

**Fazlani Aishabai & Haji Abdul Latif Charitable Trust's
AISHABAI COLLEGE OF EDUCATION,**

Municipal School Building, J. J Hospital Compound, Gate no. 14,
Building, Byculla, Mumbai, Maharashtra 400008

(Affiliated to SNDT Women's University)

Global Online Electronic International Interdisciplinary Research Journal

(GOEIRJ)

ISSN : 2278 – 5639

(IIFS Impact Factor : 7.00)

Volume - XIII,

Special Issues – IX, December 2024

Chief Editor

Dr. Shumaila Patrawala Saif Siddiqui

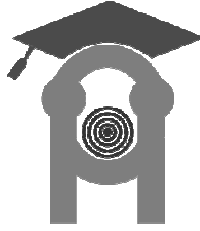
Dr. Madhuri Bhaskar Bendale



**Global Online Electronic International Interdisciplinary Research
Journal (GOEIRJ) ISSN : 2278 – 5639 (IIFS Impact Factor : 7.00)
Volume - XIII, Special Issues – IX, December 2024**



ISSN : 2278 - 5639



**Fazlani Aishabai & Haji Abdul Latif Charitable Trust's
Aishabai College Of Education,**

**Municipal School Building, J. J Hospital Compound, Gate no. 14,
Building, Byculla, Mumbai, Maharashtra 400008**

Affiliated to SNTD Women's University

Global Online Electronic International Interdisciplinary Research Journal

(GOEIJR)

ISSN : 2278 – 5639

(IIFS Impact Factor : 7.00)

Volume - XIII,

Special Issues – IX, December 2024

Chief Editor

Dr. Shumaila Patrawala Saif Siddiqui

Dr. Madhuri Bhaskar Bendale

Published by :

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

Peer Reviewed Refereed Journal, {Bi-Monthly}

Impact Factor - IIFS : 7.00

Volume – XIII, Special Issue – IX, December 2024

Publish Date : December 2024

ISSN : 2278 - 5639

© Fazlani Aishabai & Haji Abdul Latif Charitable Trust's

Aishabai College of Education,

Municipal School Building, J. J Hospital Compound, Gate no. 14,

Building, Byculla, Mumbai, Maharashtra 400 008.

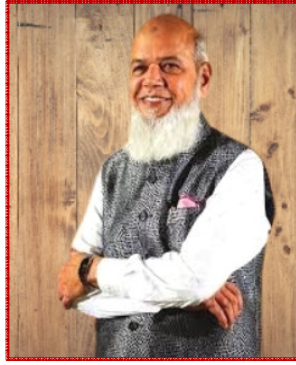
(Affiliated to SNTD Women's University)

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.

Message from the Chairman



Dr. Abdul Kadeer Fazlani

Dear Students, Faculty, and Esteemed Readers,

It is with great pride and enthusiasm that I welcome you to the second issue of our journal, *Educate, Elevate, Empower*. This publication stands as a reflection of our core mission at Aishabai College of Education—to inspire, to lead, and to make a meaningful impact through education.

The journey of education is not just about acquiring knowledge; it is about elevating the mind, empowering the spirit, and transforming lives. Through this issue, we celebrate the invaluable role that education plays in shaping the future, not just of individuals but of society as a whole. Each article, research paper, and contribution you will find here embodies the spirit of inquiry, reflection, and progress that is central to our vision.

I believe that true empowerment stems from knowledge, and this publication seeks to provide a platform for fresh perspectives, innovative ideas, and thought-provoking insights. It is our hope that the content presented here will challenge, inspire, and motivate all who engage with it, as we continue to strive for excellence in education and beyond.

I congratulate the editorial team, the contributors, and all those involved in bringing this issue to life. Your dedication and passion are truly commendable. Together, let us continue to educate with purpose, elevate with empathy, and empower with action.

With warm regards,

Dr. Abdul Kader Fazlani
Chairman, Aishabai College of Education

Message from Chief Editor & Principal



Dr. Shumaila Patrawala Saif Siddiqui

Respected Readers, Teachers, and Students,

Presenting to you the second edition of Educate, Elevate, Empower—our college's prestigious publication—gives me great joy. This issue demonstrates our institution's unwavering commitment to study and development.

This issue demonstrates Aishabai College of Education's dedication to empowering people and elevating minds in addition to imparting knowledge, since we think that education has the capacity to transform lives. These pages contain studies, articles, and artistic creations that demonstrate our shared commitment to developing well-rounded teachers who are capable of inspiring and leading in the twenty-first century.

Presenting to you the second edition of Educate, Elevate, Empower—our college's prestigious publication—gives me great joy. This issue demonstrates our institution's unwavering commitment to study and development.

