department of Educational Technology,
SNDT Women's University, Mumbai***Prof. (Dr.) Jayashree Shinde***Head, Department of Educational
Technology,
SNDT Women's University, Mumbai*

Abstract

One of the fundamental principles of NEP-2020 is to promote creativity, critical thinking as well as logical decision-making in learners. Many-a-time, it has been observed that the authority, decision-making and ownership of the learning process lies with the teachers whereas the learners play the passive role of comprehending what they are 'taught' and performing as they are told. Constructivism focuses on the learner's ownership of the knowledge. Learner's cognitive, vocational and professional skill-development is possible through a change in the role of the teacher and a learner. The changed role will be as a creator of a conducive learning environment and the facilitator. The extreme autonomy and authority of learners in the entire learning process is exploited in one of the innovative pedagogies named 'Student Agency'. It is a holistic approach where learners have a voice and choice to make decisions and become the agents of their own learning. Learners build Student Agency by interacting with their learning environment which include peers, teacher, family and community. Peer-evaluation and collaboration are other areas of study in the light of NEP-2020. The aim of the present study is to analyze how higher education learners build 'student agency' in a peer-learning environment. It is a qualitative study where the researcher employed the Exploratory Case Study Method. Eleven post-graduate students of a university department were offered a freedom of 'Student Agency' for acquiring cognitive skills. The data obtained through observation. The paper presents the methodology and the findings in the form of elaboration of the derived categories and themes. The findings of this study would help to understand learning processes through observation of 'Student Agency' environments.

Keywords : Student Agency, ownership of learning, peer-evaluation

Introduction

Many-a-time, the authority and ownership of the learning process lies with the teachers and whereas the learners play the passive role and do as they are told. This kind of learning presents learners with few opportunities to be involved in the learning process and comprehend what they are learning. However, there is one approach called "Student Agency" provides learners with an opportunity to take charge of their own learning. According to OEDC (2019), Student Agency can be defined as "the capacity to set a goal, reflect and act responsibly to effect change". Learners are given ownership, voice and oftentimes a choice on how they want to direct their learning. It is a holistic approach where learners have a voice and choice to make decisions and become the agents

of their own learning. But it is much more than just giving learners autonomy, voice or choice and it does not just mean that learners act in isolation or for self-interest and voice whatever they want to do. Learners are not born with a sense of agency nor is it a part of their personality trait, but it is something learnable and malleable (OECD, 2018). Student Agency is said to be co-created. It is promoted or influenced by the interactions and negotiation the learner has with his or her environment or social context. Vygotsky (1987) also stated something similar, that by using tools and social practices individuals take up agency as they interact and negotiate within their social contexts. The environment or social context of the learner consists of their teacher, peers, family and community, that strongly influence the sense of agency in a learner.

A peer-learning environment is a setup where peers learn with and from each other to achieve goals. This learning may take place through reading, writing, problem-solving, debates, group work, discussions etc. According to IIMB (2021), peer-learning is effective as it assigns an active role to a learner and he or she is no longer a silent spectator in class. Effective peer-learning can take place in a conducive environment that will also then enable learners to move on from being dependent learners who may be passive to being interdependent learners. The interdependence will help learners to learn from and with each other and also let them play an active role in the learning process. This can also result in or enable a learner to take responsibility for his or her own learning. Hence, it is one of the most effective and used strategies in the field of education.

Review of Related Researches

This study has two main concepts: student agency and peer-learning environment. Many studies have been conducted on them over the years:

Student Agency

The research conducted by Titus & Roman (2019) and Karahan & Roehrig (2016) highlight that when students are given an opportunity to exercise agency, they have more effective and enriched learning experiences. Student agency is promoted when learners are given the choice to direct their own learning. They gravitate toward topics that they are interested in or that motivate them, this was observed in studies undertaken by Yang, Li, Zhou & Li (2020), Karahan & Roehrig, (2016) and Stolp et al., (2022). Being in charge of your own learning and making decisions comes with a lot of added responsibility. Wedin & Aho (2019), Moore (2019) and Ketonen et al., (2022) found that this responsibility also helps a learner to develop and strengthen agency. Studies undertaken by Whitney & Rowley, (2021) and Davis et al., (2018) highlight that regularly reflecting and tracking progress enables a learner to promote and increase student agency. Student agency is a co-creation between the learner and the learner's environment or social context and studies undertaken by Hensen (2021), Haataja et al., (2022), Shuttet et al., (2010), Storey et al., (2021) and Saito, Iikubo & Shirouzu (2021) helped identify that collaboration enables learners to promote student agency.

Peer-Learning Environment

Liu & Chen (2020), Razak & See (2010) and Tu & Chiang (2015) in their studies have

highlighted that when peers learn together, it helps increase their academic achievement and motivation toward learning. It has been proved in the studies conducted by Gachago et al., (2011) and Galloway & Burns (2014) that peer-learning also enables to increase and promote the engagement of students toward learning. It has been said that the attitude a learner has toward peer-learning can have an impact on the growth, mindset and thoughts of a learner. Studies undertaken by Srougi & Miller (2018), Nielsen et al., (2018), Tullis & Goldstone (2020) and Mustafa, (2017) show that peer-learning environment has a positive impact on the learner's attitude and confidence towards learning.

Need of the Study

Studies conducted in this field tend to focus on the promotion of student agency, pattern of interaction and changes in levels of agency of a learner, when exercising student agency in a collaborative environment. These studies were also based on only mathematical and scientific collaborative problem-solving or peer-to-peer teaching. There are not many studies in India that give an in-depth insight of “how” that agency is built in a learner, while/he is learning in a collaborative environment. Hence, the researcher in this study wanted to explore how student agency is built or developed in a peer-learning set-up. Analysis of learner behaviour as a team member and analysis of the entire group behaviour as a team through learner interactions, emerged as the concerned area of research.

The study titled “Building Student Agency in a Peer-Learning Environment: An Exploratory Case Study” was finalised in light of the need. The researcher aimed to analyze how higher education learners build student agency in a peer-learning environment. Hence, the research question of the study is, “How higher education learners build student agency in a peer-learning environment?”

Research Methodology

Using Qualitative approach, the study adopted the Exploratory Case Study research method wherein, eleven (female) post-graduate students of a university department were selected as the sample for the study. The data for the study was obtained using Active Participant Observation and the researcher played the role of the facilitator to provide guidance and support.

Intervention

A Four-day intervention was planned. Milestones were set for participants to achieve. However, they were given the freedom to make decisions that would enable them to exercise student agency. They enjoyed the freedom of forming their own groups/pairs, choosing assessment strategies and coming up with their own strategy for how they want to achieve the milestones. The topic ‘Designing a Session Plan’ was finalized for the participants to learn, which was chunked into the following milestones:

- a) Set learning objectives
- b) Design a session plan template and
- c) Design a session plan

On day 1, after being introduced to the milestones the participants discussed amongst themselves and formed 3 groups. Group one had 4 members and groups two and three had 3 members each. All groups enjoyed the freedom to pick their own topics and worked on achieving the first milestone which was to set learning objectives. Later, peer-evaluation was conducted wherein, the other groups assessed each group's learning objectives. On day 2, all groups worked on achieving the second milestone to design their session plan templates. On day 3, each group set criteria to assess a session plan before designing their session plans. On day 4 of the intervention, all groups choose to assess each other's session plans. Thus, peer-evaluation was conducted on the last day wherein, the other groups assessed each group's session plan.

Observations

The data was obtained through observation and the researcher played the role of the facilitator to provide guidance and support. It was observed that each group had a different way of working:

Group 1:

On day 1, the group was motivated and eager to accomplish milestone 1. They began discussions on the topic they wanted to pick for their session plan. One participant took charge and began sharing her ideas, other members also joined in and gave their inputs. After some negotiations, the group finalized their topic and worked on setting their learning objectives. Most members of the group were actively involved in peer-evaluation. The researcher noted that on the first day, all the members supported one another and communicated well but 1 participant was a bit reserved and hesitant to give inputs compared to the other 3 group members. On day 2, the group decided to work on the second milestone by playing to their strengths and divided the work. In doing so, they would still have discussions and even negotiate on certain points. During these negotiations, all members shared their opinions and most tried to be diplomatic yet direct in putting their point across. The group even asked for the facilitators feedback and refined their work once the feedback was provided. On day 3, the group first set criteria to assess a session plan, all members were actively involved during this task. The group often had doubts regarding criteria but came up with their own solutions when the facilitator provided hints. It was noticed that when they started designing their session plans, some interacted and gave inputs more than others. But they discussed and negotiated well. If, suggestions were given by a member that are not correct, others politely gave their opinion and explained what can be done instead. On the last day, two members joined the peer-evaluation online, while other members were present offline. The two members who were present offline were more involved in assessing the session plans designed by other groups and even answered most of the questions addressed to them by other groups regarding their own session plan. Overall, it was observed that group 1 always tried to play to their strengths, members who may have been a bit introverted in the beginning also began sharing their ideas and the group handled discussions and negotiations well.

Group 2:

On day 1, the group was very calm and composed. They selected their topic but had a few

negotiations to finalize their target audience. All the 3 members were communicating and interacting well. They were very comfortable around each other and put their points across calmly and were also good listeners. The whole group was actively involved in framing the learning objectives as well as peer-evaluation. On day 2, the group began working on achieving the second milestone. In the beginning, it was all smooth, but the group struggled a little bit at the later stages. It was observed that the members politely discussed and negotiated even though it looked a bit flustered. On day 3, the group took some time to set criteria to assess the other group's session plan. As a result, by the time they started designing their session plans they seemed a bit tired; but, just like the previous day, they did not let that affect their communication and work. On the last day, one member joined the peer-evaluation online, while other members were present offline. The participants who were present offline appeared to be more involved in the evaluation process compared to the group members who joined online. Overall, group 2 worked very well together, supported each other and almost always appeared to be on the same wavelength.

Group 3:

On day 1, the group 3 struggled and could not understand the milestones or tasks given to them. They required a lot of support and guidance from the facilitator. Once they understood what they needed to do for achieving milestone 1, one participant took the lead and they began working on it. All members discussed, finalised the topic and started working on their learning objectives. They communicated well and helped each other understand concepts. Most of the members of the group were actively involved in peer-evaluation; but it was observed throughout day that one of the participants was quite passive compared to the other group members throughout. Just like the first day, the group struggled to understand the task on day 2. Once an explanation was provided to them, they started working on it. Three members were actively involved whereas one member only agreed to their decisions. They asked questions and queries to the facilitator to get clarity. They overall communicated well, helped each other understand concepts and discussed a lot. On day 3, the group took a while to set criteria to assess the other group's session plan and later began designing their session plan. The group really struggled with forming sentences, but together they were discussing and trying to form correct sentences. It also took them time to come to consensus and decisions. After long discussions and negotiations, they completed designing the plan. On the last day, two of the group members were more involved and took charge of not only assessing the other group's session plans but also answering most of the questions addressed to them by other groups. The remaining member tried to support them whenever they could. Overall, it was observed that despite the many struggles they faced, group 3 always supported and helped each other through long negotiations and discussions. Most of the members were actively involved and communicated very well.

Traits of Participants

The aim of this study is to analyze how higher education learners build student agency in a peer-learning environment. The students worked together in groups and learned from each other through interactions, peer-evaluations and some support from the facilitator. The researcher could

observed that not all learners build agency at the same level or in the same manner due to factors like skills-set, behavior, attitude and personality traits. It was observed that out of the 11 participants in the study, 9 participants built student agency meaningfully through this process. Their traits can be categorized into the following:

Participants who emerged as leaders:

There were two participants who came out emerging as leaders who lead their groups by taking initiative. They were in charge, pushed their teammates, listened to everyone's ideas, built on them and most of the time negotiated diplomatically. They even took the responsibility for answering most of the questions during peer-evaluation. These leadership attributes enabled them to develop a strong sense of agency through the workshop.

Participants who were proactive:

There were a total four participants, other than the emerging leaders, who were inclined to build student agency due to their proactive attitude towards the task. They were in action, gave their inputs and ideas, were well-prepared and directed, yet interacted respectfully, with their peers. It was this demeanor and attitude that led them to build student agency.

Participants who were active:

There were three participants who may have not been as proactive as the other 4 but built agency by being involved and active throughout the intervention. They were involved in all aspects of the tasks, shared some ideas, provided their perspective, added more essence to their group members' ideas and negotiated with their peers whenever necessary. This active participation led them to build student agency. Though they were quite active, the activeness was a response to the initiative by the leaders and/or proactive members.

Participant who evolved through the process:

There was one participant in one of the groups, who was quiet, introvert and shy. In the beginning, the participant silently observed, agreed to choices and decisions other group members made and only gave her input whenever required. It appeared as though the participant was a bit hesitant to interact and provide opinions. However, with time, it was observed that the participant consciously put in the effort, shared inputs and even negotiated a little bit when necessary. Through each passing day, the participant eased up, started giving her input and helped build on other members' ideas. She may not have built a very strong sense of agency but did grow a little through the process, even though the intervention lasted for 4 days.

Participant who may not have built student agency:

It was observed that one participant in the study, even though present, did not showcase many agentic traits. Unlike other participants, she was quiet and passive throughout the learning process, only agreed to the decisions made by her group members and barely had any inputs of her own to contribute. It appeared as though she was not motivated or interested in completing or contributing to the task. This led the researcher to believe that the participant has not been able to build student agency.

Conclusion

The findings of the study reveal that the way the intervention was structured, the choice and voice given to learners while in a peer-learning environment helped most of the learners build student agency. They were motivated and eager to learn due to the active role they played in the learning process, which enabled them to take responsibility for their own learning. They enjoyed the freedom and opportunities provided to them. One of the most significant factors that helped them build student agency was the social interaction they had with their peers, whether it was working in groups, supporting each other, or having discussions during peer-evaluation. This process enriched and enhanced their learning experience, leading them to build student agency in a peer-learning environment. It can be concluded that the student agency can contribute meaningfully to the development of 21st Century skills in today's higher education learners, particularly with reference to the skills of communication and collaboration.

References:

Davis, K., Pitt, C., Bell, A., & Kim, A. (2018). Using digital badges to promote student agency and identity in science learning. *Proceedings of the Connected Learning Summit (CLS'18)*.

<https://badges.ischool.uw.edu/wp-content/uploads/2019/05/Davis-Using-Digital-Badges-to-Promote-Student-Agency-and.pdf>

Gachago, D., Morris, A. & Simon, E. (2011). Engagement Levels in a Graphic Design Clicker Class: Students' Perceptions around Attention, Participation and Peer Learning. *Journal of Information Technology Education: Research*, 10(1), 253-269. <https://www.learntechlib.org/p/111521/>

Galloway, K. W., & Burns, S. (2015). Doing it for themselves: students creating a high quality peer-learning environment. *Chemistry Education Research and Practice*, 16(1), 82-92.

<https://pubs.rsc.org/en/content/articlehtml/2015/rp/c4rp00209a>

Haataja, E. S., Chan, M. C. E., Salonen, V., & Clarke, D. J. (2022). Cannoncomplementarity of agency lead to successful problem solving? A case study on students' interpersonal behaviors in mathematical problem-solving collaboration. *Learning and Instruction*, 82,

101657. <https://www.sciencedirect.com/science/article/pii/S0959475222000780>

Hansen, E. K. S. (2021). Students' agency, creative reasoning, and collaboration in mathematical problem solving. *Mathematics Education Research Journal*, 1-22. <https://bit.ly/40sWO3u>

IMB. (2021). *Peer-Learning: Designing Better Learning Environments*. <https://www.iimb.ac.in/sites/default/files/inline-files/Peer-Learning-Designing-Better-Learning-Environments.pdf>

Karahan, E., & Roehrig, G. (2016). Use of socioscientific contexts for promoting student agency in environmental science classrooms. *Bartın University Journal of Faculty of Education*, 5(2), 425-442.

<https://dergipark.org.tr/en/download/article-file/224475>

Ketonen, L., Lehesvuori, S., Pöysä, S., Pakarinen, E., & Lerikkanen, M. K. (2022). Teacher and student teacher views of agency in feedback. *European Journal of Teacher Education*, 1-16.

<https://www.tandfonline.com/doi/full/10.1080/02619768.2022.2071258>

Liu, C. Y., & Chen, H. L. (2020). Effects of peer learning on learning performance, motivation, and attitude. *International Journal of Education Economics and Development*, 11(4), 420-443.

<https://bit.ly/3Yo1C8y>

**WEB-BASED COLLABORATIVE READING ANNOTATION SYSTEM-BASED
TEACHING-LEARNING FOR CRITICAL READING**

Ms. Sakshi Pawar

MA (eLearning) 2021-23 batch Sem IV student

Department of Educational Technology

SNDT Women's University, Mumbai

Dr. Madhavi Dharankar

Associate Professor,

Department of Educational Technology

SNDT Women's University, Mumbai

Abstract:

Technology to enhance learning, assessment, and planning in higher education is one of the salient features of NEP 2020. Incorporating ICT tools and techniques can help the students achieve some of the NEP's foundational principles like analytical thinking, active engagement and competency-based learning in everyday learning processes.

Text reading is one such inseparable component of everyday learning, which becomes a passive and superficial task, when higher education students tend to read only for the sake of mere highlighting or summarising, without any purpose in mind. Critical reading is a process of analysing, questioning, and interpreting the text, for deeper examination. There have been many studies that explored a Web-based Collaborative Reading Annotation System (WCRAS) as an option to it. However, many of them focused only on elementary school students, who might be quite immature to exploit the potential of such a platform.

Thus, this research intends to discuss the effectiveness of WCRAS-based teaching-learning for critical reading of a literary text by the FYBA English Literature students. The quantitative study adopted a single group pretest posttest design and used achievement tests as the data collection tool. The inferential statistical findings of the study brought out that the WCRAS-based teaching-learning is significantly effective for critical reading of a literary text. This research can indeed help future researchers better explore WCRAS as a possible solution to foster one of the foundational principles of NEP 2020, i.e., critical/analytical learning among the learners.

Keywords: Critical reading, In-text annotations, Annotation-mediated discussion, Multimedia annotations

1. Introduction

“Unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective, and psychomotor dimensions of learning. There should be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.” - NEP 2020

Thus, active student engagement and analytical reasoning are one of the key takeaways for effective online learning.

On the same lines, text reading, which is generally considered as a less engaging activity, can foster analytical/critical thinking on the part of learners, when backed by technology.

Annotations, when presented in a digital avatar can facilitate a deeper understanding of passages. It can facilitate crucial literacy skills like analysing the text, locating the textual details, and building up an evidence-based argument, asking and answering questions, and making inferences. The present research explored the potential of some of these annotation-based strategies for critical reading of a literary text.