This issue demonstrates Aishabai College of Education's dedication to empowering people and elevating minds in addition to imparting knowledge since we think that education has the capacity to transform lives. These pages contain studies, articles, and artistic creations that demonstrate our shared commitment to developing well-rounded teachers who are capable of inspiring and leading in the twenty-first century.

The necessity of comprehensive growth is emphasized by this issue's subject, Educate, Elevate, Empower. As teachers, we are aware that our responsibilities don't end in the classroom. It is our duty to teach our pupils to think critically, to be creative, and to be socially responsible. This issue adds to the continuing discussion on the future of education and its influence on society by examining these principles from a variety of angles.

I want to express my sincere gratitude to everyone who contributed, and I hope that this publication will inspire and provoke thought in every one of you. Let's keep empowering with vision, elevating with passion, and educating purposefully.

Warm regards,

Dr. Shumaila Patrawala Saif Siddiqui
Chief Editor & Principal,
Fazlani Aishabai & Haji Abdul Latif Charitable Trust's
Aishabai College of Education,

INDEX

Sr. No.	Author Name	Title	Page No.
1	Ms. Amima Ansari	NEP – 2020 and Vocational Education : Paving the Path for Skill Driven India	01 to 06
2	Dr. Kalpana Chavan	A Study of Student-Led Assemblies for Development of Reflective Thinking of Pre-Service Teachers in Alignment with NEP 2020 Vision	07 to 17
3	Mrs. Archana Ramesh Bhalewar	A Study of Teacher Empowerment and Professional Development	18 to 20
4	Dr. Madhuri Bendale	Internationalization of Education Traced by NEP 2020: A New Era for Global Learning	21 to 28
5	Ms. Isra Qureshi	NEP 2020 and the Future of India: A Roadmap for Transformation	29 to 34
6	Ms. Gulshan Ansari	Emerging Technologies in the 21st Century: A Perspective from NEP 2020	35 to 42
7	Dr. Jyotsna Ganesh Sangore	Curriculum Innovation for All: A Study on the Implementation of Inclusive Education Policies under NEP 2020	43 to 48
8	Dr. Cindrella D'Mello	Perception and Awareness of Student-Teacher's towards National Education Policy 2020	49 to 54
9	Dr. K. C. Rathod	A Study of Technology in Education	55 to 60
10	Dr. Nafisa Roopawalla	Vocational Education and 21 st Century Skills: The Role of NEP-2020 in Promoting Vocational Education and Skills Training, Enabling Students to Be Equipped for the Future Job Market and Empowering Them for a Productive Career	61 to 64

11	Subiya Ansari	Enhancing Leadership in Schools through the National Education Policy 2020: A Framework for School Principals	65 to 70
12	Nishat Siddiquee	Catalysts of Transformation: The Role of Teachers in NEP-2020's Success	71 to 78
13	Dr. Vyankat Vishnupant Munde	The Role of India's National Education Policy (NEP) for Promoting E-Learning	79 to 85
14	वैशाली विजय भालेराव	विद्यार्थ्यांच्या सर्वांगीण मूल्यमापन प्रक्रियेमध्ये ३६० डिग्री मूल्यांकनाची भूमिका आणि त्याचे महत्व	86 to 91
15	Dr. Shumaila Patrawala Saif Siddiqui	NEP 2020 and Early Childhood Education: Its Importance and Reformation of the Education System	92 to 96

GOEIJR

NEP – 2020 and Vocational Education : Paving the Path for Skill Driven India**Ms. Amima Ansari***S. Y. B.Ed. Student**Aishabai College of Education*

ABSTRACT

The National Education Policy (NEP) 2020 is a ground-breaking reform aimed at transforming India's education system by integrating vocational education into mainstream learning. This article explores the critical role of vocational education in nation-building, highlighting its ability to bridge the gap between academic knowledge and practical skills, thereby fostering employment and entrepreneurship. Key features of NEP 2020, including its focus on experiential learning, industry collaboration, and the use of technology, are examined in detail. The policy's emphasis on inclusivity ensures equitable access for all learners, promoting social mobility and economic growth. Despite challenges such as funding limitations and societal perceptions, NEP 2020 offers a roadmap for creating a skill-driven India. By preparing a workforce equipped to meet the demands of a rapidly evolving global economy, this policy establishes a solid foundation for sustainable development and positions India as a leader in vocational education and innovation.

KEYWORDS: NEP-2020, Skill development, vocational training**INTRODUCTION :**

The National Education Policy (NEP) 2020 marks a transformative shift in India's educational landscape, emphasizing the integration of vocational education to cultivate a skill-driven economy. This policy envisions embedding vocational training within mainstream education, aiming for at least 50% of learners to engage in vocational courses by 2025. By fostering practical skills alongside academic knowledge, NEP 2020 seeks to bridge the gap between education and industry demands, preparing students for the evolving job market and contributing to the nation's economic growth. This initiative underscores the importance of skill development in achieving self-reliance and positions India as a global hub for skilled manpower¹.

REVIEW OF RELATED LITERATURE :

The National Education Policy (NEP) 2020 has sparked significant academic discussions on its emphasis on vocational education as a driver of India's skill-based economy. Mishra (2021)², in his work "Transforming Indian Education through NEP 2020," explored how integrating vocational education within the school curriculum could enhance employability. He emphasized the policy's recommendation of experiential learning models and internship opportunities,

highlighting its alignment with industry demands. Mishra concluded that early exposure to vocational skills could significantly improve the socio-economic mobility of students from marginalized communities.

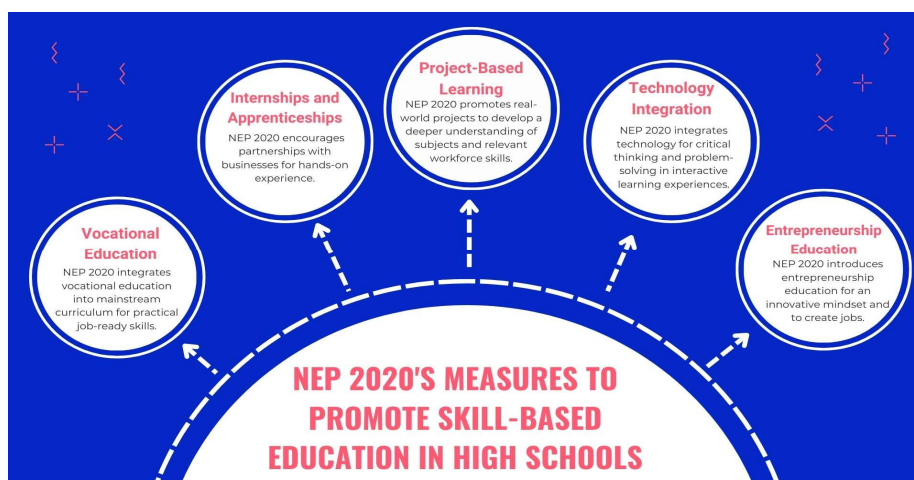
Similarly, Gupta and Sharma (2022)³, in their article "Vocational Education in the NEP 2020 Framework," conducted a case study on pilot schools implementing vocational programs under NEP. Their findings revealed that vocational courses in areas such as agriculture, technology, and healthcare not only improved student engagement but also created pathways for entrepreneurial ventures. They suggested that successful implementation depends on robust teacher training programs and infrastructure development to support skill-based learning.

Singh et al. (2023)⁴, in their research "Challenges and Opportunities in NEP's Vocationalization of Education," addressed the barriers faced in implementing the vocational education framework. They identified issues like insufficient funding, limited awareness among parents, and a lack of standardized curricula. Despite these challenges, their study underscored the potential of NEP 2020 to bridge the skills gap, fostering a workforce that is future-ready. Singh et al. recommended a phased rollout of vocational programs to ensure quality and accessibility.

Conclusion from the literature review

Reflecting on the reviewed literature, it is evident that NEP 2020's emphasis on vocational education is a progressive step toward a skill-driven India. The policy not only addresses the growing demand for practical skills but also prioritizes inclusivity, ensuring equal opportunities for all learners. However, I realize that the success of this vision lies in overcoming challenges like resource constraints and societal perceptions about vocational education. As an educator, this compels me to think critically about my role in advocating for such programs, fostering a culture that values skills, and collaborating to build a robust ecosystem that supports students in their vocational aspirations.

Conceptual framework for NEP – 2020 and Vocational Education : Paving the Path for Skill Driven India ⁵



1. **Vocational Education:** The policy emphasises the importance of vocational education and proposes that it be integrated into the mainstream curriculum. This will enable students to acquire practical skills that will make them job-ready.
2. **Internships and Apprenticeships:** The policy encourages high schools to establish partnerships with local businesses and industries to provide students with opportunities to gain hands-on experience through internships and apprenticeships. This will enable students to apply the skills they have learned in the classroom to real-world situations.
3. **Project-Based Learning:** The NEP 2020 promotes project-based learning, which involves students working on real-world projects that require them to use a range of skills such as research, problem-solving, communication, and collaboration. This will help students develop a deeper understanding of the subject matter and acquire skills that are relevant to the workforce.
4. **Technology Integration:** The policy recognizes the importance of technology in the modern world and proposes that it be integrated into the curriculum to facilitate skill development. High schools are encouraged to leverage technology to create engaging and interactive learning experiences that promote the development of critical thinking and problem-solving skills.
5. **Entrepreneurship Education:** The NEP 2020 proposes the introduction of entrepreneurship education in high schools to encourage students to think innovatively and develop an entrepreneurial mindset. This will enable students to create their own businesses and contribute to the economy.