2. Conceptual Framework

Theoretical discussion on the concepts that are central to present research are covered under following headings:

2.1 NEP 2020 and Critical Thinking

According to NEP 2020, one of the major problems faced by the higher education system today is less emphasis on the development of cognitive skills. Hence, to overcome this, NEP suggests that curriculum content be reduced to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. It also emphasizes student interactivity, collaboration, and exploration for fun and deeper learning.

2.2 Critical Reading and Annotations

According to Taylor (2021), critical reading involves a process of evaluating, questioning, and interpreting the text— that mere highlighting resists. It is something more than mere recreational reading. To facilitate such deeper analysis, many experts regard annotations to be a useful strategy. Alkon (n.d.) opines that insightful analysis often begins with notes jotted down in the margins of the texts under consideration. He explains, notes can be written for a wide variety of purposes, including raising questions, highlighting details, noting the meanings of words, explaining historical and cultural references, proposing interpretive ideas, etc.

2.3 Web-based Collaborative Reading Annotation System

Zhu (2008) describes WCRAS as a custom-built system, with sophisticated functionalities that provide unique scaffolding using different annotation strategies like feedback mechanisms, collaborative annotations, or hypermedia annotations. The point he hereby highlights is that there can't be a fixed list of characteristic features of a WCRAS. It is customized to focus only on those annotation strategies, which are relevant to learners' style and needs of learning.

2.4 Gap Analysis

Though NEP 2020 highlights critical thinking as one of the core skills to be imparted among school students, there isn't much focus about its necessity for the higher education learners. Even with respect to WCRAS, there aren't many details available on how it could be better used for higher education learners.

3. Review of Related Studies

Research studies which have been reviewed related to the central concept of annotation are under the headings of:

3.1 NEP 2020 on higher education

Kurien & Chandramana (2020), Sidharth. (2022) and Gupta et al., (2023) regard NEP 2020 as a defining moment for higher education, as it aims to create optimal learning environments,

including interactive pedagogy, consistent formative assessment, and adequate support. The policy also aims to increase gross enrolment in higher education by utilizing the enormous potential of online teaching-learning approaches, as a result of which students will now have better learning options. The major effects would be on how the students' learning environment and method changes with increased emphasis on students' competency development and skill enhancement.

3.2 Learner Preferences for Annotations

The studies by Fu (2006) and Askar (2014) highlight that an easy-to-use annotation facility built into web browsers, supporting basic functions of highlighting, marking, adding comments, and building links, sharing the work, as a promising next step.

3.3 Web Annotation Strategies

3.3.1 Annotation as embedded cues and analytical questions

After reviewing studies by Wolfe (2000) and Azmuddin (2020), the researcher notices that the way research conducted some 2 decades ago, covered the deeper literary aspects of a text like allusions, or figurative language, is not seen to be covered in recent studies.

3.3.2 Hypermedia Annotations

Hypermedia annotations are simply annotations, with hyperlinking and multimedia elements. Studies by Chun (1996) and AbuSeilik (2008) bring out that Picture + Text annotation and annotations placed right in the margin work well for the learners.

3.3.3 Collaborative Annotations

After reviewing studies by Yang (2012) and Gao (2012), the researcher feels the need to examine the process of learning in combination with the outcome of learning to better understand the link between the two. Because somewhere there is a significant effect seen on learners' reading comprehension and somewhere it is not. Though, the participants agree that it has been useful to them. Hence, both these aspects together could help better explore its details.

3.4 Web-based Collaborative Reading Annotation System

Huang (2016), and Horng (2019) experimented WCRAS with formative assessment and feedback mechanisms, peer collaboration and discussions, which did result in promoting participants' reading comprehension. However, C. Chen's (2019) WCRAS with gamification mechanism, couldn't achieve a significant difference in participants' reading comprehension of the text. Thus, it becomes quite interesting to study which strategies under WCRAS are working for a group of learners, when designed for their learning needs.

3.5 Gap Analysis

After reviewing the studies, the researcher observes that:

- Literarily appreciative understanding of the text or the critical analysis around the annotation strategies is not to be seen well covered, in the study by Azmuddin (2020), which concerned itself only with surface-level understanding of the text, or by Chun (1996) which covered only vocabulary aspect in it.
- Quite a few studies focused on elementary school students, who might be quite immature, to explore the complete potential of such a complex platform, like Yang (2012), Horng (2019), and

Chen (2019). This brings out the need to focus on more mature groups of learners, wherein the annotation system incorporates features tailored to suit learners' age and learning needs.

The research questions which raised out of this analysis are as follows:

- Does WCRAS aid literarily appreciative reading of the text by the higher education learners?
- How different is the process of critically reading the text, using WCRAS, for elementary school students and for higher education students?

4. Need for the study

Thus, the present research titled “Web-based Collaborative Reading Annotation System-based Teaching-Learning for critical reading”, aimed to examine whether WCRAS aids literarily appreciative reading of the text by the higher education learners. The study focused on a more mature group of learners (English Literature undergraduates), who daily engage in the task of critically reading a text, and can be immensely benefited by such a system, if designed and implemented well.

5. Operational Definitions

The operational definitions of the important terms from the title are given ahead:

5.1 Web-based Collaborative Reading Annotation System:

The WCRAS in present research will include:

- In - text annotations by both students and teacher
- Annotation mediated discussion to comment/respond to someone else's annotation
- In - text questions and feedback on the responses
- Multimedia Annotations to insert pictures, videos, and web links as annotations

5.2 Critical Reading:

Critical reading in present study refers to students' ability to analyse the use of literary devices in a text, which includes being able to:

- Accurately identify the literary devices
- Identify the textual narrative which supports/ justifies it
- Elaborate (3-4 lines) on their logical connection between the literary device and textual narrative

In present study, following 4 literary devices were focused:

- Main Theme
- Characterization
- Symbol
- Imagery

6. Objective and Hypothesis

Table no. 1 Objectives and Hypotheses of the study

Objectives	Hypothesis
1. To develop a Web-based Collaborative Reading Annotation System-based Material for English literature FYBA students' critical reading of a literary text	None
2. To test the effectiveness of Web-based Collaborative Reading Annotation System-based teaching-learning on English literature FYBA students' critical reading of a literary text	WCRAS-based teaching-learning is significantly effective on English literature FYBA students' critical reading of a literary text (Directional)

7. Research Methodology

7.1 Research Design

The researcher opted for a pre-Experimental research method, under quantitative research approach, wherein Single Group Pretest Posttest design was selected, to help her establish a cause-and-effect relationship between dependent and independent variables.

7.2 Population and Sample

The population for this study were the FYBA students having English literature as one of their discipline courses under BA programme and studying at any Mumbai-based colleges. The researcher opted for a convenience sampling design under non-probability sampling method, wherein the researcher got her samples by convenience from her alma mater college itself. The final sample size of data generating samples was 15.

7.3 Development of Tool and Material

The process of developing the tool and material for the study, have been elaborately as follows:

7.3.1 Data collection tool

The researcher opted for achievement tests (pre-test and post-test) for data collection, for which she first created a blueprint, and based on it, designed a marking scheme. It included 4 types of questions - Objective-type, one-line answers, short answers and long answers. Thereafter, the researcher designed the parallel tests which included questions on each of the literary devices mentioned in the operational definitions. This tool was validated by 2 experts.

7.3.2 WCRAS-based study material and session plan

For the intervention, the researcher designed study material, which was available in the form of in-text notes/annotations, questions, hyperlinks and resources, on the WCRA platform.

Figure 1 *In-text notes*

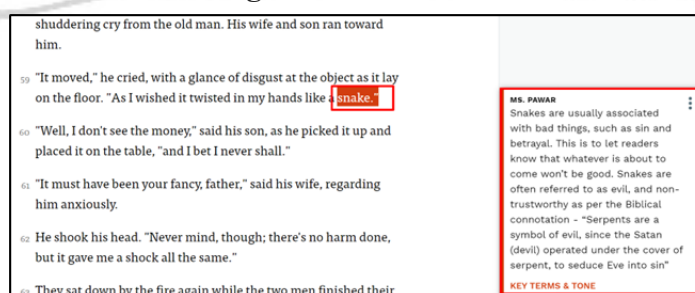


Figure 2 *In-text questions*

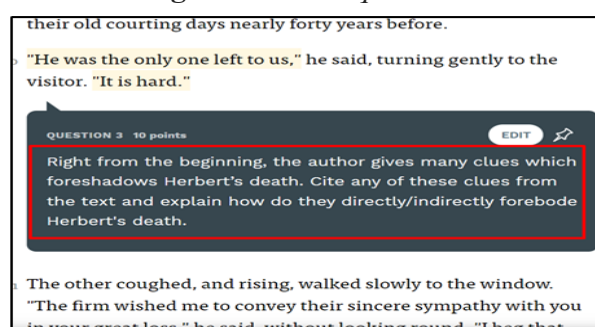
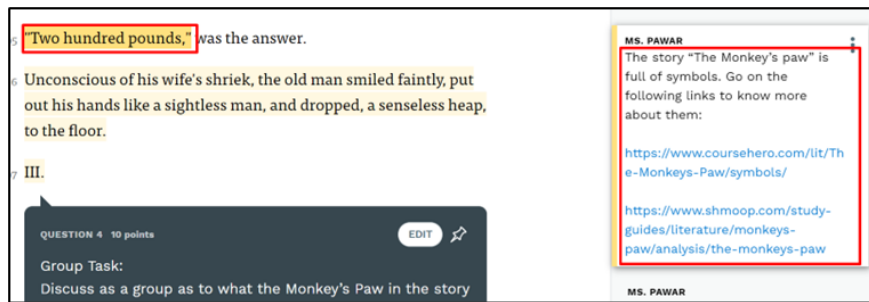


Figure 3 Resources for reference



For this, the content of the topic was first analysed, and thereafter merged with a session plan considering timing, duration, content to be annotated and linked with which notes, or hyperlinks, discussion threads, in-text questions, etc. Later, the final study material content was brought onto the WCRA platform (Actively Learn).

8. Experimental Treatment

The treatment was conducted as a workshop for FYBA English Literature students of V. G. Vaze College, Mulund. The researcher collected their basic demographic information using the google forms and formed a WhatsApp group to seamlessly communicate throughout the workshop.

Table 2 Day-wise summary of conduct

Day	Modality	Duration (in mins)	Treatment	Data Collection on Variable
1	Offline	20	Workshop Orientation	
	Online	20	Reading of short story	
2	Offline	35	Pre-test	Critical Reading of a literary text
	Online	45	Orientation of the platform "Actively Learn" – Gmeet session	
3	Online	5	Sign Up	
		120	Reading of Part 1 of the story Tasks for the students: Read the story along with the notes Go through resources/reference links Answer the questions in-between Do the group task concerning collaborative literary analysis (Students were already divided into the group of 5)	
4	Online	95	Reading Part 2 Read the story along with the notes Go through resources/reference links Go through the feedback given on previous answers and accordingly answer the next questions Do the group task	
5	Online	90	Reading Part 3 Tasks: Same as Day 4	
6	Online	55	Post-test using the google forms	Critical Reading of a literary text

9. Data Analysis

Objective:

To test the effectiveness of Web-based Collaborative Reading Annotation System-based teaching-learning on English literature FYBA students' critical reading of a literary text

Hypothesis:

WCRAS-based teaching-learning is significantly effective on English literature FYBA students' critical reading of a literary text

In order to test the hypothesis, the data was initially checked for normality using Shapiro Wilk Test. The data was not found normal. Hence, the Wilcoxon test, which is a non-parametric paired test, was selected for drawing inferences.

Table 4 Summary of Wilcoxon test calculations for testing the research hypothesis

Test	N	Mean	SD	Calculated Value	
				<i>z-value</i>	<i>p-value</i>
Pre-test	15	11.53	23.26	-3.1238	.0009
Post test	15	2.8	8.7		

Observation:

- It is observed that the calculated value of $z=-3.1238$ is less than the $p=.0009$ at 0.01 level of significance.

Inferences:

- Thus, the result is significant at $p < .01$, which means that there is 1% possibility that the difference between the means of pre-test and post-test scores, is due to chance.
- Thus, the directional hypothesis that the treatment is significantly effective for critical reading is accepted.

Findings: Web-based Collaborative Reading Annotation System-based teaching-learning is significantly effective on English literature FYBA students' critical reading of a literary text.

Discussion of the findings:

- Statistical Analysis shows that WCRAS-based teaching-learning was quite effective for the participants, in helping them read in literarily appreciative manner. While reviewing the study by Gao (2012), the researcher had mentioned that, when the process of learning is studied in combination with the learning outcomes, it helps researchers better understand the link between the two. With the very same purpose, the researcher attempted to use participants' responses on feedback forms, to better understand the quantitative findings.
- Participants' feedback shows that students did enjoy exploring a new way of doing literary analysis. The novelty of the platform and time needed to understand its functionalities and their role in the process, did take some time, but once they got a hang of it, it was quite interesting, engaging and more organized for them.
- On comparing the present findings with the study by C. Chen (2019), it was observed that Chen's study had WCRAS with gamification mechanisms for elementary school students to

explore, which did witness a significant effect on the immersive experience, but it couldn't achieve a significant difference in their reading comprehension of the text. However, in the present research, along with an overall good user experience, a significant effect on their performance was witnessed. One of the factors responsible for it, could be, learners' age and how tailored the system is towards the learners' specific learning needs. As some strategies and approaches work well for higher education students, the researcher feels that WCRAS-based teaching-learning can benefit such matured learners the most.

- Group Task was the only area of challenge for participants. The asynchronous modality and the group members being unresponsive, left many of them in confusion as to how to facilitate the group task. However, some of them did initiate efforts on their part, to facilitate their synchronous deliberations. The researcher hereby observes a difference in the students who did get to do the group task and who didn't, in the way they developed a critical eye for the textual details and built up a logical argumentation based on it, which was even evident in studies by Gao (2012) and Yang (2012). Overall, students really enjoyed and found reading multiple perspectives offered by their peers, enlightening.

Figure 2 Students sharing their opinions using notes



- The students also reported that the one-on-one feedback helped them to construct a better analysis, identify their shortcomings and work upon those areas for further improvement. So, this was in consistency with the findings by Horng (2019).

10. Recommendations

- The present study can primarily benefit language teachers, particularly English language teachers to use such WCRAS-based teaching-learning, to foster higher education students' critical reading skills.

- Even, authority of educational institutions can undertake faculty training to train instructors into designing such systems and using technology-assisted instruction for better student engagement and critical thinking, as specified by NEP 2020.

11. Conclusion

The study does help one peep into the wide arena of opportunities, technology holds in the field of education, to foster cognitive skills among learners. The study also re-emphasizes the point NEP 2020 tries to make, regarding exploring activity-based, engaging learning along with innovative tools and techniques, and bringing about a pedagogical revolution that NEP 2020 envisages.

12. References

- AbuSeileek, A. F. M. (2008). Hypermedia Annotation Presentation: Learners' Preferences and Effect on EFL Reading Comprehension and Vocabulary Acquisition. *CALICO Journal*, 2008, Vol. 25, No.2, pp. 260 – 275. <http://www.jstor.org/stable/calicojournal.25.2.260>
- Alkon, G. (n d). *Annotating Literary Texts*. Retrieved on 20.10.2022 from <http://teachoeer.org/literature/annotating-literary-texts/>
- Askar, A. (2014). Interactive Ebooks as a Tool of Mobile Learning for Digital-Natives in Higher Education: Interactivity, Preferences, and Ownership. Association for Educational Communications & Technology, 2014, pp. 1 - 7. https://members.aect.org/pdf/Proceedings/proceedings14/2014/14_02.pdf
- Azmuddin, R. A., Nor, F. M., & Hamat, A. (2020) Facilitating Online Reading Comprehension in Enhanced Learning Environment Using Digital Annotation Tools. *IAFOR Journal of Education: Technology in Education*, 2020, Vol. 8, No 2, pp. 1 - 21. <https://files.eric.ed.gov/fulltext/EJ1265756.pdf>
- Chen, C. M., Li, M. C., & Chen, T. C. (2019). A Web-based Collaborative Reading Annotation System with Gamification Mechanisms to Improve Reading Performance. *Computers & Education*, 2019, pp. 1 - 47. <https://ah.nccu.edu.tw/bitstream/140.119/127199/1/50.pdf>
- Chun, D. M., & Plass, J. L. (1996). Effects of Multimedia Annotations on Vocabulary Acquisition. *The Modern Language Journal*, Vol. 80(2), pp. 183 – 198. <https://www.jstor.org/stable/328635>
- Fu, X., Ciszek, T., Marchionini, G., & Solomon, P. (2006). Annotating the Web: An exploratory study of Web users' needs for personal annotation tools. *Proceedings of the American Society for Information Science and Technology*, 2006. <https://asistdl.onlinelibrary.wiley.com/doi/full/10.1002/meet.14504201151>
- Gao, F. (2013). A case study of using a social annotation tool to support collaboratively learning. *The Internet and Higher Education*, 2013, Vol. 17, pp. 76 – 83. https://www.academia.edu/4502063/A_case_study_of_using_a_social_annotation_tool_to_support_collaboratively_learning
- Gupta, M., Rao, V., & Nawathe, A. (2023). National Education Policy-Challenges, Opportunities in Higher Education. *Utkal Historical Research Journal*, 2023, Vol.-35, No.(I), pp. 53-60. https://www.researchgate.net/publication/367340874_NEW_EDUCATION_POLICY-CHALLENGES_OPPORTUNITIES_IN_HIGHER_EDUCATION
- Horng, W. J., Chen, C. M., & Chen, L. C. (2019). A collaborative reading annotation system with formative assessment and feedback mechanisms to promote digital reading performance. *Interactive Learning Environments*, 2019, Vol. 29, No 5, pp. 848 - 865. <https://www.tandfonline.com/doi/abs/10.1080/10494820.2019.1636091?journalCode=nile20>
- Huang, P. H., Jan, J. C., Chen, & C. M. (2016). Enhancement of digital reading performance by using a novel web-based collaborative reading annotation system with two quality annotation filtering mechanisms. *International Journal of Human-Computer Studies*, 2016, Vol. 86, pp. 81 – 93. <https://www.sciencedirect.com/science/article/abs/pii/S1071581915001585>
- Kurien, A. & Chandramana, S. (2020). Impact of New Education Policy 2020 on Higher Education. *International Journal of Applied Engineering and Management Letters*, 2020, Vol. 3, No. 2 https://www.researchgate.net/publication/346654722_Impact_of_New_Education_Policy_2020_on_Higher_Education NEP 2020 - <https://www.education.gov.in/en/relevant-documents>
- Sidharth, G. (2022). NEP 2020: Exploring The Possibilities For Revamping Education In India. *International Research Journal of Management Sociology and Humanities*, 2022, Vol. 13. https://www.researchgate.net/publication/361925630_NEP_2020_Exploring_The_Possibilities_For_Revamping_Education_In_India
- Taylor, A. (2021). *Annotations and Critical Reading*. Retrieved on 28.12.2022 from <https://no-silo.com/resources/open-handbook/chapter-1/>

NATIONAL EDUCATION POLICY- 2020**Daminee Kashyap**

TYBA- (History Department)

SSR college of Arts, Commerce and Science

Sayli, Silvassa DNH & DD

Abstract:

Education is fundamental for achieving full human potential, developing a perfect society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, scientific advancement, national integration, cultural preservation and Social justice and equality. Universal high-quality education is the best way for developing and maximizing our country's rich talents. The year 2020 has been an exceptional year for countries across the globe. In India, apart from Covid-19, one of the important changes that took place was the development of the New Education Policy (NEP) 2020. This paper aims to identify the concerns and focus of NEP 2020. The paper identifies three crucial aspects of the policy – course, language, and students for the higher education sector. This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

Key words : National Education Policy, Digital , Vocational and Skill based Education, Changes in policies, NEP2020, Higher Education, Implementation Strategies.