Skill-based education is a key focus of the NEP 2020, and high schools are expected to play a critical role in imparting these skills to students. The measures proposed by the policy aim to create an education system that is aligned with the needs of the modern world and equips students with the skills and knowledge required to succeed in the workforce. By adopting these measures, high schools can prepare students for the challenges and opportunities of the future.

The Role of Vocational Education in Nation-Building :

Vocational education is pivotal in shaping a nation's economic and social fabric by equipping individuals with industry-relevant skills. It fosters employment opportunities, reduces economic disparities, and promotes entrepreneurship. Dutta and Sharma (2023) emphasized that vocational training plays a significant role in improving workforce productivity, thereby contributing to national development (BSSS Publications, 2023). The emphasis on skill development through education aligns with the vision of a self-reliant India.

Key Features of NEP 2020 on Vocational Education⁶

NEP 2020 aims to integrate vocational education into the formal education system, ensuring that 50% of students engage in it by 2025. The policy introduces vocational training at the

secondary level, promotes flexibility through multidisciplinary approaches, and emphasizes internships (Ministry of Education, 2020). This holistic approach ensures the development of both academic and practical skills for future readiness.

Integration with Mainstream Education :

A significant aspect of NEP 2020 is the seamless integration of vocational education into mainstream education. Gupta and Sharma (2022) noted that this integration is achieved by blending academic and practical curricula, enabling students to acquire vocational skills without disrupting their academic progress (IJIP, 2022). This inclusive approach ensures broader participation and equal opportunities.

Focus on Practical Learning :

NEP 2020 prioritizes experiential and practical learning, enabling students to gain hands-on experience. According to Singh et al. (2023), practical learning methodologies, including workshops, internships, and project-based tasks, foster critical thinking and problem-solving abilities (ResearchGate, 2024). This shift from theoretical knowledge to practical application enhances employability and industry readiness.

Collaboration with Industries :

Collaboration with industries is a cornerstone of NEP 2020's vocational education reforms. Partnerships with industries ensure that vocational courses align with market needs. Dutta and Sharma (2023) highlighted that these collaborations enable students to gain industry exposure through apprenticeships and internships, thus bridging the gap between education and employment (BSSS Publications, 2023).

Use of Technology :

NEP 2020 promotes the use of technology to enhance vocational education delivery. Digital platforms, e-learning resources, and virtual labs enable accessibility and scalability, particularly in rural areas. Sharma (2022) observed that technology integration democratizes education and ensures quality learning experiences across diverse regions (IJIP, 2022).

Benefits of NEP 2020's Vocational Focus ⁷

The vocational focus of NEP 2020 offers numerous benefits, including reduced unemployment, enhanced productivity, and increased economic growth. It empowers students with skills that are directly relevant to the job market, fostering self-reliance and entrepreneurship. TCS iON (n.d.) concluded that this policy's vocational emphasis will prepare India's youth for global competitiveness

Recommendation

- The NEP 2020 marks a transformative shift in the Indian education landscape by emphasizing

the integration of vocational education into the mainstream curriculum.

- By bridging the gap between theoretical knowledge and practical skills, the policy aims to create a future-ready workforce.
- Effective collaboration among government bodies, educational institutions, industries, and other stakeholders is crucial for successful implementation.
- With proper infrastructure, skill-based training, and continuous evaluation, NEP 2020 can truly pave the way for a skill-driven India, fostering economic growth, innovation, and global competitiveness.

CONCLUSION :

The National Education Policy 2020 represents a transformative shift in India's educational landscape by embedding vocational education into the core framework of learning. By emphasizing skill development, practical learning, and industry collaboration, the policy not only addresses the demand-supply gap in the job market but also prepares a future-ready workforce. The integration of technology and the inclusion of marginalized groups ensure accessibility and equity, paving the way for a self-reliant and skill-driven India. While challenges such as resource constraints and societal biases exist, NEP 2020's visionary approach provides a solid foundation for overcoming these hurdles. By fostering a culture of skill-based learning, the policy holds the potential to transform India into a global hub for skilled manpower and innovation, ensuring sustainable economic and social growth.