Definition of Education:

1. M.K Gandhi -" Education is a process for training of hand, head and heart. It is all round drawing the best in child's to Man's body, mind and soul."
2. Swami Vivekanand -" Education is the manifestation of divine perfection already existing in Men."
3. Aristotle -"Education is the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society."
4. Socrates -"Education means the bringing out of the ideas of the universal validity which are latent in the mind of every men."
5. H.H.Horne -" In the broadest sense, education is the device by which a social group continued existence renew yourself, and defend his ideals."

Importance of Education:

“A man without education is like a building without foundation.”

Education means innovation. Innovation and creativity can only occur when people are skilled enough to know how to operate with different technologies. Educated people always find a solution to their problems with the help of better techniques. It is an important aspect that plays a

huge role in the modern, industrialized world. People need a good education to be able to survive in this competitive world. Modern society is based on people who have high living standards and knowledge which allows them to implement better solutions to their problems. Education empowers everyone. Education enables the process of the Nation's Fast Development. It develops a good political ideology. An educated person is more likely to develop better moral and ethical values as compared to an uneducated person. Lack of education creates problems like superstition, domestic violence, poor health, and poor living standards. Education brings equal opportunity for both men and women and educated people will be able to create a better society. Without a good education, a better society can't be formed.

History of Education:

The history of education extends at least as far back as the first written records recovered from ancient civilizations. Historical studies have included virtually every nation.

In ancient India, education was mainly imparted through the Vedic and Buddhist education system. Sanskrit was the language used to impart the Vedic education system. The main aim of education in ancient India was to develop a person's character, master the art of self-control, bring about social awareness, and to conserve and take forward ancient culture. The Gurukula system of education supported traditional Hindu residential schools of learning; typically the teacher's house or a monastery. In the Gurukul system, the teacher (Guru) and the student (Shisya) were considered to be equal even if they belonged to different social standings. Education was free, but students from well-to-do families paid "Gurudakshina", a voluntary contribution after the completion of their studies. Gurudakshina was a mark of respect by the students towards their Guru. It is a way in which the students acknowledged, thanked and respected their Guru whom they consider to be their spiritual guide in Ancient times. Later, During the eighth century AD, a huge number of Mohammadi an invaded India. Mahmud Ghaznavi captured India and set up a large number of schools and libraries in the country by the looted wealth. Later Muslim leaders established their permanent empire in India, they brought a new system of education. The ancient education system was drastically changed. The Arabs and the Turks brought some new cultures, traditions, and institutions in India, in that the most remarkable change was the Islamic pattern of education which was different from the Buddhist and Brahmanic education system. The medieval age, education system primarily focused on the Islamic and Mughal System. The main objective of education during the medieval period was the spread of knowledge and the propagation of Islam. The objective behind this era of education was to spread Islamic education its principles, and social conventions. The purpose of the education system was to make people religious minded. In the middle of the medieval age, the British invaded India and started to capture it. The modern education was introduced during the British empire. In the 1830s Lord Thomas Babington Macaulay introduced the English language. The main aim of modern education of the British was to spread Christianity. As time passed education started to develop and entered into the modern era i.e., in the 21st century, the era of science, technology, and innovations. And the demand and the need for education stills remain the same as it was in ancient and medieval times. In the modern

era of science and technology, the industrial sector is increasing day by day. As demand increases our education sector also needs to change and adapt to that environment. The objective of modern education was to inculcate values in students such as equality, secularism, education for all, and environmental protection, etc.

Education system of after Independence:

After independence, There took drastic changes in the education system of India. There took establishment of various committees to guide upon the paths to the concerned. The first committee for the most important education in independent India was the University Education Committee of 1948, Radhakrishnan, to report on the status of Indian university education and propose improvements and extensions. The committee also aimed to establish universities that provide knowledge and wisdom for the development of the overall student personality. The next main committee was The Kothari Committee (1964-1966). The Mudaliar Committee followed the appointment of the Education Commission of India headed by D. Kothari, popularly known as the Kothari Committee. He has been mandated to deal with all aspects and sectors of education and to advise the Government on the development of the Indian education system. In accordance with the recommendations of this Committee, the National Education Policy (NEP 1968) was formulated. The most important development in the improvement of the education sector was national policy. Of education in 1968. Education perspectives have been directed to all sectors of society to achieve the goal of harmony and integration. The use of regional languages in secondary schools was encouraged to establish an effective relationship between teachers and pupils. Excellence was given to Indians as a means of education in schools. The NEP(1979) Project proposed the development of an education system that not only helps people improve their knowledge but also their academic skills. There has been a paradigm shift in government methodology. The main aim was to educate students about ethics and ethics so they can develop a good personality and become deserving citizens. It was suggested that a good educational system should be developed to promote constitutional values.

Current Education System:

India is following NEP1986 in the form of 10+2+3 Pattern in Educational institutions. The National Education Policy of 1986 emphasized scholarships for the poor, adult education, reorientation of the system to promote gender equality, employment of teachers from oppressed groups, and disabled persons. Physical and mental health and areas requiring special attention. Special and also the development of new schools and universities. All these political initiatives after independence have produced important results in all areas, such as school enrollment, increased spending on education, growth in literacy rates, the universalization of education, etc. Over the course of 7 decades after Independence, the education system of India has evolved gradually yet phenomenally. From a literacy rate of 18% in 1951, we have moved up to 73% as of 2011. Currently, the education system in India is the strongest and largest in the world hosting more than 315 million students.

National Education Policy 2020 and its impacts:

The new NEP has been introduced with an aim to formalize changes in the system from K-12 level to college/university level.

A national Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to the age of 8 will be developed by NCERT. Mathematical thinking and scientific temper will be a part of school curriculum. Students will be allowed to take up coding from class 6. According to NEP2020, Board exams will be conducted in two parts – Objective and Descriptive. These examinations should be designed to promote knowledge application rather than rote learning. Going forward, boards may also develop viable models of the main exams such as annual/semester/modular. Then, There will be no hard separation of learning areas like science and humanities in terms of curricular. There will not be any separation between co-curricular and extra-curricular areas and all subjects, including arts, music, crafts, sports, yoga, etc. will be a part of the overall curriculum. The NEP 2020 is focused on creating a holistic, application-based education system with a special emphasis on skill development which will make the students future-ready. Similarly, there are a lot of reforms and new developments which have been introduced by NEP in the higher education sector. The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education. Also, There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits(ABC). There will also be Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. There will be a common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional. So conclusion is that The National Education Policy(NEP2020) is expected to bring positive and long-lasting impact on the higher education system of the country.

Limitations of NEP(2020):

1. Planning to spend 6% GDP on education : In the previous year, the country spends less than 3% of its total GDP on education and ranked 62nd in total public expenditures on education. So the question arises how will it reach 6% from less than 3%? Most of the previous government has set the goal of 6% of GDP to be spent but failed to do so.
2. National testing agency: The government had decided to set up a national testing agency to conduct entrance examinations after 12th to achieve higher educational institutions and the drawback here is setting an exam as an entrance will let the student remain unexplored. Might be the student is not good at studies but having an interest in other fields. Judging student calibre on the basis of the exam will serve a barrier in the way to success.
3. Teachers training: There must be regular teacher training as they can only frame the child and as you know teachers of India are not trained according to the need. In the NEP nothing was mentioned about the funding for teachers training which is the need for an hour. Proper funding, infrastructure must be provided in order to make the NEP worthy.

Conclusion:

The new National Education Policy- 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India. Through this implementation , India has become the 2nd among the world's leading countries. Equivalent Under the new education policy, 2020, children from 3 years to 18 years have been placed under the Right to Education Act, 2009. The aim of this new education policy, which came after 34 years, is to provide higher education to all students, which aims to universalize pre-primary education (age range of 3-6 years) by 2025.

References:

Yojana Magazine

E-Sources

1. Govt. of India (1968). National Education Policy, 1968. <https://web.archive.org/web/20090731002808/http://www.education.nic.in/policy/npe-1968.pdf>
2. Govt. of India (1986). National Education Policy, 1986. <https://web.archive.org/web/20090619075631/http://education.nic.in/cd50years/g/T/49/0T490401.htm>
3. Govt. of India (2020). National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
5. <https://talentedge.com/blog/evolution-education-india-post-independence>



ROLE OF A TEACHER IN HIGHER EDUCATION

Mahima Jitendra Patel

SSR college of Education, Silvassa,

Dadra and Nagar Haveli

Abstract

Teachers, represented as 'gurus' in India are the ones who gives shape ('aakaar' in hindi language) to the future of the children, the youth and therefore the future of our country. A teaching job is considered to be the noblest job, which comes with great responsibilities considering the teaching

learning process of the student as well as the teachers. After schooling, colleges and universities are the sources, building the knowledge and skills of the students in their keen areas of interests, providing them opportunities towards bright and progressive careers. This paper outlines the role of a teacher in higher education considering the National Educational Policy 2020 [higher education].

Keywords: teachers, higher education, inclusive education

Introduction

Teachers are the ones who shape the future of the students, the upcoming youth and so the nation. A teacher plays a noblest role in the society. He/she, praised as 'gurus' in India are the most respected members of our society. Only the one with the greatest knowledge and information would be able to share it, hence the best and one with the highest education qualification becomes a teacher. The empowering and motivating of the teachers is the key to bring out the best outcomes in the teaching learning process of both the teachers and the students. Higher education has a great importance for the development of a country. It is important for the building of a knowledge based community and society of the 21st century.

Enthusiastic faculty with the required abilities for teaching in higher education

The faculties being in touch with the institution with all the qualities required for teaching in such higher education institutions plays a very important role for a successful function of that particular institution.

A faculty working in higher education institutions has the freedom to make their own curriculum and teaching approaches within the approved setup such as Assignments, selection of the reading material, assessments.

Faculties are empowered to conduct innovative teaching, research and service expecting an outstanding and creative work.

Faculties showing excellence are further appreciated through rewards, promotions, recognitions, etc.

Inclusion in higher education and the quality of being fair and impartial in higher education

Instead of calling them specially-abled children, calling them differently abled would be

more correct.

Although if they might be having some physical-mental disabilities in some areas but with that they might have their abilities in other areas. The main role of a teacher in inclusive education system is to discover these areas.

Teacher's role according to NEP 2020

A teacher must not differentiate between genders and maintain a gender balance, he/she must know the rules of gender balance.

He must be bilingual, should be able to communicate in the local language and the language medium of the institution.

A teacher must develop and support or accept technology for better learning of the students and effective outcomes.

A teacher must adapt and use an inclusive curriculum. All the inclusive education aspects must be included in the curriculum.

A teacher should be sensitive on the gender-identity matters.

A teacher must obey, protect and enforce the anti-harassment and no discrimination rules. Teachers in touch with the Indian values, languages, knowledge, ethos and traditions including tribal traditions and with that he/she must be well known of the upcoming and latest advances in education and pedagogical methods and pedagogy.

A teacher must be an expert in his/her area of teaching.

Other roles of teachers in an inclusive education system includes:

To identify the students with disabilities, slow learners etc.

Providing personal assistance to student facing difficulties or a student in need. More attention to the slow learners is found results in better outcomes

Use of different methods of teaching: different types of learners(visual, auditory , etc.)learn better from different teaching methods, hence not sticking only to the conservative method of teaching and passive listening(lecture method) but also other methods of teaching including demonstration methods, use of technology etc.

Have a connect with the parents: parents are usually in great concern for their child, so sharing the updates of the student's progress with the parents helps in keeping them in comfort.

Have a connect with the community organizations for the betterment of the students.

Have a collaboration with regular education teachers.

Assigning peers to help the students facing difficulties.

Challenges faced by teachers in India

1. It is believed in our society that becoming a teacher is a simple task, just by clearing B.Ed. or M. Ed. Exam, even though being a teacher requires great efforts in all aspects with great responsibilities. Then too not everyone wants to be so, there is a craze for other professions like doctors, engineers etc. but very less actually desires to become a teacher. The main reason behind that is, even with great efforts, loads of work and responsibilities the teachers have very less pay scale which is lesser than what they deserve, this leads to

- people opting for other professions.
2. Syllabus completion pressure: teachers does not get enough or sufficient time to plan for or implement different ideas for innovative teaching learning purpose. This stops the opening of new doors of learning.
 3. Mental health of teachers :With considering the importance of the mental health of students coping with their stress due to examsand other reasons, a teacher’s mental health is equally important which is not in particular considered as an issue, this in worst cases leads to inappropriate behavior of teachers with the students which might affect the student’s wellness.

Scope for overcoming the challenges in future

Not anybody or everybody can become a teacher, teaching is a difficult task , the future of a child is in his/her hands or we can also say the future of the nation is in the teacher’s hands.

To overcome the above respective challenges the following can be practiced:

1. Better pay scale would eventually boost the confidence of the teachers and would also invite new generation towards this profession.
2. New teaching methodologies accepted or known to the world should be introduced to the teachers by the institutions and the government.
3. Efforts should be taken for boosting the mental health of the teachers, this can be done by keeping games, exercises, workshops, non curricular activities, etc. even for the teachers. Counselling should be made available also for the teachers.

Conclusion

According to the quote : “the collapse of education is the collapse of the nation” education plays an important role in constructing or even destroying a nation. Here, a teacher plays a main role in the education system, who would shape the future of the children, the youth and therefore our nation , this reflects the great importance of a teacher in a society and a nation as well. This paper includes the role of teachers in higher education which hold its importance in achieving a knowledge based nation.

References

Links:

www.education.gov.in

Leadschool.in

steemit.com

Books:

My idea of education- swami vivekananda

NEP 2020: ENSURING UNIVERSAL ACCESS TO EDUCATION**Meenakshi Girgas***Masters**SSR College of Education*

Abstract:

The education system of India provides free and compulsory education under constitutional Article 21-A. But a certain percentage of Indian children cannot take an education due to socio-economic background, lack of awareness about rights and facilities, school and teaching-related factors, etc.

The New Education policy states that there is a special emphasis on socially and economically disadvantaged groups to make education equitable and inclusive. Inclusive education means all children in the same classroom, in the same school. It also includes children who are traditionally excluded, minority language speakers, and children with learning disabilities.

To achieve the milestones mentioned in the policy document some components must take into consideration while implementing. These components are administrative support, teacher attitude, parental support and involvement, classroom practices, collaboration, and teaming.

WHY DO WE HAVE INCLUSION IN THE INDIAN EDUCATION SYSTEM?

UNICEF's Report on the Status of Disability in India (2022) states that there are around 13.4 million children in India suffering from some form of disability. But 75% of people with disabilities live in rural areas in India.

In India, the National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities but also all students who may be disadvantaged. This reiterates the importance of including and retaining all children in school through a program that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.

Supportive legislation and policy at the national level promote the establishment of inclusive leadership throughout the system. NEP 2020 issues a directive to enable children with disabilities to “fully participate in the regular schooling process from the Foundational Stage to higher education”. The policy provides directives and guidelines as to the support needed in schools to develop disability-inclusive learning environments.

The RPWD Act defines inclusive education as a “system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities”.

WHY WE NEED INCLUSIVE EDUCATION?

The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students can get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the need for others in inclusive classrooms. Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later in life. Some of the benefits include friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments. (I think you should include citations though paraphrased wherever needed.

It is important to integrate these children into regular schools to help them socialize and build their confidence. There have been efforts internationally to include children with disabilities in the educational mainstream. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Research shows that most students learn and perform better when exposed to the richness of the general education curriculum. (JD SINGH,2016)

CHALLENGES, PRACTICES AND IMPROVEMENTS IN INCLUSION

In India the number of disabled people is so large, their problems so complex, available resources so scarce and social attitudes so damaging. The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. India is a multi-lingual, multicultural, multi-religious country, and its people are stratified along sharp socio-economic and caste lines. Some of them are as(REF

1. TEACHERS AND SPECIAL EDUCATORS

Teachers in India do not rate themselves as competent to be inclusive and do not have adequate training, infrastructure, institutional or peer support for inclusive education. Teachers are not aware of policy provisions around inclusive education and struggle to translate inclusive education policy into classroom practice. However, the success of the policy is contingent on the availability of teacher educators.

The NEP addresses several aspects of teacher education, preparation, and service conditions that are relevant for children with disabilities. These include short-term specialization courses to teach children with disabilities and modules on teaching children with disabilities within existing programs. Moreover, teachers will be provided greater autonomy in selecting pedagogical tools relevant to their classroom contexts. Teachers will be trained to recognize and identify disabilities, particularly specific learning disabilities. Non-teaching responsibilities and teacher shortages often prevent teachers from fulfilling teaching responsibilities towards children without disabilities such that children with disabilities appear to be a burden and a distraction in the

classroom.

The self-assessment tool aims to help teachers reflect and evaluate their practice and role as a teacher and how they can improve. It can also serve as a tool for instructional leaders to identify the professional development needs of teachers. And how they can be addressed. The self-assessment tool encourages teachers' inclusive practice as it allows them to reflect on the teaching and learning process and how to read just their teaching strategies to help all learners learn, including children with disabilities. Six performance standards are included in the tool. Teachers are expected to be able to perform certain tasks that can improve the inclusion of children with disabilities such as

- Designing learning experiences to meet the needs of all learners.
- Developing a student-centred environment.
- Using resources and various strategies for teaching and learning to address the unique need of learners;
- Improving student participation in learning through formative assessment and assessment as learning strategy;
- Provide feedback to learners to enhance learning;
- Working with colleagues and the school community to support student learning, and
- Participating in school development activities.