REFERENCES :

1. Ministry of Education, Government of India. (2020). National Education Policy 2020. Retrieved on 27/12/24 from https://www.education.gov.in/sites/upload_files/mhrd/files/NEPFinal_English_0.pdf.
2. Dutta, P., & Sharma, R. (2023). The National Education Policy 2020: Transforming Skill Development in India. Retrieved on 27/12/24 from <https://bssspublications.com/Home/IssueDetailPage?IsNo=639>.
3. Gupta, R., & Sharma, V. (2022). Vocational Education in the Light of NEP 2020. Retrieved on 27/12/24 from <https://ijip.in/wp-content/uploads/2024/11/18.01.095.20241204.pdf>.
4. Singh, A., et al. (2023). Challenges and Opportunities in NEP's Vocationalization of Education. Retrieved on 28/12/24 from https://www.researchgate.net/publication/381421424_NEP_2020_Challenges_Opportunities_Issues_and_Solutions_Multidisciplinary_Subjects_Empowering_the_Workforce_of_Tomorrow_through_Skill_Development_and_Vocational_Education.
5. Skill based education in high schools:NEP 2020 highlights. Retrieved on 30/12/24 from <https://www.nagaed.com/skill-based-education-nep-2020/>

6. Challenges, Opportunities and Issues. Retrieved on 30/12/24 from https://www.researchgate.net/publication/381421424_NEP_2020_Challenges_Opportunities_Issues_and_Solutions_Multidisciplinary_Subjects_Empowering_the_Workforce_of_Tomorrow_through_Skill_Development_and_Vocational_Education
7. TCS iON. (n.d.). NEP 2020 and Vocational Education: from Transforming India's Future Workforce. Retrieved on 30/12/24 from <https://www.tcsion.com/blog/NEP-2020-and-Vocational-Education-Transforming-Indias-Future-Workforce>.



A Study of Student-Led Assemblies for Development of Reflective Thinking of Pre-Service Teachers in Alignment with NEP 2020 Vision

Dr. Kalpana Chavan

Assistant Professor,

St. Xavier's Institute of Education, Autonomous

Abstract:

This study explores the transformative role of reflective assemblies in fostering reflective thinking and competency development among pre-service teachers, aligned with the National Education Policy (NEP) 2020 vision. Using an adapted version of Kember et al's Reflective Thinking Questionnaire, the research investigates the distribution and impact of four levels of reflection: Habitual Action, Understanding, Reflection, and Critical Reflection. A mixed-methods approach was adopted with a sample of 100 pre-service teachers.

Data was collected using a structured rating scale and open-ended questions to assess critical thinking, teaching strategies, and ethical understanding competencies. The analysis revealed a higher prevalence of Reflection and Critical Reflection levels, indicating the significant impact of reflective assemblies on developing transformative teaching practices. These findings underscore the importance of integrating reflective assemblies into teacher training programs to align with NEP 2020's emphasis on holistic and value-based education. The study contributes to the growing body of research on experiential learning and reflective pedagogy in pre-service teacher education.

Keywords: Reflective assemblies, NEP 2020, explanatory mixed method, structured interview, Focussed Group Discussion.

Introduction

The National Education Policy (NEP) 2020 emphasizes transformative education to foster holistic development, ethical behaviour, and 21st-century skills. Reflective assemblies serve as an innovative pedagogical tool that provides experiential learning opportunities, critical for competency development. These assemblies offer pre-service teachers a platform to integrate theoretical knowledge with practical applications, preparing them for diverse classroom scenarios. Additionally, assemblies have a special place in NEP 2020 and are recognized in the National Curriculum Framework (NCF) for their transformative role in education. This study investigates how reflective assemblies can enhance teaching competencies and align with NEP 2020's vision. The vision of NEP 2020 highlights holistic and value-based assemblies. The NCF 2023 recommends 25 minutes in the daily timetable for assemblies, focusing on inclusivity, respect, and shared values (Chatterjee et al., 2021). Reflective assemblies act as a vehicle for promoting holistic

development (Kumar & Joshi, 2018), fostering community feeling (Harber, 2004), and creating goal-oriented institutional environments (Singh & Verma, 2019).

The NEP 2020 envisions reflective thinking and it can be acquired through co-curricular activities like assemblies-

1. Structured Space for Reflection and Sharing

- **NCF (2022):** Recognizes morning assemblies as a key element of the school day to nurture unity, emotional bonding, and reflection.
- Assemblies provide structured time for activities like mindfulness, discussions, and community singing, which align with NEP's holistic education framework.

2. Inclusivity and Equity

- Assemblies promote equality by engaging all students in shared experiences, fostering respect for diverse cultures and perspectives.
- NCF 2023 highlights assemblies as a platform to address social issues, celebrate diversity, and promote inclusivity.

3. Life Skills Development

- Assemblies integrate soft skills such as public speaking, collaboration, and problem-solving, essential for 21st-century education. Singh & Verma (2019) demonstrate that daily assemblies positively impact students' motivation, teamwork, and discipline.

4. Connection to Local and Global Goals

- Assemblies encourage discussions on sustainable development goals (SDGs) and local challenges, creating globally aware and locally grounded citizens. Chatterjee et al. (2021) explore assemblies' role in bridging global issues with local actions.

Supporting Sources

Review of Related Literature

1. Holistic Education and Reflective Practices

Harber (2004) emphasizes reflective assemblies as a means to shape positive school culture and foster community. Kumar and Joshi (2018) highlight how co-curricular activities, such as assemblies, enhance leadership and communication skills among students.

2. Role in Value-Based Education

Sharma (2016) discusses assemblies as tools for instilling ethical and moral values, essential for responsible citizenship. CASEL (2020) underscores their role in developing social-emotional competencies.

3. Impact on Teacher Preparation

Chatterjee et al. (2021) and Singh & Verma (2019) explore assemblies' role in

providing experiential learning for pre-service teachers, enhancing adaptability, inclusivity, public speaking, time management, and collaboration skills

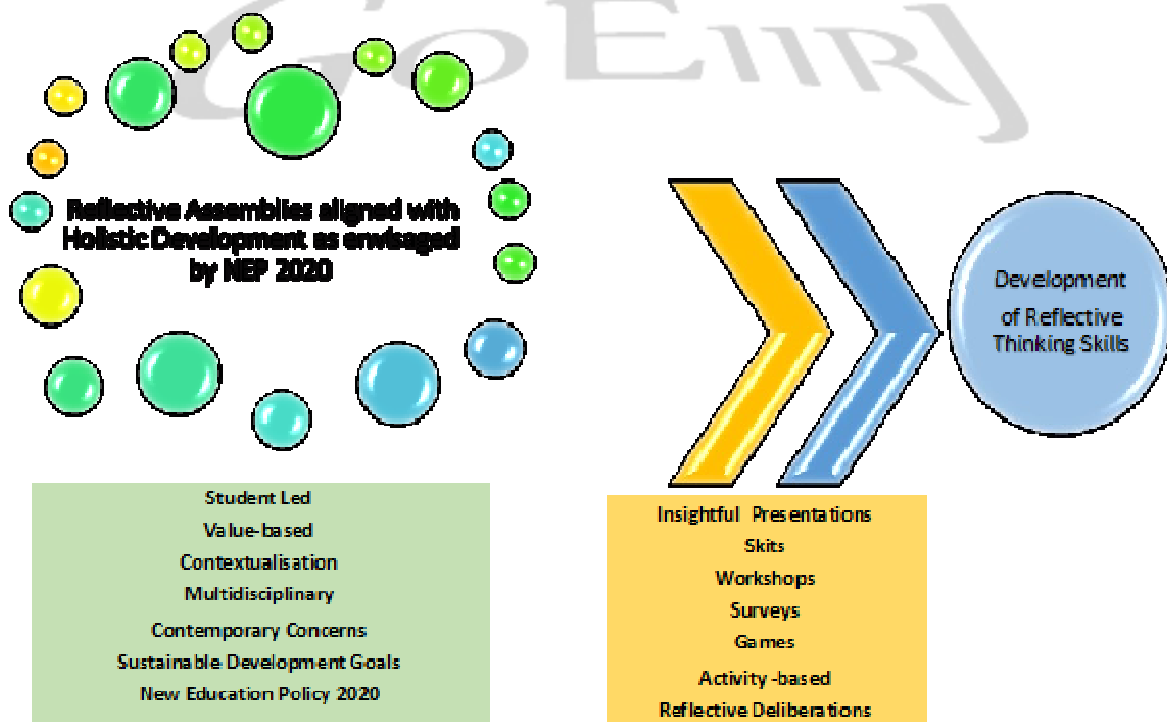
The assemblies have potential to instil through hidden curriculum, it is a vehicle for promoting inclusivity and respect (Chatterjee et al., 2021), holistic development (Kumar & Joshi, 2018), sense of community feeling and shared values (Harber, 2004), and creates goal-oriented institutional environment (Singh & Verma, 2019). Thus, the previous studies have established how assemblies can promote both individual and professional growth.