In-service training programs of two to three weeks' duration for general educators and special educators in all the disabilities and specific areas of disability should arrange to effectively teach children with disabilities. Those schools that are committed to taking in children with special needs, then teachers must attend workshops in order to be adjusted to the child's needs. Periodic valuation of the training programs and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation. Teachers' attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have good practice in this field.

The preparation of teachers for rural special education programs should be planned differently, as the aim of these programs would be to integrate disabled persons into their own environment and community.

2. LEADERSHIP AND MANAGEMENT AMONG STAKEHOLDERS

NEP 2020 proposes that schools be structured in a cluster, where possible, for "more effective functioning, coordination, leadership, governance, and management of schools in the cluster". By structuring schools in a cluster, schools will be able to share resources and teaching-learning content, support children with disabilities and employ a participative and community-based method of management and governance.

The policy suggests the formation of a school complex management committee, which decentralizes governance and decision-making to school leaders, teachers, support staff and members of the school community as the committee will be treated as a semi-autonomous unit. Aggregated schools would be able to determine their own goals and identify contextual needs and

find innovative responses to issues encountered within the cluster.

Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education. A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms. The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusive school must enable education structures, systems and methodologies to meet the needs of all children, particularly those who face the greatest barriers to achieving their right to education. Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change.

3. FAMILY, COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Participation of families and communities is prioritized in some policies and programs. The active participation of and partnership with families of children with disabilities and their communities are present in a few national policies and programs. Samagra Shiksha ensures the participation of children with disabilities in school regardless of disability and background and emphasizes community mobilization and building the capacity of parents and families in providing care and education for their children. It complements the Inclusive Education of the Disabled at the Secondary Stage and Samagra Shiksha programs in the work towards transitioning from integration to inclusion. The strategies include building meaningful partnerships with communities in providing needs-based educational and disability-related support. Along with this is the need to develop awareness in the general community and among education and health stakeholders and instil agency and accountability for the inclusion of children with disabilities. (UNESCO, digital library, 2020)

Parents have a right to be involved in all decision-making concerning their children. They should be seen as partners in the education process. Where there is such cooperation, parents have been found to be very important resources for the teachers and the schools. Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.

The policy enjoins communities to be partners in education programs that will support learners, such as peer tutoring and volunteering in literacy and numeracy projects. The government's Assistance to Disabled Persons Scheme allows civil society organizations (CSOs) to partner with funding agencies and serve as implementers. Projects focus on the procurement and distribution of accessibility tools and devices for those with visual, hearing, locomotor, cognitive and multiple disabilities.

4. AWARENESS, ATTITUDES AND PRACTICES

Certain legislation and national policies emphasize building awareness and collecting evidence on existing attitudes towards disability. The RTE Act emphasizes promoting inclusive

values and respect for diversity, as well as capacity building of students, the school community and other education stakeholders at all levels to increase knowledge of disability and inclusion. The policy states that awareness programs on health, nutrition and intervention services shall be conducted for children and administrators in schools and built within teacher training. This will help increase the capacity of teachers in identifying children at risk or with a disability and referring them to appropriate intervention services. To build data on the socio-cultural aspect of disability, the policy recommends further study on the attitude and behavioural patterns towards persons with disabilities.

The educational challenges of children with disabilities stem from a rigid curriculum, inaccessible schools and classrooms, the absence of modified assessments, and deficit perspectives that place limits on what disabled children can achieve. UNICEF initiatives on knowledge sharing lead to new partnerships and strengthening of existing ones and also continues to advocate the inclusion of children with disabilities in education and social services. UNICEF India's strategy for ending violence against children focuses on three key areas

- Creating an enabling environment for a multisectoral response.
- Systems-strengthening across justice/law enforcement, social service, education and health sectors.
- Social behavioural change communication and adolescent and youth empowerment. The strategy involves developing inclusive and child-friendly school environments and creating referral systems for social and protective services, particularly for children with disabilities and those from scheduled castes.
- Children with disabilities in the policy are primarily viewed as recipients of welfare and care in the form of peer tutoring, open schooling, and one-on-one teaching. There is a need to go further, to recognize disability as an identity and as a form of diversity.

5. SCHOOL ENVIRONMENT AND INFRASTRUCTURE

UNICEF India developed the guidebook in collaboration with the Ministry of Social Justice and Empowerment and Samarthyam. The guidebook is specifically focused on infrastructural barriers and providing solutions for the physical environment of a school to make it safe, accessible and friendly for children with disabilities.

Key features in the guidebook include:

- Steps or suggestions for parents, school administrators, school management committees and civil work personnel to ensure the accessibility of schools for the child.
- School accessibility checklist for assessing if the facilities (e.g., classrooms, library, toilets, playground,) are safe and free of barriers.
- Possible solutions with designs and images that address barriers in the internal environment of schools, ensuring that all facilities are safe and accessible to children, including children with disabilities.
- Measures for emergency preparedness in schools, considering the needs and protection of children with disabilities.

- Bringing special children into the mainstream requires adjustments that schools need to make in advance.
- Transport facilities should be altered so that these children can move around with relative ease. Architecturally, there should be ramps and wheelchair access constructed in service areas such as toilets.
- Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching-learning materials, etc should be provided according to the needs of the students.
- Differently abled children should be treated equally as normal children and instead of looking at them in sympathy their talents and abilities should be recognized for their self-respect and welfare of the society.
- Necessary school supplies such as audio learning or textbooks in Braille should be made available.
- Suitable modification to the examination system may be required, so as to eliminate pure mathematical and logical assessments.
- The Prevention of Children from Sexual Offenses means that education settings have clear strategies for preventing all forms of violence against children, especially the most vulnerable, such as girls and children with disabilities, have confidential and accessible systems of reporting incidents, and have appropriate response protocols.

6. CURRICULUM, PEDAGOGY AND ASSESSMENT

A framework is expected to facilitate equitable and inclusive education for the “all-round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child-friendly and child-centered learning”.

The curriculum should be made in parallel with proper training for teachers regarding their knowledge of inclusion and its principles. The curriculum for each of the above programs should be carefully developed by an expert group that includes practicing special teachers.

As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.

NEP 2020 proposes the revision of the curriculum and pedagogy to ensure the realization of the full potential of each citizen, with a particular emphasis on socio-economically disadvantaged children, following fundamental guidelines facilitative of inclusion, including:

- Focus on regular formative assessment for learning rather than summative assessment;
- Respect for diversity and respect for the local context in all; and
- Synergy in curriculum across all levels from early childhood care to higher education.

7. FUTURE WORKOUTS FOR POLICY MAKERS AND STAKEHOLDERS

- Review the pre-service teacher education curriculum and in-service teacher training programs to include competencies key to teaching diverse learners across all subjects in

alignment with the social model of disability. Articulate the importance of collaborative working practices and the role of special education teachers as resource persons, supporting regular teachers in mainstream classrooms.

- Develop a professional development strategic plan that can improve synergy and coordination between organizations and departments delivering training to teachers and school leaders. Strengthen school-based support for school leaders and teachers on inclusive education.
- Establish clear transition mechanisms from one level of education to another to ensure that children with disabilities can continue and finish their education. Ensure that identification and classification systems of children with disabilities are aligned to the social model and not the medical model.
- Review the available professional development programmes for school leaders against the competencies they must possess to support the development of inclusive learning environments for all learners.
- Assess the gaps in skills and competencies in teacher education institutions with respect to teaching inclusive education across all subjects and develop a strategic plan to address the gaps identified. (UNCF,2021)

CONCLUSION

Right to Education Act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. It is essential to build an inclusive society through an inclusive approach. Inclusion is more than a method of educating students with disabilities. It stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of the classroom equally or close to equally. To meet the challenges, the involvement and cooperation of educators, parents, and community leaders are vital for the creation of better and more inclusive schools. The Government of India is trying to improve its education system focusing on an inclusive approach. The challenges can be overcome by raising awareness of human rights in communities and publicizing positive examples of disabled children and adults succeeding in inclusive education and in life beyond school as a result. We need to develop an inclusive design of learning to make education joyful for all children so that the education for them is welcoming, learner-friendly and beneficial and they feel like a part of it not apart from it. Therefore, Inclusion arouses a good solution to the question of how to educate these children more effectively.

References:

<http://censusindia.gov.in/>

[http://portal.unesco.org/education/en/ev.php-](http://portal.unesco.org/education/en/ev.php-researchgate.net/publications/301675529_INCLUSIVE_EDUCATION_IN_INDIA)

researchgate.net/publications/301675529_INCLUSIVE_EDUCATION_IN_INDIA

unicef.org/rosa/media/16996/file/Country%20Profile%20-%20India

unesdoc.unesco.org/ark:/48223/pf0000373670

education-profiles.org/central-and-southern-asia/india/~inclusion

ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education

<https://www.education.gov.in>

1986 च्या राष्ट्रीय शैक्षणिक धोरण व 2020 चे नवीन राष्ट्रीय शैक्षणिक धोरण
यांचा तुलनात्मक अभ्यास

प्रा. सौ. शोभा दिनेश झुंजारे
क. का. वाघ शिक्षणशास्त्र महाविद्यालय,
डी. जी. पी. नगर, नाशिक

प्रस्तावना:—

भारतीय नागरीकांमध्ये शिक्षणाचा पुरस्कार करण्यासाठी भारत सरकारने आखलेले धोरण भारतीय ग्रामीण व नागरी भागातील प्राथमिक ते महाविद्यालयीन शिक्षण कसे असावे याची आखणी सदर धोरण करते. १९६८ मध्ये तत्कालीन पंतप्रधान इंदिरा गांधी यांनी प्रथमतः राष्ट्रीय शैक्षणिक धोरण ठरविले. तेव्हापासून त्यात वेळोवेळी आवश्यक ते बदल करण्यात येत आहेत.

इ. स. १९४७ स्वतंत्र भारतातील नागरिकांच्या निरक्षरतेची समस्या दूर करण्यासाठी भारत सरकारने विविध कार्यक्रम आखले. त्यामध्ये भारताचे पहिले शिक्षणमंत्री मौलाना अब्दुल कलाम आज्ञाद यांनी देशभरासाठी समान शैक्षणिक पद्धत आखून त्यावर केंद्रशासनाने नियंत्रण आणले. त्यांनी भारतीय शिक्षणात आधुनिकता आणण्यासाठी विद्यापीठ शिक्षण आयोग(डॉ. राधाकृष्णन आयोग), मुदलियार आयोग(माध्यमिक शिक्षण आयोग) आणि कोठारी आयोग (भारतीय शिक्षण आयोग) हे आयोग प्रस्तापित केले. भारताचे प्रथम पंतप्रधान जवाहरलाल मोतीलाल नेहरू आणि केंद्र शासन यांनी उच्च गुणवत्तेचे वैज्ञानिक धोरण आखून त्यानुसार १ सप्टेंबर १९६९ रोजी राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद हि स्वायत्त संस्था स्थापन केली. हि संस्था देशातील शालेय शिक्षणासंदर्भातील सर्व समस्यांबाबत अभ्यास करते. जागतिक पातळीवर वेगवेगळे बदल होतांना दिसत आहेत. जागतिक पातळीवर जर भारत देशाला प्रगती करावयाची असेल तर विज्ञान, तंत्रज्ञान, आर्थिक विकासाकडे लक्ष देणे गरजेचे आहे.

1.2 संशोधनाची गरज:

भारताचे तत्कालीन पंतप्रधान मनमोहन सिंग यांच्या किमान समान कृतिशील कार्यक्रमाधारीत २००५ मध्ये नवे शैक्षणिक धोरण आखले गेले. त्यामध्ये व्यावसायिक व तांत्रिक कार्यक्रमासाठी देशभरात समान प्रवेश परीक्षा सुरु केली. १८ ऑक्टोबर २००९ च्या भारत शासन निर्णयान्वये, जेईई, एआयईई आणि एसएलईई या तीन परीक्षा योजना आखल्या गेल्या. त्यामुळे बदलते प्रवेश अटी असतांना व्यावसायिक स्तर राखण्याची दक्षता घेणे सोपे झाले तसेच आशय पुनरावृत्ती, अनेक प्रवेश परीक्षांना सामोरे जाणे, मनोकायिक व आर्थिक बोजा विद्यार्थी पालकांवर पडणे इत्यादी बाबींपासून सुटका झाली. त्यानंतर २००६ मध्ये मनमोहन सिंग यांनी निरक्षर व नवसाक्षरांसाठी (१५ वर्षीय व त्यापेक्षा मोठ्यांकरिता) हि केंद्र शासन पुरस्कृत शैक्षणिक योजना

सुरु केली. परंतु १९८६ च्या राष्ट्रीय शैक्षणिक धोरणात भाषांचे बंधन होते. त्यामुळे विद्यार्थ्यांच्या अंगी नकारात्मक बाबी निर्माण होत होत्या. त्यामुळे नवीन शैक्षणिक धोरणात कोणत्याही विद्यार्थ्याला कोणतीही भाषा लादली जाणार नाही.

- विद्यार्थ्यांच्या सर्वांगीण विकासासाठी पैलू ज्ञान घेण्यासाठी प्रस्तुत संशोधन गरजेचे आहे.
- नवीन शैक्षणिक राष्ट्रीय धोरणास्तव कोणकोणत्या तरतुदींची अंमलबजावणी केली आहे. हे शोधण्यासाठी प्रस्तुत संशोधन महत्वाचे आहे.
- नवीन शैक्षणिक धोरणांचा आकृतिबंधांचा अभ्यास करण्यासाठी प्रस्तुत संशोधन गरजेचे .

1.3 संशोधनाचे महत्व :-

1. शालेय शिक्षणातील गुंतवणुकीमध्ये लाक्षणिक वाढ करणे नवनवीन उपक्रम राबविणे यासाठी सदर संशोधन महत्वाचे आहे.
2. १९८६ चे राष्ट्रीय शैक्षणिक धोरण व २०२० चे नराष्ट्रीय शैक्षणिक धोरण यांचा तुलनात्मक अभ्यास करण्यासाठी सदर संशोधन महत्वाचे आहे.
3. नवीन राष्ट्रीय शैक्षणिक धोरणाच्या आकृतीबंधाची माहिती जाणून घेण्यासाठी प्रस्तुत संशोधन महत्वाचे आहे.
4. नवीन राष्ट्रीय शैक्षणिक धोरणातून विद्यार्थ्यांचा सर्वांगीण विकास होणार आहे का हे तपासण्यासाठी सदर संशोधन महत्वाचे आहे.
5. नवीन राष्ट्रीय शैक्षणिक धोरणातून आत्मनिर्भर भारताची निर्मिती होईल का ? हे तपासण्यासाठी प्रस्तुत संशोधन महत्वाचे आहे.
6. १९८६ चे राष्ट्रीय शैक्षणिक धोरण व नवीन राष्ट्रीय शैक्षणिक धोरणांतर्गत मांडलेल्या शिफारशींचा अभ्यास करण्यासाठी प्रस्तुत संशोधन महत्वाचे आहे.

1.4.1 संशोधन समस्या विधान :-

१९८६ चे राष्ट्रीय शैक्षणिक धोरण व २०२० चे नवीन राष्ट्रीय शैक्षणिक धोरण यांचा तुलनात्मक अभ्यास करणे.

1.4.1 संशोधन समस्येचे स्पष्टीकरण:-

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणातील अभ्यासक्रमाचे आकृतिबंध व २०२० चे नवीन राष्ट्रीय शैक्षणिक धोरण यांच्या आकृतिबंधात खूप असा फरक दिसून येतो तसेच नवीन राष्ट्रीय शैक्षणिक धोरणात कोणकोणत्या नवीन तरतुदी समाविष्ट झालेल्या आहे व विद्यार्थी , शिक्षक, मुख्याध्यापकांनी कोणकोणत्या सूचना व मार्गदर्शन करून नवीन शैक्षणिक धोरणाची अंमलबजावणी करतांना अडचणी दूर होतील

1.4.2 संकल्पनात्मक व्याख्या :-

- 9) राष्ट्रीय शैक्षणिक धोरण :-

राष्ट्रीय शैक्षणिक धोरण सुव्यवस्थित व सुनियोजित, कायदेशीर रित्या समस्यांचे निराकरणासाठी सुचविलेल्या तरतुदी, कायदे, नियम म्हणजे राष्ट्रीय शैक्षणिक धोरण होय.

- २) धोरण:- समस्या समाजाने व त्यावर उपाय शोधणे. (शिक्षण संक्रमण २०२० पृष्ठ क्र. ३६)
- १) तुलनात्मक अभ्यास :- तुलनात्मक अभ्यास म्हणजे एखाद्या घटकांनी दुसऱ्या घटकांशी किंवा कृतीशी केलेली तुलना म्हणजे तुलनात्मक अभ्यास होय.
- २) तुलनात्मक अभ्यास म्हणजे स्थूल मानाने हिशोब करून मोजमाप करणे साम्य-भेदाची नोंद घेणे, अन्य कोणत्यातरी वस्तू किंवा व्यक्तीशी असलेले साम्य किंवा वैशिष्ट्यपूर्ण संबंध दर्शविणे आणि मूल्यमापन करणे.

1.4.3 कार्यात्मक व्याख्या :

राष्ट्रीय शैक्षणिक धोरण :- केंद्र सरकारने तयार केलेले सुव्यवस्थित, सुसंबद्ध, पद्धतशीररित्या केलेले नियोजन म्हणजे राष्ट्रीय शैक्षणिक धोरण होय.

तुलनात्मक अभ्यास : जुने राष्ट्रीय शैक्षणिक धोरण व नवे राष्ट्रीय शैक्षणिक धोरण यांचा अभ्यास

1.5 संशोधन प्रश्न :-

- १) नवीन राष्ट्रीय शैक्षणिक धोरणाची अंमलबजावणी करतांना अडचणी येतील का ?
- २) नवीन राष्ट्रीय शैक्षणिक धोरणामुळे विद्यार्थ्यांचा सर्वांगीण विकास होईल का ?
- ३) नवीन राष्ट्रीय शैक्षणिक धोरणामुळे विद्यार्थ्यांना त्यांच्या आवडत्या विषयांचा अभ्यास करता येईल का?
- ४) नवीन राष्ट्रीय शैक्षणिक धोरणामुळे विद्यार्थ्यांच्या गुणवत्तेत वाढ होईल का?

1.6 संशोधनाची उद्दिष्ट्ये :

- १) १९८६ च्या राष्ट्रीय शैक्षणिक धोरणांचा अभ्यास करणे.
- २) २०२० च्या नवीन राष्ट्रीय शैक्षणिक धोरणांचा अभ्यास करणे.
- ३) १९८६ चे राष्ट्रीय शैक्षणिक धोरण व २०२० चे नवीन राष्ट्रीय शैक्षणिक धोरण यांचा तुलनात्मक अभ्यास करणे .

1.7 संबंधित साहित्याचा व गतसंशोधनाचा आढावा .

1.7.1 मराठी संदर्भ साहित्याचा आढावा.

1.7.2 इंग्रजी संदर्भ साहित्याचा अभ्यास

- 1) University News, Association of Indian Universities December 2021.
- 2) University News, Implementation strategies],For National Education Policy-2020.
- 4) नाव:- भारतीय शिक्षण

विषय :- शिक्षण समाजाभिमुख कसे करता येईल ?

लेखक :- डॉ. वंदना शिवाजीराव नलवडे, सातार. १० ऑगस्ट २०२१ (पृष्ठ क्र. ३६)

संशोधिकेस झालेला फायदा :- राष्ट्रीय एकात्मता वाढीस लावण्यासाठीचे उपक्रमांची माहिती

मिळाली. धार्मिक परंपरेचे, सण – उत्सवाचे दर्शन घडविणारे सांस्कृतिक परंपरा जोपासणारे उपक्रम राबविले पाहिजे यांची माहिती मिळाली.

५) **शिक्षण संक्रमण :-**

विषय :- नवीन पथदर्शी शैक्षणिक धोरण: एका

लेखक:- रवींद्र पंडित, अहमदनगर, (३४) दिनांक :- २६ नोव्हेंबर २०२१.

संशोधिकेस झालेला फायदा : विद्यापीठ शिक्षण आयोगाची कार्यकक्षा १) आर्थिक अनुदान २) विद्यापीठांचा दर्जा व समन्वय ३) पंचवार्षिक पध्दत ४) विद्यापीठीय शिक्षण नियोजन ५) अभ्यासक्रम सुसूत्रता ६) शिक्षणाद्वारे राष्ट्रीय गरज प्राधान्य. यांची माहिती मिळाली.

PH.D. स्तरावरील झालेली संशोधने –

१) **शीर्षक:-** शैक्षणिक कायदा ग्रंथालयांच्या वापरकर्त्यांनी त्यांच्याकडून कायदेशीर माहिती मिळवण्यावर आधारित कायद्यातील इलेक्ट्रॉनिक व्यावसायिक डेटाबेस आणि सार्वजनिक डोमेन संसाधनांचा तुलनात्मक अभ्यास.

संशोधक – राय, प्रिया

मार्गदर्शक – व्यास. एस. डी.

विद्यापीठ – बनस्थली विद्यापीठ

पूर्ण तारीख – २०१२

संशोधनातून मिळालेली माहिती – सदर संशोधनातून शैक्षणिक कायदा ग्रंथालयांच्या डेटाबेस आणि सार्वजनिक डोमेन संसाधनांचा तुलनात्मक अभ्यास कशा पध्दतीने मांडला आहे. त्यासाठी संशोधन पद्धती, संशोधने साधने याविषयीची माहिती मिळाली.

२) **शीर्षक –** तरतुदी धोरणांचा कायदेशीर अभ्यास आणि वंचित गटांच्या संदर्भात विकासात्मक अधिकार म्हणून शिक्षणावरील न्यायिक वृत्ती.

संशोधक – मीता अग्रवाल

मार्गदर्शक – प्रिती सक्सेना

विद्यापीठ – बाबासाहेब भीमराव आंबेडकर विद्यापीठ

पूर्ण तारीख – २००६.

संशोधनातून मिळालेली माहिती – सदर संशोधनातून संशोधिकेस तरतुदी किंवा धोरणांचा कायदेशीर अभ्यास करण्यासाठी संदर्भ साहित्यांचा कशा पध्दतीने वापरणे आवश्यक आहे. याची माहिती मिळाली.

३) **शीर्षक –** शिक्षणाचा हक्क विशेषतः बालकांच्या मोफत आणि सक्तीच्या शिक्षणाचा हक्क अधिनियम २००६.

संशोधक – वसीम उल्ला खान इनायत उल्ला खान

मार्गदर्शक – अली एम. बी.

विद्यापीठ – स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ

तारीख – २३.०८.२०१७

मिळालेली माहिती – सदर संशोधनातून संशोधिकेस शिक्षणाच्या हक्कांविषयी माहिती प्राप्त झाली

व प्रस्तुत संशोधनाचे महत्व लिहिण्यास उपयुक्त ठरली.

४) **शीर्षक** – भारतातील ज्युवेनलाईन जस्टीस सिस्टीम बाल न्याय काळजी आणि संरक्षण कायदा २०१५ च्या संदर्भासह एक अभ्यास.

संशोधक – मिश्रा, नरेंद्र कुमार

मार्गदर्शक – कुमार प्रदीप

विद्यापीठ – बाबासाहेब भीमराव आंबेडकर विद्यापीठ तारीख – २०१८

मिळालेली माहिती – सदर संशोधनातून संशोधिकेस प्रस्तुत संशोधनाची उद्दिष्टे व संशोधन कार्यवाहीचे टप्पे लिहिण्यास मदत झाली.

1.7.6 साप्ताहिक/मासिके;

१) नाव – भारतीय शिक्षण (महाराष्ट्र भारतीय शिक्षण मंडळ, भारतीय शिक्षण युगारंभ – ५१२३ फेब्रुवारी २०२२ पेक्षा मोठा १६४६

लेखक – श्री. लक्ष्मीकांत पांडे पुणे,

विषय – शाळा संकुल दिनांक – १० फेब्रुवारी २०२२

संशोधिकेस झालेली मदत – या मासिकातून संशोधिकेस नवीन राष्ट्रीय धोरणात आकृतिबंध ५+३+३+४ या आकृतिबंधाविषयी माहिती मिळाली.

२) नाव – भारतीय शिक्षण

विषय – राष्ट्रीय शिक्षण धोरण २०२० व संस्कृत शिक्षण

लेखक – प्राचार्य जगदीश इंदलकर, मुंबई दिनांक – १ नोव्हेंबर २०२१

संशोधिकेस झालेली मदत – सदर मासिकेतून संशोधिकेला नव्या शैक्षणिक धोरणातील त्रिभाषा सूत्राची माहिती मिळाली. तसेच कोणत्याही राज्यावर कुठलीही भाषा लादणार नाही या संदर्भात, माहिती मिळाली.

३) नाव – भारतीय शिक्षण

विषय – भारतीय शैक्षणिक परंपरा व राष्ट्रीय शैक्षणिक धोरण २०२०.

लेखक – श्री. चंद्रकांत न्यायाधीश, औरंगाबाद दिनांक १ डिसेंबर २०२१ (पृष्ठ क्र .४३)

संशोधिकेस झालेली मदत – भारत सरकारचे राष्ट्रीय शिक्षण अयोग्य स्थापना १८ फेब्रुवारी १९८५ ला केली यामुळे मूल्यांचा झालेला ऱ्हास थोपविणे विद्यार्थी व शिक्षकांना आज अशक्य होत आहे. यांचे सर्वात मोठे कारण म्हणजे परीक्षा पद्धत यांचा सखोल अभ्यास केला.

1.8 संशोधनाची गृहीतके –

१) विद्यार्थ्यांच्या आवडीनुसार त्यांना त्यांची कार्यक्षेत्र निवडता यावी.

२) भारताला जागतिक स्तरावर ज्ञानाच्या बाबतीत 'सुपर पॉवर बनविणे'

३) शासन व्यवस्थेत प्रत्येक प्रांतात माध्यमिक असो व उच्च माध्यमिक स्तरावर संपूर्ण देशात सामान पद्धतीने एकच बोर्ड असणे. (भारतीय शिक्षण डिसें. २०२१ पाठ क्र. ४)

- ४) विद्यार्थ्यांच्या सर्वांगीण विकासासाठी नवीन राष्ट्रीय शैक्षणिक धोरण निर्मिती. (भारतीय शिक्षण डिसें. २०२१)
- ५) भारतातील शिक्षण व्यवस्थेत शिक्षणाच्या माध्यमाच्या संदर्भात अद्यापही एकवाक्यता नाही.
- ६) त्रिभाषीय सूत्राची काटेकोर अंमलबजावणी (भारतीय शिक्षण २०२० नोव्हे.)

1.9 परिकल्पना

- १) शून्य परिकल्पना :-
१९८६ राष्ट्रीय शैक्षणिक धोरण व नवीन राष्ट्रीय शैक्षणिक धोरण यांचा तुलनात्मक अभ्यास केल्यानंतर त्यात लक्षणीय फरक दिसून आला नाही.

- २) संशोधन परिकल्पना

1.10 संशोधनाची व्याप्ती, मर्यादा, परिमर्यादा

व्याप्ती – प्रस्तुत संशोधन हे भारतातील शैक्षणिक धोरणातील अंमलबजावणी, पध्दती, आकृतिबंध यांच्याशीच संबंधित असेल.

1.10.2 संशोधनाची मर्यादा –

- १) प्रस्तुत संशोधनात प्रतिसादकांच्या आवड-निवड, भावना, सत्य-असत्य, मानसिक स्थितीचा सर्वांवर संशोधकाचे नियंत्रण असणार नाही.
- २) प्रस्तुत संशोधनाचे निष्कर्ष माहितीच्या विविध स्रोतांकडून मिळालेल्या माहितीवर आधारित असेल.
- ३) प्रस्तुत संशोधन २०२० ते २०२१ या शैक्षणिक कालावधी पुरतेच मर्यादित असेल.

1.10.3 परिमर्यादा

- १) प्रस्तुत संशोधनात १९८६ च्या राष्ट्रीय शैक्षणिक धोरण व २०२० चे राष्ट्रीय शैक्षणिक अंतर्गत येणारी घटकांचा अभ्यास केला जाईल.

1.11 संशोधनाची कार्यपद्धती –

प्रस्तुत संशोधनासाठी जुने शैक्षणिक धोरण व नवीन राष्ट्रीय शैक्षणिक धोरण यांच्या अभ्यासाकरिता शैक्षणिक संशोधन पद्धतींपैकी एक असलेल्या सर्वेक्षण पद्धती वापरली जाईल.

म्हणून ह्या संशोधनाकरिता सर्वेक्षण संशोधन पद्धतीचा वापर होईल.

1.11.2 उद्दिष्ट्यनिहाय संशोधन पद्धती –

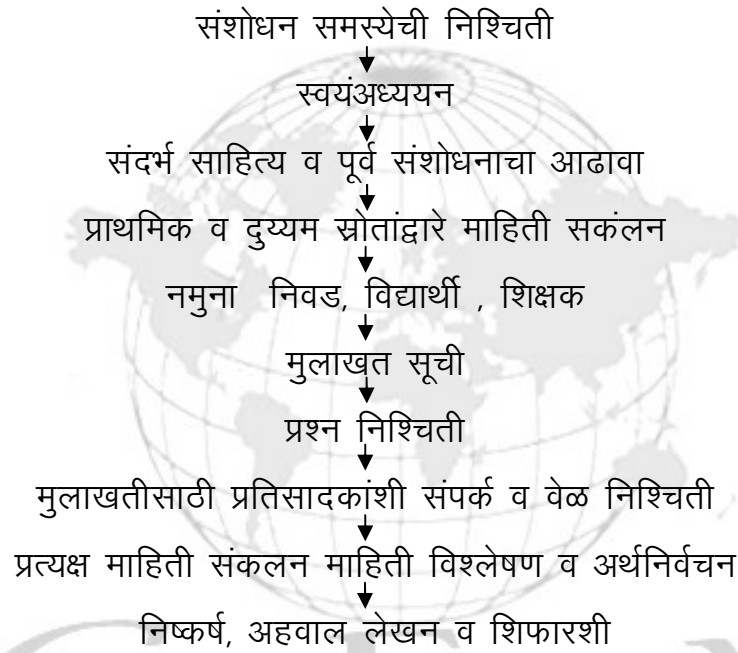
उद्दिष्ट्ये	संशोधन पद्धती	नमुना निवड	माहिती संकलनाचे साधने, तंत्रे
१) १९८६ च्या राष्ट्रीय शैक्षणिक धोरणांचा अभ्यास	सर्वेक्षण पद्धती	प्राथमिक दुय्यम स्रोत	प्रश्नावली, मुलाखत
२) २०२० च्या राष्ट्रीय शैक्षणिक धोरणांचा अभ्यास	सर्वेक्षण पद्धती	प्राथमिक दुय्यम स्रोत	प्रश्नावली, मुलाखत
३) १९८६ व २०२० च्या राष्ट्रीय शैक्षणिक धोरणांचा तुलनात्मक अभ्यास	सर्वेक्षण पद्धती	प्राथमिक दुय्यम स्रोत	प्रश्नावली, मुलाखत

1.11.3 संशोधनाची जनसंख्या व नमुना निवड

1.11.1.1 न्यादर्श – प्रस्तुत संशोधनात संशोधनासाठी राष्ट्रीय शैक्षणिक धोरणाचा तुलनात्मक अभ्यास निवडल्याने हे संशोधन कार्य सर्वेक्षण पद्धती या प्रकारात मांडले.

1.11.4 संशोधनाची साधने – प्रस्तुत शैक्षणिक संशोधनासाठी संशोधिकेने माहिती संकलनासाठी प्रश्नावली व मुलाखत या साधनांचा वापर केला आहे. मिळालेली माहिती टक्केवारीद्वारे प्रस्तुत करण्यात येईल.

1.15 संशोधनाची कार्यवाही



1.16 संभाव्य ज्ञानात्मक योगदान–

१९८६ चे राष्ट्रीय शैक्षणिक धोरण व २०२० चे नवीन राष्ट्रीय शैक्षणिक धोरणांतर्गत राबविणारे उपक्रम, शैक्षणिक आकृतिबंध, अध्यापन पद्धती, त्रिभाषा सूत्र अशा विविध विषयावर आधारित विभागाचा अभ्यास ह्या संशोधनातून होणार आहे.

संदर्भ सूची

भारतीय शिक्षण : (२०२१) महाराष्ट्र भारतीय शिक्षण मंडळ दिल्ली

भारतीय शिक्षण : ऑगस्ट(२०२१) महाराष्ट्र भारतीय शिक्षण मंडळ, मुंबई.

भारतीय शिक्षण : डिसेंबर (२०२१) महाराष्ट्र भारतीय शिक्षण मंडळ, मुंबई.

भारतीय संक्रमण : डिसेंबर (२०२१) महाराष्ट्र राज्य उच्च माध्यमिक शिक्षण मंडळ, पुणे

GOI(2020) National Educational Policy] 2020 ministry of Human Resource Development

Government of India-

GOI(2013) Rashtriya Uchchar Shiksha Abhiyan ministry of Human Resource Development

Higher Education, September 2013.

GOI (2009) Report to the Nation 2006-2009 National Knowledge Commission Government of India.

CYBER BULLYING TO DIGITAL RIGHTS AND RESPONSIBILITIES: CYBER SAFETY ENVIRONMENT FOR SCHOOL

Kalpana Suresh Mestry

Assistant Professor,

Pragati women's Collge of Education,

Torxem, Goa

Dr. Meena Kute

Guide

Introduction:-

Digital Rights of Children: Equity requires that every child have the right to and access to participation and use of technology. A balanced approach between protection and participation must be ensured. Children have the right to information, freedom, and privacy, and the right to be protected from abuse and harm. The principles of non-discrimination in enabling access to digital environments, while at the same time ensuring their protection of privacy, safety, and protection from abuse. The UN commission on the Rights of the Child adopted General Comment 25 on the digital rights of children in 2021 and issued the following guidance.

There are four principles for children's rights:

- i. Non-discrimination: Children must be protected from discrimination and treated fairly, whomever they are.
- ii. Survival and development: Children must be supported to grow up into what they want to be without harmful interference. In this context, the privacy and use of data of children must be handled with care.
- iii. Best interest of the child: When making any decision, adults — including governments and businesses — must do what is best for children rather than themselves.
- iv. Respect for children's views: Children have opinions that must be taken into account in all things they care about.

Cyberbullying is bullying which happens among the kids by sending or posting of cruel text, threatening messages using communication devices

Characteristics of Cyber Bullying.

Cyber Bullying has a multitude of characteristics viz.

- In Cyber bullying there is the use of electronic media to harass or threatens others.
 - Cyber bullying is making private information public, which includes e-mails, text messages and pictures.
 - Cyber bullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen at any time of the day or night.
 - Cyber bullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
 - In cyber bullying, there is a large space in which a bully has to offend.
-

- Deleting inappropriate or harassing messages, texts, and pictures are extremely difficult after they have been posted or sent.

Need of the study:-

To protect digital right of the students it is necessary to develop policy which can lay the foundation for clear communication. Because of online mode of education students screen time rate increases. This thing directly impact on mental and physical well being of student. To run offline school discipline is necessary same way for online mode also require disciplinary policy. After lockdown in the year 2020 schools adopting online learning, a larger number of students across the city are not only accessing the internet but also spending more time online. Increased access to technology has made children more prone to cyberbullying and online predators. While using online mode of education teachers must be aware of knowledge about anti cyberbullying strategies then only they can protect digital right of student.

The manual also has tips for students on digital health and wellness.

"Digital health and wellness is the ability to use technology like mobile phones, laptops, desktops and tablets and not using too much till the point where it hurts. Excessive and improper use of technology could lead to lifestyle changes that affect everyday life negatively," the CBSE said.

Review of literature:-

- Mudasser F. Wyne, Jigyasa Sood, Christopher Kempton & Thuyet Dao (2021), Safe Guard: A Web-Based Application to Guard against Cyberbullying

In this day and age, there is a consistent rise in the usage of social media amongst all age groups thus, more people have established an online presence that makes these users more susceptible to becoming a target of cyberbullying. Safeguard is a web-based application that monitors social media accounts and detects critical keywords such as "hurt", "die", etc., and phrases to detect cyberbullying threats and emotional distress in a person's social media post. Once a monitor discovers a match, an alert is generated for the end-user in which they can initiate human intervention. This application is a new strategy for an academic institution that allows them to be proactive rather than reactive against cyberbullying.