Thus, the researcher studied the impact of the reflective assemblies conducted in one college of teacher education for a academic year. The reflective assemblies' format and features were studied and at the end of a semester, data was collected to study the effectiveness of these assemblies and its effect on reflective thinking.

Features of Reflective Assembly

The primary objective of the value-based morning assemblies was to create a conducive environment for holistic development, emphasizing the importance of values such as discipline, empathy, responsibility, and respect among the student body.

The morning assembly at the College of Teacher Education under study is considered as a dynamic and multifaceted instrument, serving various purposes that contributed to effective time management, facilitated research initiatives, shared valuable internship experiences, promoted community work, and celebrated multicultural activities.



Assembly Format:

The morning assemblies during the academic year at St. Xavier's Institute of Education adhered to a structured format that aimed to maximize engagement, convey important messages, and foster a positive start to each day.

1. Opening Session:
2. Theme of the Assembly
3. Student and faculty participative Reflection and deliberations of the theme
4. Prayer
5. News and Announcements
6. National Anthem and College Song played alternate days.
7. Closing Session with vote of thanks
8. Feedback by the Faculty in Charge

The structured format of the morning assemblies at St. Xavier's Institute of Education even in the academic year provided a consistent and effective platform for imparting values, fostering a sense of community, and instilling a positive outlook among students. By incorporating a variety of elements, from inspirational quotes to interactive activities, the assemblies aimed to create a holistic and enriching experience for everyone involved.

Reflection on the main theme has always been an important feature of the assemblies. This encouraged interaction and participation from the faculty and the students, The reflections involved sharing personal experiences, best practices in that area, the rationale for promoting a value, and most importantly, how can the teachers foster human values in the school and colleges.

REFLECTIVE COMPONENT IN MORNING ASSEMBLIES: FOSTERING VALUES AND PARTICIPATION

One distinctive and integral feature of the morning assemblies during the academic year at St. Xavier's Institute of Education was the dedicated time for reflection on the main theme. This deliberate focus on introspection not only encouraged interaction and participation but also fostered a sense of shared purpose and commitment to the values being promoted.

1. Personal Experiences:

The reflection sessions provided a platform for both faculty and students to share personal experiences related to the main theme. Whether it was an individual's journey in embracing a particular value or an impactful incident that highlighted the importance of a specific virtue, these personal narratives added a human touch to the assemblies. Sharing personal stories helped create a sense of empathy and understanding among the students.

2. Best Practices:

In addition to personal experiences, the reflection sessions highlighted best practices associated with the theme. Faculty members and students alike shared strategies, habits, and

approaches that had proven effective in cultivating the highlighted values. This exchange of best practices not only inspired others but also created a collaborative atmosphere where everyone contributed to the collective wisdom of the school community.

3. **Rationale for Promoting Values:**

The reflection sessions also delved into the rationale behind promoting each value. Presenters articulated why a particular virtue was essential for personal growth, interpersonal relationships, and overall societal well-being. Understanding the underlying reasons for emphasizing a value allowed the school community to appreciate the relevance and significance of these principles in their daily lives.

4. **Teacher's Role in Fostering Human Values:**

A key focus of the reflective component was exploring how teachers could actively foster human values in the school and colleges. This involved discussions on incorporating values into the curriculum, integrating them into teaching methodologies, and creating an environment that consistently reinforced positive behaviour. Teachers shared their insights, challenges, and success stories, contributing to a collective understanding of the teacher's pivotal role in shaping the ethical foundation of students.

5. **Student Participation:**

Crucially, student participation was encouraged in the reflection sessions. Students were given a platform to express their thoughts, share their perspectives, and contribute to the ongoing dialogue about values. This not only empowered students to voice their opinions but also reinforced the idea that values education is a collaborative effort involving all members of the school community.

Here's an overview of how the assembly served these diverse functions:

1. **Time Management:**

The morning assembly acted as a strategic tool for time management by providing a structured start to the day. By consolidating important announcements, information dissemination, and communal activities into a brief yet impactful session, it ensured that essential updates were efficiently communicated, saving valuable instructional time for classroom activities later in the day.

2. **Research Dissemination:**

Specialized segments within the assembly were dedicated to disseminating research findings and promoting a research-oriented culture within the school. Students and faculty had the opportunity to share research projects, findings, and insights, fostering an environment of intellectual curiosity and academic engagement.

3. **Internship Experiences Sharing:**

Group-wise sharing of internship experiences during the morning assembly provided a

platform for students to reflect on and communicate their practical learning. This not only allowed for the dissemination of knowledge but also encouraged peer-to-peer learning and provided valuable insights for those who were yet to embark on their internship journeys.