- Wan nor Ashiqin, 2020, Social Media Cyberbullying: Awareness and Prevention through Anti Cyberbully Interactive Video (ACIV) Wan Ali et al 2020 J. Phys.: Conf. Ser. 1529 032071

To prevent cyberbullying incident, knowing the reasons by meeting the individual who committed cyberbully face to face is more effective to avoid it happens continuously [20]. Since 1954, UNICEF has joined forces with the Government and the people of Malaysia to transform the lives of children across the nation. All schools in Malaysia have an Antibullying Guideline. People can call the anti-bullying hotline Talian Aduan Disiplin 1800-88-4774, 15999 childline or email adudisiplin@moe.gov.my to report bullying

Anti-cyberbullying campaign Stop Cyberbullying Day is an international awareness day launched by The Cybersmile Foundation in 2012, held on the third Friday of June annually. The day encourages people from around the world to show their commitment toward a truly inclusive and

diverse online environment for all, without fear of personal threats, harassment or abuse [34]. The day brings together public figures, non-profit organizations, brands, governments and educational institutions who speak out against cyberbullying and abuse of any kind to defend the human right to freedom of speech and mutual respect. People

- Melike Kavuk Kalender, Hafize Keser,(2018),Cyber bullying awareness in secondary and high schools, Department of Computer Education and Information Technology, Ankara University, Cebeci, Ankara, Volume 1 0, Issue 4, (2018) 25-36

This study examines cyberbullying awareness in schools based on the statements of teachers and managers. The findings show that: schools have wrong or inadequate strategies concerning recognition and intervention of cyberbullying; techniques for cyberbullying prevention is sufficient, concerning the creation of an anti-cyberbullying school culture and taking technological precautions; however, the creation of an anti-cyberbullying curriculum, and the construction of specific anti-cyberbullying policies for schools, is lacking in teachers' cyberbullying awareness.

LEGAL AND POLICY RESPONSES AGAINST CYBER BULLYING-GLOBAL ENVIRONMENT:-

- (1) United States: a range of state laws for cyberbullying offences exist in criminal and civil jurisdictions albeit with different methods of enforcement and adjudication on violations. As of January 2016, bullying laws exist in every state, with cyberbullying specifically named in about 50% of them (Grierson, 2016).
- (2) United States: a range of state laws for cyberbullying offences exist in criminal and civil jurisdictions albeit with different methods of enforcement and adjudication on violations. As of January 2016, bullying laws exist in every state, with cyberbullying specifically named in about 50% of them (Grierson, 2016).
- (3) European Union: approaches to cyber abuse vary. For example, Germany relies on the Penal Code; Sweden enacted legislation against cyberbullying in 1993, the first European country to do so, and evidences the lowest rate of bullying in school-age children; France added consequences of cyberbullying into the French Labor Code in 2002; Austria, which has the highest cyberbullying rate in the EU, enacted legislation in January 2016 to criminalise cyber abuse (Grierson, 2016).
- (4) Canada: victims of cyber bullying rely on police or civil remedies. The first legal protection against cyberbullying, the Cyber Safety Act, 64 was enacted in Nova Scotia in 2013, only to be struck down in late 2015, by the Supreme Court of Nova Scotia. It was adjudged that the Charter of Human Rights and Freedoms, section 265 trumped the legislative rights of the provincial Act (Grierson, 2016).
- (5) Africa: legislation in South Africa targets online abuse by requiring ISPs to divulge contact details of those found harassing another. In other African countries, a weakness of legislation persists and victims frequently do not report online abuse because of systemic corruption and protection of abusers' reputations (Grierson, 2016).
- (6) Russia has a high rate of cyberbullying, but no laws to regulate it. Saudi Arabia's

cybercrime laws rely on naming and shaming. Turkey puts responsibility onto education institutions. In UAE cyberbullying is a criminal offence (Grierson, 2016).

- (7) In South America legal responses vary. In 2008 Argentina introduced information technology offences into existing criminal legislation. In 2011, Chile put legal responsibility for cyberbullying onto schools. Brazil introduced a new law in 2015 to establish a national Programme to regulate and educate against cyberbullying (Grierson, 2016).
- (8) The Information Technology Act, 2000, which addresses aspects related to cyberspace, and the Information Technology (Amendment) Act, 2008 are the main pieces of legislation concerned with online activities and cover any communication device used to transmit any text, video, audio or image. The provisions of the National Cyber Security Policy, 2013 enable the development of a dynamic legal framework (UNICEF, 2016).
- The National Policy of ICT in Schools, 2012 is more explicit about regulating ICT to protect children from potential risks. It recognizes online risks and has provisions for regulating and monitoring Internet access. The promotion of ICT systems in schools and adult education is included in the National Education Policy (UNICEF, 2016).
 - **The National Cyber Security Policy, 2013** addresses the prevention, investigation and prosecution of cybercrimes, including those against children. It calls for strengthening capacities of law enforcement agencies to investigate cybercrimes and gather data to enable prosecution (UNICEF, 2016).
 - The provisions of the Information Technology Act have been strengthened by the Protection of Children from Sexual Offences Act, 2012 which deals with online offences against children, including child pornography and grooming. As the Information Technology Act does not have specific provisions for criminal intimidation, hate speech and defamatory content, the provisions of the Indian Penal Code apply in cases of online offences (UNICEF, 2016).
 - Ministry of Home Affairs, Government of India has set up ‘Indian Cyber Crime Coordination Centre (I4C)’ to deal with cybercrimes in a coordinated and comprehensive manner. Following are seven components of the center:
 1. National Cybercrime Threat Analytics Unit (TAU)
 2. National Cybercrime Forensic Laboratory (NCFL)
 3. National Cybercrime Training Centre (NCTC)
 4. Cybercrime Ecosystem Management
 5. Platform for Joint Cybercrime Investigation Team
 6. National Cybercrime Reporting Portal
 7. National Cyber Research and Innovation Centre (NCR&IC)

Anti-bullying or cyberbullying laws in India for schools and colleges

When a person is being a victim of cyber bullying he can file a complaint under Indian Penal Code. Under I.T. Act, 2000 the victim can apply for two kinds of offences Section 67 of

punishment of information which is obscene and breach of confidentiality.

Clearly India is lacking to curb cyber bullying problems and definitely needs a new and separate laws that deals with Cyberbullying. Colleges and schools should also punish the bully rather than just ignoring them or giving warnings. Colleges and school should give severe, harsh punishment to bully to give the victim justice.

Bibliography:-

- Deccan Herald,5/21/2022,Cyberbullying to digital rights and responsibilities: CBSE releases cyber safety guide for students,<https://timesofindia.indiatimes.com/education/news/cyberbullying-to-digital-rights-and-responsibilities-cbse-releases-cyber-safety-guide-for-students/articleshow/75845740.cms>
- Kavuk-Kalender, M., Keser, H. (2018). Cyberbullying awareness in secondary and high schools. World Journal on Educational Technology: Current Issues. 10(4), 25–36.
- Kaur K. (2018) CYBER BULLYING AMONGST PUPILS: SOCIAL AND EMOTIONAL DIFFICULTIES, DEPARTMENT OF PSYCHOLOGY PUNJABI UNIVERSITY, PATIALA OCTOBER, 2018
- Mudasser F. Wyne, Jigyasaa Sood, Christopher Kempton &Thuyet Dao (2021), SafeGuard: A Web-Based Application to Guard Against Cyberbullying,Journal of Education and Learning; Vol. 10, No. 4; 2021 Published by Canadian Center of Science and Education
- Wan Nor Ashiqin, 2020,Social Media Cyberbullying: Awareness and Prevention through Anti Cyberbully Interactive Video (ACIV) Wan Ali et al 2020 J. Phys.: Conf. Ser. 1529 032071

EFFECT OF AN EXPERIENTIAL LEARNING THROUGH TOY BASED PEDAGOGY ON THE ACHIEVEMENT LEVEL OF SECONDARY SCHOOL STUDENTS

Nusrat Anjum Siddiqui

Research Scholar

Gandhi Shikshan Bhavan's Smt. Surajba

College of Education

Dr. Frances Ketan Vaidya

Guide

Associate Professor, Gandhi Shikshan

Bhavan's Smt. Surajba College of Education

Abstract:

The process of learning by "experience" or "doing" is known as experiential learning. Experiential learning incorporates practical instruction that allows students to reflect on their experiences. It is emphasised in the National Education Policy (NEP) 2020 that experiential learning would be used at all levels. NEP 2020 promotes a creative and adaptable pedagogy to make learning more engaging and immersive. Toy-based pedagogy was therefore developed because it has enormous potential to improve and enrich the teaching and learning processes.

The paper focuses on the effect of an experiential learning through toy-based pedagogy on the achievement level of secondary school students. This study compares the outcomes of students who participated in a traditional teaching learning approach that was employed in another class to those who experienced experiential learning using toys-based pedagogy in an eight-grade science class. A pre-test was administered to gauge their achievement level. After implementing experiential learning using toy-based pedagogy and traditional teaching methods in the relevant class, a post test was administered.

The results were compared between the traditional teaching approach and the toy-based pedagogy to determine the students' level of achievement. These findings suggest that the key difference between the two pedagogical approaches in the level of achievement of the students.

Keywords: NEP 2020, Experiential Learning, Toy Based Pedagogy.

Introduction

“The most powerful way to learn is by doing.”- John Dewey

The process of learning by "experience" or "doing" is known as experiential learning. It differs from traditional education, which is mostly centred on rote learning and passive one-way communication. Experiential learning incorporates practical instruction that allows students to reflect on their experiences. It extends beyond the walls of the classroom and more fully integrates students into the educational process. The NEP 2020 stresses the importance of experiential learning, replacing traditional memorization techniques. This approach focuses on hands-on experience as the primary method of education, promoting a dynamic and flexible teaching style to enhance students' engagement and understanding. The goal is to move the focus from simply book learning to learning by doing through experience. Toy-based pedagogy was therefore developed because it has enormous potential to improve and enrich the teaching and learning processes.

Operational Definition of the key terms

Experiential Learning: This study states that it is a kind of effective education in which students

acquire knowledge through practical participation and hands-on experiences.

Toy – based pedagogy: This study defines toy-based pedagogy as a pedagogy which uses toys as resources for learning.

Achievement level: This study defines the achievement level as the difference in scores from a pre-test and post-test administered during the research.

Literature Review

Andrea E. Weinberg et.al. in their article, “**The Effect of an Experiential Learning Program on Middle School Students’ Motivation Toward Mathematics and Science.**” A mixed methods study analysed the consequence of four experiential learning programs on middle school students' motivation and interest in mathematics and science. The sample consisted of 336 middle school students. The results showed that after participating in the programs, students' interest in mathematics improved, but their perception of its relevance to their personal identity decreased, with boys showing greater improvement than girls. While there weren't many notable differences between the pre- and post-program student self-ratings, other data points point to the programme having a real impact.

Shivani (2018), in “*Effect of experiential learning programme on academic achievement science self-efficacy and scientific attitude of secondary school students,*” In this study, secondary school students' academic performance, sense of self-efficacy in the sciences, and attitude toward science were examined. The researcher used an experimental method approach and sample comprised of 200 participants. The study found that the experiential learning program was successful in improving students' academic performance.

The study has following objectives:

1. To design toy-based pedagogy to teach reflection of light.
2. To study the effect of experiential learning through toy-based pedagogy.
3. To conduct pre-test on controlled (group A) and experimental (group B).
4. To find out pre-test scores of controlled (group A) and experimental (group B) on the achievement level of secondary school students.
5. To conduct traditional teaching method on group A.
6. To conduct experiential teaching through toy-based pedagogy on group B.
7. To ascertain the pre-test scores of controlled (group A) and experimental (group B).
8. To determine the difference between the pre-test and post-test scores of controlled (group A) and experimental (group B) on the achievement level of secondary school students based on
 - a. Total sample
 - b. Gender (girls and boys)
9. To determine the interaction between the group and gender based on mean difference of the pre-test and post-test scores.

The study has following hypotheses:

1. There is no significance difference between the pre-test and post-test scores of controlled

(group A) and experimental (group B) on the achievement level of secondary school students.

- There is no significance difference in the interaction between group and gender on the basis of mean difference of the pre-test and post-test scores.

Research Methodology

For this study, an experimental research design was used. The independent variable was experiential learning through toy-based pedagogy and dependent variable was achievement level. The sample were selected from eight grade of Iqra English High School, Ambernath. The total number to 82 students participated in the program. Two groups, controlled (group A) and experimental (group B), were randomly assigned to the participants. Pre-test was conducted on both the groups. After pre-test, group A was taught as per the traditional lecture method whereas group B were taught by experiential learning through toy pedagogy. Both groups participated in a post-test assessment following the program's conclusion. Data were analysed using Jamovi software.

Data analysis and interpretation

The findings of the study are presented descriptively in tables.

Table 1: The pre -test scores of Group A and Group B

	Group	N	Missing	Mean	Median	SD	Minimum	Maximum
Pre-test	Controlled (Group A)	41	0	8.24	8	2.13	3	13
	Experimental (Group B)	41	0	8.24	9	2.3	3	11

The average score for both groups was 8.24.

Table 2a: Pre-test and post-test scores difference between Group A and Group B on the achievement level of secondary school students for the total sample

	Group	N	Mean	Median	SD	SE
Difference	Controlled (Group A)	41	3.95	4.00	2.16	0.337
	Experimental (Group B)	41	9.34	9.00	2.20	0.343

The average difference between the pre-test and post-test scores of the group B (9.34) was found to be greater than that of the group A (3.95), indicating a higher achievement level for the experimental group after participating in the program. The same is represented graphically below:

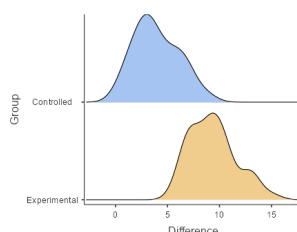
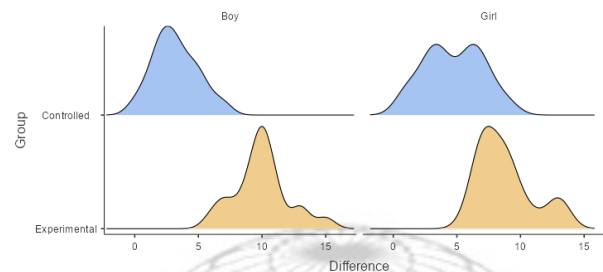


Table 2b: Pre-test and post-test scores difference of group A and group B on the achievement level of secondary school students based on gender.

	Group	Gender	N	Missing	Mean	Median	SD	Minimum	Maximum
Difference	Controlled (Group A)	Boy	21	0	3.19	3	1.75	0	7
		Girl	20	0	4.75	4.5	2.29	1	9
	Experimental (Group B)	Boy	20	0	9.95	10	2.14	6	15
		Girl	21	0	8.76	8	2.14	6	13

The average difference between the pre-test and post-test scores of boys in the group B (9.95) was found to be greater than that of the group A (3.19). Similarly, the average difference between the pre-test and post-test scores of girls in the group B (8.76) was higher than the group A (4.75). These results suggest that boys demonstrated a greater improvement in achievement level after participating in the program compared to girls. The same is represented graphically below:

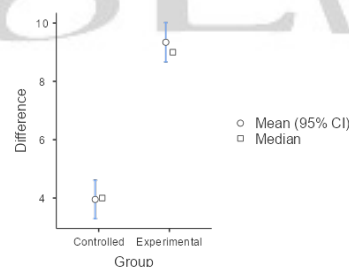


Inferential analysis of the study was done using independent t – test to verify hypotheses which are presented in the form of the table given below:

Hypothesis 1a: There is no significance difference between the pre-test and post-test scores of group A and group B on the achievement level of secondary school students for the total sample.

		Statistic	df	p	Mean difference	SE difference
Difference	Student's t	-11.2	80	< .001	-5.39	0.481

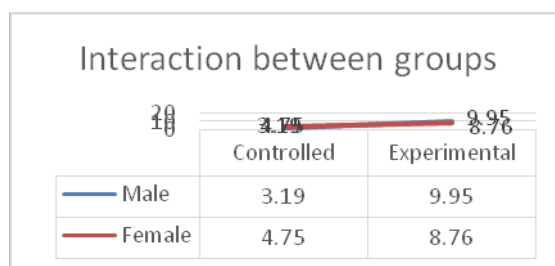
To determine the difference in achievement level between the two groups, an independent sample t-test was employed. The findings revealed a statistically significant difference ($p < 0.001$) in the achievement level between the students in the controlled (group A) ($N=41$, $M=3.95$, $SD=2.16$) and the experimental (group B) ($N=41$, $M=9.34$, $SD=2.20$). Hence, the null hypothesis is rejected. The same is represented graphically below:



Hypothesis 1b: There is no significance difference in the interaction between group and gender.

	Sum of Squares	df	Mean Square	F	p
Group	594.268	1	594.268	136.433	< .001
Gender * Group	38.668	1	38.668	8.877	0.004

To examine the effect of both group and gender on the students' achievement level, ANOVA was utilized. The mean difference in pre-test and post-test scores between the experimental (group B) and the controlled (group A) was 9.95 and 3.19 for boys, and 8.79 and 4.75 for girls. The results showed a significant interaction between group and gender ($p=0.004$), rejecting the null hypothesis. The same is graphically represented below.



Findings

The above study reveals that achievement level is positively impacted by experiential learning programs in a statistically meaningful way. After teaching through an experiential learning program, students outperformed those who received instruction through traditional lecture method. It's vital to note that, even though both groups' findings were significant, experiential learning leads to higher achievement level than traditional education. It has been determined that experiential learning in the classroom can raise secondary school students' achievement level. The findings of the study also revealed that boy's interaction between the group is higher achievement level than that of girls.

Discussions

Students' achievement is considerably increased through experiential learning programs, which fosters a more favorable attitude toward extracurricular activities. Because of this, students who are taught through experiential learning programs feel more invested in their studies, demonstrating that, when done well, this kind of instruction may be engaging. Students can learn in a novel way by engaging in experiential learning. Therefore, this style of education can help students retain their knowledge, solve problems, and have a thorough understanding and application of the subject.

The results of this study indicated that programs that employ experiential learning methods effectively boost students' achievement. Therefore, for higher accomplishment in science as well as other subjects, teachers should be encouraged to adopt this experiential instruction. Both teachers and students may use the learning materials created for the experiential program.

Recommendations

A comparable research may be expanded to include a bigger sample, and for more time in order to establish the validity of the findings. This research can be expanded to examine how the curriculum affects other factors, such as scientific process ability, scientific creativity, interest in science, and the development of scientific skills. Additional research could focus on student accomplishment across age ranges, grade levels, and topic areas. It is possible to research the efficacy of experiential learning programmes for slow learners, gifted children, and underachievers. The scope of this study may be expanded to include students' experiential learning as they enhance their laboratory skills and carry out experiments.

Conclusion

The teaching-learning process has recently undergone adjustments that have made it more challenging while still promoting student originality, curiosity, interest, and values. The world is now more connected because to scientific advancements. Inclusion of various learning concepts is taking place in the fields of science, health, and education. Concepts, talents, and competency are all provided by science education in schools. Creativity and imagination are fostered by it.

Experiential learning is heavily emphasized in the National Education Policy (NEP) 2020, which includes, among other things, learning by doing, teaching through the arts and sports, toy-based pedagogy and education based on stories. Toy based pedagogy is included in NEP 2020. As the contribution of toys to

children's cognitive growth and how they sparked their imaginations and problem-solving abilities is phenomenal. These pedagogies will be implemented at all levels as mainstream pedagogies in every subject and with analyses of connections between diverse subjects. Experiential learning has replaced traditional teaching methods, such as rote learning and memorization, as a crucial component of contemporary education techniques. This approach focuses on hands-on learning, where students gain knowledge through experiences and actions, rather than just memorization. Considering the profound changes brought on by the technological revolution, this assumes highest importance in relation to the needs of both the present and the future.

The components of experiential learning include exploration, experience, and enjoyment. Their interest is fully piqued, and they will inevitably seek out and investigate the subject they take satisfaction in learning. According to the study, experiential learning is a method where students actively engage in hands-on activities and participation in class, which helps to maintain their attention and retain the learning for a longer period. When one learns to have fun through time, the component of enjoyment is activated. The students should never feel burdened and should always have an open mind to the beauties of the classroom learning environment.

References

- Andrea E. Weinberg, Carole G. Basile, & Leonard Albright. (2015, August 25). *The effect of an experiential learning program on middle school students' motivation toward mathematics and science*. Taylor & Francis. Retrieved January 12, 2023, from <https://www.tandfonline.com/doi/abs/10.1080/19404476.2011.11462086>
- Chesimet, M. C, Githua, B. N, & Ng'eno, J. K. (2016). *Effects of Experiential Learning Approach on Students' Mathematical Creativity among Secondary School Students of Kericho East Sub-County, Kenya*. ERIC - Education Resources Information Center. Retrieved January 12, 2023, from <https://eric.ed.gov/?id=EJ1112801>
- Desk, E., & Tattva News. (2022, January 21). *Toy-based pedagogy is in alignment with the NEP 2020*. Tattva News. Retrieved January 15, 2023, from <https://en.tattvanews.com/national/toy-based-pedagogy-is-in-alignment-with-the-nep-2020/>
- Dutta, N. K. (2020, November 12). *Experiential learning in school education*. Assam News Headlines, Latest Assam News, North East Live News, Breaking News, Jobs - The Sentinel. Retrieved January 10, 2023, from <https://www.sentinelassam.com/editorial/experiential-learning-in-school-education-511178>
- Experiential learning » center for teaching & learning*. (n.d.). Boston University. Retrieved January 12, 2023, from <https://www.bu.edu/ctl/guides/experiential-learning/>
- Faiz, B. (2019, April 15). *Role of education in national development*. Voice of Balochistan. Retrieved January 12, 2023, from <https://voiceofbalochistan.pk/opinions-and-articles/healtheducation/role-of-education-in-national-development/>
- Feza Tabassum Azmi. (2021, January 1). *Experiential learning and critical thinking for employability*. Times of India Blog. Retrieved January 12, 2023, from <https://timesofindia.indiatimes.com/readersblog/times-reflections/experiential-learning-and-critical-thinking-for-employability-28739/>
- Ministry of Education. (2022, January 20). *Toy-based pedagogy is in alignment with the NEP 2020 and prime minister's vision of "Vocal for local" - Dr. Rajkumar Ranjan Singh*. Press Information Bureau. Retrieved January 15, 2023, from <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1791279#:~:text=She%20also%20mentioned%20the%20attempt,thinking%2C%2021st%20century%20skills%2C%20and>

TEAM-PAIR-SOLO STRATEGY FOR THE DEVELOPMENT OF LISTENING SKILLS OF SECONDARY SCHOOL STUDENTS: AN EXPLORATORY CASE STUDY

Ms. Sadaf Kamal

Semester IV, M.A. (eLearning),
Department of Educational Technology,
SNDT Women's University, Mumbai

Prof. (Dr.) Jayashree Shinde

Head, Department of Educational
Technology,
SNDT Women's University, Mumbai

Abstract:

NEP2020 focuses on learner-centeredness and innovative pedagogy to achieve a learner-centred learning environment and collaboration. 21st-century skills such as collaboration and communication need to be developed right from the schooling stage. The ability to comprehend and interpret what others speak can be developed by systematically planned listening activities. Effective listening skill ensure improved communication, increased empathy and understanding and fostered relationships. Decoding and interpreting nonverbal signals, such as facial expressions and tone of voice, are necessary skills to listen effectively. Learner-centred and active environment sari important in such contexts. It was, therefore, decided to observe learner-learner interactions and the gradual development of listening skills at every phase of the Team-Pair-Solo Co-operative Learning Strategy (CLS). Team-Pair-Solo CLS has a gradual shift from team-based interactions to individualised skill acquisition. The strategy is found effective in terms of achievement as per quantitative studies, but qualitative analysis of the acts and interactions may provide new insight into the field. An Exploratory Case Study was, therefore, proposed aimed at observing and analysing the process of development of listening skills through Team Pair and Solo strategy in Grade Six learners. Designed activities were a combination of adopted and newly designed activities based on listening skills. Activities such as rapid questioning, minimalist pairs, picture dictation, multiple sentences, podcast worksheet and movie bingo were implemented on 14 students. Two teams of 7 members each were further divided into pairs and then solo activities were performed by them. The Observation and Focus Group Discussion techniques were planned. The roles played by the team members such as leadership, pro activeness, and verbal or physical activeness against passiveness were analysed. The paper presents an analysis of such behavioural traits and patterns of interactions during the activities.

Keywords : Cooperative Learning Strategy, Team-Pair-Solo

A talent that demands accuracy and clarity is communication (Babita Narayan, 2011). One of the fundamental soft talents is listening. If one has effective communication abilities, one can begin to enhance social and professional relationships. Any dialect relies largely on hearing for communication. A message cannot be transmitted unless it is understood by the other party. We learn languages primarily through listening, thus we do so every day through our auditory pathways. Hearing and listening are two distinct processes. Hearing is a physiological process, whereas listening needs mental effort. The listener must comprehend what is being stated to respond verbally (Vogely, 1998). Listening skills are the backbone of effective communication. Effective communication needs attentive listening.

Receiving, interpreting, and responding to spoken and nonverbal cues are all parts of the listening process. Listening is a talent that humans employ to collect information, evaluate messages, convey empathy, and evaluate performances. When you listen, you interpret what you hear, evaluate it, and react to it. National Education Policy (NEP) 2020 emphasises significance of active learner participation, communication and collaboration. Effective communication skills are considered as one of the important 21st Century skill.

Thus, 'listening' being a crucial skill for the learners in their overall growth, appropriate pedagogy for the development of the listening skill was a concern of the researcher. It was necessary to provide an interactive environment for fostering the skill as well as a systematic step-by-step practice opportunities to the learners. Cooperative Learning Strategies (CLS) is comparatively a less explored area of research. Though effectiveness of CLS is proven regarding individual CLS such as Jigsaw, Think-Pair-Share, how skill gets gradually developed in CLS is not a much explored research problem. Team-Pair-Solo CLS not only facilitates skill development, but provide a systematic practice environment to acquire mastery on the complex skills. It was therefore, decided to observe learners carefully to understand the process of skill development in Team-Pair-Solo CLS environment.

Research Review

A study by Omer Kutlu (2009) found that listening comprehension skills are affected by factors such as radios, newspapers, juvenile books at home and players/recorders (CDs and MP3s). Additionally, Le Huy Hoang and Nguyen Vu Phong Van (2019) found that vocabulary is most likely to affect listening skills, and grammar plays the least role for the same. Similarly, Mayra (year), through the Case Study studied seven factors that affect EFL learners' listening skills such as motivation paralinguistic features, vocabulary, concentration, the teacher's methodology, the use of material and the learner's background. Not only video materials were effective in developing listening comprehension.. (Shintani and Matthew, 2014)

Experimental research methods have proved the effectiveness in terms of acquisition of reading comprehension by using Team-Pair-Solo. (Siri, Eka and Yenni, 2016; Lely, Year) To overcome some problems teachers, face in teaching reading, classroom action research was used by Lely (year) Team Pair Solo technique was proved useful for both students and teachers. Students did not hesitate and were dauntless to express their ideas and had more time to think before reading or commenting in front of the class.

Need of the study

After going through several studies on, it was observed that listening skill is developed in dependently, but studies are missing on collaborative and cooperative learning for the language skill development The researcher did not come across a study on implementation of Team-Pair-Solo CLS for development of language skills. The researcher consequently decided to investigate how teamwork fosters the growth of listening skills. How participants interact in teams and pairs was the major focus intended by the researcher. To investigate the nature of learners' learning processes, patterns of social interactions and the challenges they may experience in CLS

environments, the Exploratory Case study was adopted.

Title of the Study and Research Questions

The study titles “Team-Pair-Solo Strategy for the Development of Listening Skills of Secondary School Students: An Exploratory Case Study” was thus proposed.

Some queries prompted more in-depth research for the current study. The following are the research questions:

- How will the secondary section students interact in groups and pairs when offered listening activities?
- What was the learner’s learning process?
- What difficulties will students encounter when offered various listening activities?

Research Methodology

The study aimed at finding patterns and processes of developing listening abilities by employing the Team Pair Solo technique. The study therefore, was qualitative in nature.

Since an intervention was planned and the intervention environment was to be studied, analysed in detail, an Exploratory Case Study Method was proposed for the study. 4 schools under the centre in Mumbai suburbs. A sample of 14 Grade VI students from one of the 4 schools functioning under Religious Education Centre was selected. Fourteen students from a class of 30, who were able to stay longer were selected as the sample and hence ‘Convenience sampling’ technique was used. The sample comprised of boys and girls of the age-group ranging 12 to 14 years. For the sampling technique, Convenience sampling was used to select samples from the population. Focus group discussions and observation have been chosen as the data-gathering approaches for the desired study.

Intervention

The focus of the study is qualitative analysis of the process of skill-acquisition in the area of listening skills through the activities planned for ‘Team-Pair-Solo’ CLS. Six activities were included in the intervention. All 14 learner participants were divided into 2 teams of 7 members each at Stage I. They were further divided into 7 pairs at the Stage II and then they worked individually at Stage III.

Rapid Questioning - During this round of questions and answers, the facilitator asked questions about the sample in first the team, where anyone in the team who knew the answer quickly responded. Later, the identical portion was completed both in pairs and then individually. The question was not repeated again but quick responses were expected at all 3 stages. The questions were simple inquiries from many disciplines, such as physics, math, general knowledge, or history. Picture dictation - The teacher offered directions on how to design an image during the picture dictation section. Learners were expected to follow the provided sample drawing and draw the pictures on the papers. The identical task will thereafter be completed in pairs and then individually. The instructions were given only once as careful listening was expected.

- Podcast worksheet-A few worksheets carefully explained the worksheet in the audio format. The task was done in the same 3 stages of Team-Pair-Solo. The task was completed

simultaneously by both teams of 7 each, seating in different locations, afterwards in pairs, and eventually independently.

- **Movie Bingo** - The facilitator gave the worksheets for the ‘movie bingo’ segment to both the teams, and they were expected go over the words in each box. After that, the a movie audio clip, was played. Learners listened and checked the boxes next to the sentences they heard. Similarly, the activity was conducted in pairs and then individually.
- **Multiple Sentences** - In the section on numerous sentences, the facilitator provided seven sentences at once. The team were instructed to compose at least 5 sentences. The task was repeated in pair and then at individual levels.
- **Minimalist Pairs**- In the ‘Minimalist pairs ‘activity, two flashcards were presented to the teams, the facilitator said a word that sounds familiar to one of the cards. Teams were needed to listen carefully and pick the correct flashcard. Similarly, it will be performed in pairs and solo. Learners were provided 5 minimalist pairs at every stage.

Observation and Analysis

The researcher carried out observations while conducting the activities. The entire process of development of listening skills in Team-Pair-Solo CLS was observed and analysed. The categories of the analysis such as group participation, listening readiness, attention to the task by the group and pairs, trust in the groups and pairs, key concept identification, and task understanding emerged from the coding. Four of the activities were conducted on day 1, whereas remaining 3 on the next day. Learners had become familiar with the nature of CLS on the next day, which resulted in positive energy demonstrated.

a. Involvement in the task

There were two distinct teams for the various tasks, which were then divided into pairs and completed independently. When the teams were divided into pairs, it was found that they felt more comfortable replying with their partners rather than individually during quick questioning. However, for a few questions, it was noted that they delayed responding out of concern that their response would be incorrect, especially during teams. In a few activities like picture dictation and multiple sentence activity, the teams developed their method for completing the job, which was admirable. The team’s whole membership participated in several duties. Activities like podcast worksheets and movie bingo favoured pair participation over group participation. There were not many samples who agreed with the responses provided by their group. There were a few instances which showed stronger leadership qualities and initiative of certain participants. It was found that rapid questioning and minimalist pairings were their favourite activities. Additionally, it was noted that the learners’ level of energy on day 1 and day 2 was different Familiarity of the tasks and the roles made the learners comfortable.

b. Attentiveness in listening

Most of the learners were paying attention, as evidenced by their nodding heads and other nonverbal cues including keeping eye contact. This suggested that the speaker and the audience understood one another. As the instructions were given only once, it was observed that most of the

learners were active and were paying attention. This could be seen through their work or the way they completed their tasks. Later, during the individual activities, it was observed that a few learners could grasp the entire instructions and audio once they heard it. They were thus, found active during the entire team, pair and solo activities.

c. Challenges faced by the samples

Accents in the audio for the podcast worksheet and movie bingo were challenging as because they were not consistent with Indian accents. Next, it was noted that a few learners lost context because the instructions were only delivered once. Thought process in the learners started at the first chunk of the instructions while the rest of the chunk was provided. Thus, the later part of the instructions was getting lost most of the time. . Only a small percentage of the learners could comprehend all the material and successfully finished the job. When these few learners were working in the teams, it was seen that they aided others. Though this helped for the tasks in teams and pairs, individual activities of these listeners were affected. The background noise from the window or conversations among other groups caused some of the learners lose their attention.

d. Understanding of the activities

A few learner participants were found to have a thorough understanding of the tasks at hand and were able to achieve outputs in teams, pairs, or individually with the desired level of competence. Those who could not understand the instructions in direct voice inputs or through audio did want the researcher to prompt them or repeat the questions. This need emerged only at the individual tasks. Teams and pairs played the role of facilitator in this sense.

Findings

Researcher employed an exploratory case study to comprehend how students in Grade 6 developed their listening skills. The activities were carried out as planned. The activities were broken up into a two-day intervention. The analysis concluded in a few revealing findings. Learners were found more engaged in working alone than in groups or pairs. It was mainly because they were supported by their peers in teams and pairs, but they needed to struggle hard while performing individual activities. On day 2, during the activities of the Minimalist pairs and numerous sentences, it was seen that the samples were actively participating in the group. Overall, the researcher found that most of the learners had favourable viewpoints and satisfying interactions. . For a few, the listening activities were difficult since they could not understand properly mainly because the instructions were not repeated. Though the CLS played a significant role in grade VI students' listening skill development, the environment also presented challenges of internal and external noise such as background sounds, distractions of thoughts and non-familiar accents.

Overall, strategies such as Team-Pair-Solo CLS, providing rigorous and repetitive practice, exposing learners to the sets of limited vocabulary at a time, use of accents from the familiar contexts and culture and well-designed material can foster the development of complex skills such as listening skill.

References

- Hoang, L., & Van, N. (2019). Some factors affecting the English listening skill of students in the advanced programme.
http://ijariie.com/AdminUploadPdf/SOME_FACTORS_AFFECTING_THE_ENGLISH_LISTENING_SKILL_OF_STUDENTS_IN_ADVANCED_PROGRAMME_ijariie10228.pdf
- Izaham. (2017). Listening to the Main idea & supporting details
<https://www.slideshare.net/Izaham/listening-for-main-idea-amp-supporting-details>
- Jarvis, T. (2009). *How to talk so people listen: Four ways to make yourself heard*. O, the Oprah Magazine. <http://www.oprah.com/relationships/Communication-Skills-How-to-Make-Yourself-Heard>
- Kutlu, O., & Aslanoglu, A. (2009). Factors affecting the listening skill.
https://www.researchgate.net/publication/248606722_Factors_affecting_the_listening_skill
- Narayan, B. (2011). The Art of Listening. <https://www.thehindu.com/features/metroplus/The-art-of-listening/article14690304.ece>
- Setyawati, L. (n.d.). Using Team Pair Solo to Improve Students' Reading Comprehension Toward the Eleventh Grade of IIS-4 SMAN 4 KENDIRI. <https://tinyurl.com/4m7dtp5z>
- Shintani, N., & Wallace, M. (2014). The effectiveness of listening support on L2 learners' listening comprehension ability: A meta-analysis. https://kansai-u.repo.nii.ac.jp/?action=repository_action_common_download&item_id=13871&item_no=1&attribute_id=19&file_no=1
- Spring. (2007). E-Tips for Environmental Educators; Allow students to work in pairs or teams to solve problems and make discoveries during your field days. Best Practices for Field Days Guide Book. Online Journal of extension by the University of Minnesota Extension Program. <http://www.extension.umn.edu.com>
- Sugiharti, S., Wilany, E., & Vintaria, Y. (2016). The Effectiveness of Using Team-Pair-Solo to Students' Reading Comprehension.
<https://www.journal.unrika.ac.id/index.php/jurnalanglo-saxon/article/download/1221/951>
- The University of Saskatchewan. (n.d.). *Pressbook*. Canada: Bennetch, R. Owen, C. & Keesey Z.
- Tyagi, B. (n.d.). Listening: An Important Skill and its Various Aspects. <https://the-criterion.com/V4/n1/Babita.pdf>
- Vogely, A. J. (1998). Listening comprehension anxiety: Students' reported sources and solutions. *Foreign Language Annals*, 31, 67-80. <http://dx.doi.org/10.1111/j.1944-9720.1998.tb01333.x>
- Woottipong, K. (2014). Effect of using video materials in the teaching of listening skills for university students. from
<https://www.macrothink.org/journal/index.php/ijl/article/view/5870>

**ANALYSIS OF SOCIAL INTERACTION IN A COLLABORATIVE GAME-
BASED LEARNING ENVIRONMENT IN HIGHER EDUCATION
STUDENTS: AN EXPLORATORY STUDY**

Ms. Joyce Maria Sunny

M.A. e-Learning (Sem IV)

DET, SNDT Women's University,

Mumbai 400 049

Prof. (Dr.) Jayashree Shinde

Head, Department of Educational Technology,

Director, Teaching-Learning Centre

(under PMMMNMTT-MOE)

SNDT Women's University,

Mumbai 400 049

Abstract:

NEP 2020 focusses on development of 21st century skills in higher education learners. Critical thinking, collaboration, communication and creativity are important 21st century skills. Thoughtfully created conducive learning environments enable learners not only to develop these skills but also social skills and soft skills such as decision-making, team-building, time management, etc. Games are a great way of teaching-learning where students can not only enjoy the learning process but also gain knowledge and acquire important skills. Game-based learning is an innovative teaching strategy that integrates education and play. It not only helps to foster social and emotional learning but also leads to enhanced participation with increased interest and motivation among learners. Team-based collaborative games in the classrooms allow learners encourage and support each other, solve problems as a team. Several studies related to the skill development of learners in primary, secondary and higher education prove that collaborative games successfully lead to the improvement in the academic achievement, as well as development of intrapersonal and interpersonal skills. Qualitative analysis of the process of team-building, social interactions and development of interpersonal relations is however, have been less-explored area. An Exploratory Case study on Second year students of Bachelor of Management Studies students is proposed. The proposed study aims at analysing the interactions among learners in collaborative game-based learning environments. Five classroom games selected for the present study have potentials of development of essential management skills such as listening, acceptance of others' views, negotiation, planning, strategizing, communication, teamwork, time management, and problem solving. Observation, Sociometry, Focus Group interviews and unstructured interviews of selected individual learners are data collection techniques. The data analysis would reveal essence and nature of different aspects of social interactions, process of acquisition of soft skills and social skills, social relations.

Keywords : Game-based learning, Collaborative game-based learning, Social interaction, Social skills, Team-building

Introduction:

Learning and education are important aspects of one's life because they help us not only gain knowledge and skills, but also build our attitudes, behaviours, and values. One way of teaching and learning in classrooms is through games because they are a great way to teach students important skills. Game-based Learning (GBL) is a widely used strategy and occurs when games are used as a medium for learning in classrooms. It encourages collaboration and provides numerous benefits such as fostering social-emotional learning in students, increasing student participation, improving retention levels, and so on. Team-based cooperative and collaborative or single-player games can be chosen based on the objectives set by the teachers. Collaborative games have potentials to yield more benefits than the individual efforts.

Research review:

Game-based Learning (GBL) is effective for improving the academic performance of students in finance, English collocation and mathematics (Ding et al., 2017, LAKKHAM & Kulsirisawad, 2020, Yusof & Shahrill, 2021). GBL in classrooms leads to effective achievement of learning outcomes and, development and improvement of skills such as communication, teamwork, competence, innovation, adaptability, resourcefulness, computational thinking and social skills, leading to better team building and increased confidence to share ideas in students (Cooney and Darcy, 2020, Magno de Jesus & Silveira, 2021, Yusof & Shahrill, 2021, Martín-Hernández et al., 2021, Chan et al., 2021). However, there were some contradictory findings in a study where some students did not prefer games as one of their learning style approaches and weren't comfortable playing the game with the partner not of their choice (Yusof & Shahrill, 2021).

The implementation of GBL in primary and secondary education has shown evidence of improvement in students' knowledge, problem-solving, communication and critical-thinking skills (Azhar & Ab Jalil, 2022). The format of collaborative games (digital vs. analog) has influences peer interactions during the game and children in the analog conditions showed positive forms of interaction. (Uz & Cagiltay, 2015, Von Steinkeller & Grosse, 2022). Baek & Touati (2020) noted that when similar tasks were performed by students in online cooperative and collaborative gameplay, different results were reported for boys and girls. Thus, collaborative learning has a positive impact on the participation of students irrespective of gender but, providing adequate grouping conditions based on gender preferences could foster positive attitudes towards educational games (Baek & Touati, 2020, Ghavifekr, S., 2020).

Need of the study:

The previous studies have shown that collaborative games have successfully improved the academic achievement of students, and develop important skills such as teamwork, communication, interpersonal and social skills. The present study aims to explore how the learners behave and interact with each other and, analyse the social interaction among the learners in a learning environment based on collaborative games which focuses on building the 21st century skills in Higher Education students. The title of the study, is, therefore stated as:

“Analysis of Social Interaction in a Collaborative Game-Based Learning Environment in Higher Education Students: An Exploratory Study”

This study aims to explore the interaction among the higher education learners in a collaborative game-based learning environment, and their attitude and behaviour in a social learning environment. The study addresses two major research questions:

1. How do learners interact with each other in a collaborative game-based learning environment?
2. How do the learners behave in groups in a social learning environment created using collaborative games?

Research methodology:

This is an Exploratory Case Study, a Qualitative method that employed the purposive sampling technique. A total of 41 second-year students of the Bachelor of Management Studies programme were the sample for this study and 10 students dropped out during the course of the intervention. Five management skill-based collaborative games were identified and adapted to suit the sample, location and the resources available. The data collection techniques were observation, sociometry, focus group interviews, and unstructured interviews with selected individual learners. The paper presents findings as a result of the analysis of researcher's observation and sociometry administered on the participants.

Intervention:

A three-day intervention was planned. Total 31 learners participated out of which 16 missed either of the 3 days. Fifteen students participated in all five games during the three days of the intervention. Twenty-seven learners present on the very first day were divided into 4 teams with 7 members each in 3 teams (Team1, Team2, Team3) and 6 members in the last team (Team4). Due to absence of some old numbers and addition of a few learners, reshuffling of teams 3 and 4 was done and a new Team5 was formed. The data was collected through non-participatory observation. Along with observer's notes, the learners' interactions were video recorded for further analysis. All the games for the intervention were selected considering the 21st century skills essential for management students to acquire such as listening, accepting others' views, planning, strategizing, communication, teamwork, time management, and problem solving.

On Day 1, the game 'Aladdin's Carpet' was introduced along with distribution of instruction cards. Each team was given a piece of cloth, placed upside down on the floor and while standing on the sheet, they had to flip the carpet to get the right side up without talking. Later, the second game 'Pipeline' was introduced. Here, the task was to pick up a marble placed in a cup at point A and carry that marble and place it in the cup at point B, pick another marble from point B and bring it back to point A, using the half pipes provided to them. On Day 2, the third game 'Tied Together' was introduced, where the hands of the members standing in a circle were tied with the neighbouring member and had to complete two tasks. Task 1 was to gift wrap a box and Task 2 was to build a tower using the set of cards. On Day 3, the game 'Master Architect' was introduced where each team had to build the longest tower using newspapers and place a star made of ice-cream sticks on the top. Then the fifth game 'Shapes with Ropes' was introduced. Here, each team

had to pick one out of the six envelopes provided and make the shape written in the envelope without talking, using just their legs and the 6-meter rope placed on the floor.

At the beginning of each game, 5 minutes were provided for discussion and strategizing, and after each game ended, the learners were asked to share their learning. After the last game, a focus group discussion was conducted with all the learners and a sociometry questionnaire was administered.

Observation and analysis:

The data was obtained through non-participatory observation. It was observed that there was an improvement in the support shown by each team to its own members and increased competition with other teams. The facilitator assigned the teams without giving any choice to the learners which resulted in a commotion to some extent after forming the teams. Some greeted whereas some were silent and seemed uncomfortable in their teams.

Based on the analysis of the observation, the following categories of team-interaction are identified:

1. Physical participation
2. Cognitive participation
3. Appreciating others
4. Decision-making
5. Dominating behaviour

Physical participation:

During ‘Aladdin’s Carpet’, it was observed that all the team were supporting their members to stand on the sheet, were jumping and moving around to try and finish the task. Even for ‘Pipeline’, the students were seen struggling to balance the marble in the pipe and realising the importance of equal participation, all the team members started actively moving front and back with the pipes. Day 2 game had some restrictions on how they perform the tasks as their hands were tied with each other and only 3 members from Team 2 were actively using their hands. During ‘Master Architect’, two or three members from each team were standing on chairs, stools and benches to build and support their towers. During ‘Shapes with ropes’, the movement of the members were restricted but still everyone used their legs to implement the strategy discussed to finish the game. Overall, different levels of physical activeness were observed in the participants.

Cognitive participation:

On day 1, each team had only 3 to 4 who actively discussed the strategy. On day 2, increased active participation in discussions and strategy making with the sense of responsibility was observed in all teams except for Team 5 which seemed to try and adjust with each other as it was a new team formed. Day 3 participation however, saw that all the members of all teams were actively involved in the discussions.

Appreciation of others:

It was observed that after completing each game, team members were smiling at each other and feeling proud of being able to complete the task. During ‘Pipeline’, all the teams had to

attempt the task multiple times and Team3 completed last with the most re-attempts. Here, other team members were seen giving tips to Team3 and after completion, the team members appreciated each other and other team members also congratulated them. 2 students performed as a member of Team4 on the first and the last day, but team4 was dissolved on the 2nd day, so they were merged with Team3 along with another member who was present on the first and the second day. Team3 completed 'Tied Together' first. The members congratulated each other and went around trying to give ideas. When the game was over, all teams cheered and celebrated their own and each other's work. Team4 completed 'Master Architect' first and was appreciated by other teams for building the longest tower. Team1 had the shortest tower but was praised for building a strong foundation. During 'Shapes with Ropes', all the teams were participating in the game, actively guessing the shapes being made, cheering each other and they also involved in friendly banter.

Decision-making:

It was observed that throughout all the games two or three members were guiding the decision being made. The members of Team1 were observed to listen to two members of the team and agree to their final decision. Similarly, for Team4, two members seemed to make the final decisions and suggest new changes in the strategy as well. Team4 was dissolved on day 2 and the members were merged with Team3 on day 2. In Team3, the decisions were made by actively suggesting and protesting the ideas presented. This behaviour created a tension between the members. Team2 and Team5 seemed to discuss all the ideas together and implement the best strategy.

Domination and Leadership:

On Day 1, all the team members were seen contributing equally after discussions, but Team3 saw three members trying to convince others to follow their ideas during the second game. On Day 2, 2 members from Team3 were seen shouting in frustration and asking everyone to follow them making others in the team uncomfortable. A few of the other team members were giving their opinion rather than just blindly following their emerged leaders. One member from Team2, who joined the team on the second and the third day, was also seen doing most of the tasks herself and asking a few others to follow her. However, Team1 and Team5 members didn't display any dominating behaviour in any of the games.

Focus Group Discussion:

The focus group discussion revealed that the students preferred this strategy of assigning team members by the facilitator and resulted in about 50% of the students forming new social relations with their classmates. One student shared his apprehension about the teams formed and was not sure whether he will be able to work well with them but second day onwards, he found his team members enjoyable to work with. Some said that they knew each other, but had never worked together so they enjoyed the GBL sessions and were themselves interested to come to the sessions and were of the opinion that more GBL should be introduced in their classrooms.

Sociometry:

The sociometry questionnaire consisted of 14 questions aimed at understanding the peer perception of social interaction in the teams and the class. 32 responses were received. The categories obtained from the analysis of the sociometry are:

C1- Active member

C2- Strategist

C3- Motivator

C4- Problem-solver

C5- Time-keeper

Teamwise discussion of sociometry output is discussed in the following paragraphs.

Team1: The researcher observed that 2 members were actively participating in all the activities, discussing strategies and motivating others. Two members of the team were absent on day 2, with not much effect on their performance as they again joined all with the same zeal on the third day. These observations were consistent with perception of the group members. Overall, two members were chosen for 3 and 4 of the categories by most members and exhibited leadership qualities.

Team2: Two members of the team were absent on the middle day, with not much effect on their performance as they again joined all with the same zeal on the third day. One student, who was quiet on the first day, absent on the second day demonstrated active behaviour with increased interest. One member who was absent on the first day, present on the second and third day demonstrated active behaviour and displayed qualities of all the 5 categories identified. The researcher observed that 3 members, present on all three days, were actively involved in all the tasks and one of them was chosen for all the 5 categories. However, one member from the three observed by the researcher was isolated by the members. As per the responses to the questionnaire, 2 members were considered as potential leaders in the group.

Team3: Two members of the team were absent on the second day and joined others with more positive attitude and keenness on the third day. One student, who was quiet on the first day with, absent on the second day demonstrated active behaviour in discussion and physical tasks on the third day. During the intervention, 2 members were actively participating and guiding the other members on how to complete the tasks. Two members were observed by the researcher as leading the team. These observations were supported by the responses to the sociometry by the team members.

Team4: The perception of the team members towards one member was high as he was chosen by for all the 5 categories by most of his team members. This was missed by the researcher during observation. The researcher had observed one member as actively involved in all the tasks, but was chosen for only C2 and C3 by her team. Two students performed as a member of Team 4 on the first and the last day, but Team4 was dissolved on the second day, so they were merged with Team 3. One student, who was absent on the last day, performed as a member of Team 4 on the first day, and performed with the same zeal as a member of Team 3 on the second day. Two students, who were absent on the second day, performed with the same level of enthusiasm on the third day.

However, one member was isolated by her team members from the categories identified from sociometry.

Team5: 5 members who were absent on day 1, joined on the second day, were grouped to form a new team and performed with the same zeal on the third day. All the 5 were considered for three or more of the five categories which is consistent with the observation made by the researcher. All the members were seen contributing towards all the tasks. 2 of the members were considered for 4 of the categories and were observed as the most active members by the researcher.

Findings and Conclusion:

This study was done to analyse the different aspects of social interaction among learners in a collaborative game-based learning environment which was introduced by the researcher using team-based management skills-based games. Based on the observation at the beginning and towards the end, there was a definite change in the behaviour and attitude of students towards each other. The interaction between the students saw a transition from fewer interactions among learners to all learners socialising with others, resulting in a positive change in the classroom environment. The students were seen actively involved in discussions and supporting each other during games. It was realised that students preferred to work with teams where the members were chosen at random and not by choice which shows their willingness to socialise with their classmates to a deeper level. The observation of traits by the researcher match with the sociometry to a great extent. It can therefore, be concluded that participants responded to the sociometry objectively and not with any bias. The analysis also found that the students showed socialised behaviour and realised the importance of listening, acceptance of others' views, negotiation, planning, strategizing, communication, team work, time management, and problem solving.

References:

- Dimitra, K., Konstantinos, K., Christina, Z., & Katerina, T. (2020). Types of Game-Based Learning in Education: A Brief State of the Art and the Implementation in Greece. *European Educational Researcher*, 3(2), 87-100. <https://doi.org/10.31757/euer.324>
- Baek, Y., & Touati, A. (2020). Comparing collaborative and cooperative gameplay for academic and gaming achievements. *Journal of Educational Computing Research*, 57(8), 2110-2140 https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1215&context=edtech_facpubs
- Magno de Jesus, Â., & Silveira, I. F. (2021). Gamebased collaborative learning framework for computational thinking development. *Revista Facultad de Ingeniería Universidad de Antioquia*, (99), 113-123. http://www.scielo.org.co/scielo.php?pid=S0120-62302021000200113&script=sci_arttext&lng=en
- Yusof, N. A. M., & Shahrill, M. (2021). The Effects of Non-Digital Game-Based Learning on Brunei Darussalam Students' Mathematical Perspectives and Achievements. *Southeast Asian Mathematics Education Journal*, 11(1), 25-40. <https://doi.org/10.46517/seamej.v11i1.113>
- Chan, K., Wan, K., & King, V. (2021). Performance over enjoyment? Effect of game-based

- learning on learning outcome and flow experience. In *Frontiers in Education* (p. 185). Frontiers.
<https://www.frontiersin.org/articles/10.3389/feduc.2021.660376/full>
- Martín-Hernández, P., Gil-Lacruz, M., Gil-Lacruz, A. I., Azkue-Beteta, J. L., Lira, E. M., & Cantarero, L. (2021). Fostering University Students' Engagement in Teamwork and Innovation Behaviors through Game-Based Learning (GBL). *Sustainability*, *13*(24), 13573. <https://doi.org/10.3390/su132413573>
- Barr, M. (2018). Student attitudes to games-based skills development: Learning from video games in higher education. *Computers in human behavior*, *80*, 283-294.
<https://www.sciencedirect.com/science/article/pii/S0747563217306684>
- Ding, D., Guan, C., & Yu, Y. (2017). Game-based learning in tertiary education: A new learning experience for the generation Z. *International Journal of Information and Education Technology*, *7*(2), 148. <http://www.ijiet.org/show-84-971-1.html>
- Moon, J., & Ke, F. (2020). Exploring the relationships among middle school students' peer interactions, task efficiency, and learning engagement in game-based learning. *Simulation & Gaming*, *51*(3), 310-335.
<https://journals.sagepub.com/doi/10.1177/1046878120907940>
- Law, Q. P., So, H. C., & Chung, J. W. (2017). Effect of collaborative learning on enhancement of students' self-efficacy, social skills and knowledge towards mobile apps development. *American Journal of Educational Research*, *5*(1), 25-29. <http://pubs.sciepub.com/education/5/1/4/>
- Uz, C., & Cagiltay, K. (2015). Social Interactions and Games. *Digital Education Review*, *27*, 1-12. <https://revistes.ub.edu/index.php/der/article/view/11670>
- Engels, E. S., & Freund, P. A. (2020). Effects of cooperative games on enjoyment in physical education—How to increase positive experiences in students?. *PloS one*, *15*(12), e0243608. <https://doi.org/10.1371/journal.pone.0243608>
- Azhar, S. A. F. J., & Ab Jalil, H. (2022). Comparison of Individual and Collaborative Game-Based Learning Using Tablet In Improving Students' Knowledge In Primary Classroom Environment. *Asian Journal of University Education*, *18*(1), 205-216. <https://doi.org/10.24191/ajue.v18i1.17188>
- Cooney, A., & Darcy, E. (2020). 'It was fun': Exploring the pedagogical value of collaborative educational games. *Journal of University Teaching & Learning Practice*, *17*(3). <https://doi.org/10.53761/1.17.3.4>
- Ghavifekr, S. (2020). COLLABORATIVE LEARNING: A KEY TO ENHANCE STUDENTS'SOCIAL INTERACTION SKILLS. *MOJES: Malaysian Online Journal of Educational Sciences*, *8*(4), 9-21.
<http://ojie.um.edu.my/index.php/MOJES/article/view/26394>
- Vasileva, M., Malinovski, T., Vasileva-Stojanovska, T., & Trajkovik, V. (2018). Students' Experience during the Integration of Traditional Games into the Elementary School
-

Programm. *Croatian Journal of Education: Hrvatskičasopis za odgojibrazovanje*, 20(1), 133-172.

<https://cje2.ufzg.hr/ojs/index.php/CJOE/article/view/2386>

LAKKHAM, L., &Kulsirisawad, P. (2020). *THE EFFECTS OF COLLABORATIVE GAMES IN TEACHING ENGLISH COLLOCATION* (Doctoral dissertation, Srinakharinwirot University).<https://cje2.ufzg.hr/ojs/index.php/CJOE/article/view/2386>

von Steinkeller, A., & Grosse, G. (2022). Children are more social when playing analog games together than digital games. *Computers in Human Behavior Reports*, 6, 100195.<https://doi.org/10.1016/j.chbr.2022.100195>