4. Community Work Acknowledgment:

The assembly became a stage for acknowledging and celebrating community work initiatives. Whether through individual or group efforts, students and faculty were recognized for their contributions to community service projects. This acknowledgment not only highlighted the importance of community engagement but also inspired others to participate in meaningful activities beyond the school premises.

5. Multicultural Activities and Celebrations:

The assembly served as a vibrant platform for multicultural activities and celebrations. National and international days, cultural festivals, and diverse traditions were showcased through performances, presentations, and interactive sessions. This not only celebrated the rich diversity within the school community but also promoted cultural understanding and appreciation.

Research Methodology

Research Design : The study adopts a mixed-methods approach, with explanatory sequential method using quantitative data collection method, and analysis and qualitative techniques for a deeper analysis.

The quantitative data regarding the perception towards reflective assemblies was analysed for developing qualitative data collection tools of interview guide and selection of participants. In the second phase, the semi-structured interviews and Focussed Group Discussion(FGD) was used to collect deeper understanding of the pre-service teachers ' perception towards the reflective assemblies and its influence. It helped to identify the key factors and challenges faced as well as ways to improve how the assemblies can be augmented further. This provided insights regarding the format of the assemblies that can enhance critical reflective thinking skills.

Sample

The sample comprises 100 pre-service teachers enrolled in a Bachelor of Education (B.Ed.) program, selected using purposive sampling for quantitative research and selected 10 students for qualitative research.

Data Collection Tools

- **Rating Scale:** The A structured 16 -item scale adapted from Kember et al 2000 was used to measure the level of reflective thinking skills.
- **Semi-structured and FGD :** Collected qualitative data on perceptions, challenges, and experiences related to reflective assemblies.

Data Collection Procedure

Data was collected at the end of the academic year during which participants actively

engaged in organizing and reflecting on assemblies. In the first phase the Reflective Thinking Questionnaire was used and in phase 2 semi-structured and Focussed Group Discussion was used. For the mixed method research, both quantitative and qualitative research method was used.

Data Analysis

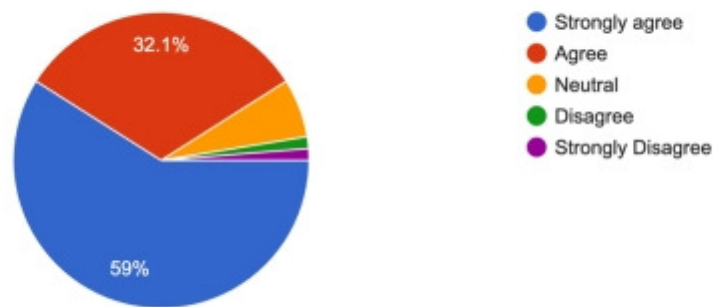
The pre-service teachers perception towards the reflective assemblies and overall skills developed through it were studied through google survey. The following are the results given below -

Quantitative Analysis

The rating scale revealed a notable increase in key competencies. For instance:

1. The Assemblies help to develop reflective thinking skills

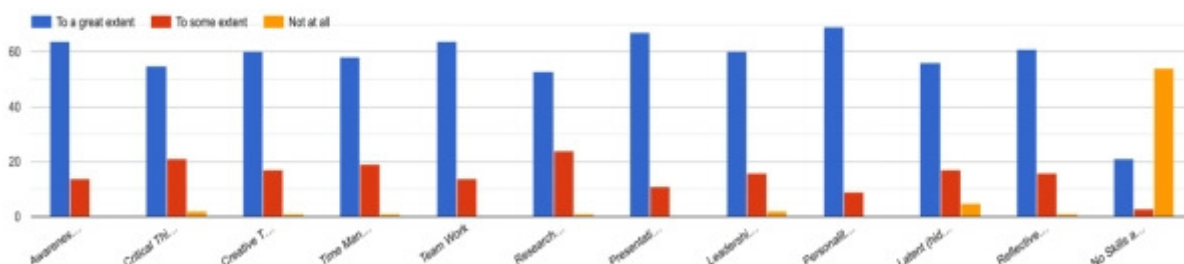
78 responses



The analysis reflect that the 59 percent strongly agree 32.1 percent agree, that assemblies help in developing reflective learning skills. There is 8.0 percent who are unsure and 0.9 percent not agreeing to the role of assembly in developing reflective skills.

Discussion: The assemblies are democratic space for developing reflective skills as the pre-service teachers are given a choice to interact and present about the topic of their choice. The students prepared themselves through resource management and as it was in pairs, they learnt about collaboration skills too. The assembly presenters planned well by going deeper into the topic

2. The extent to which different skills are developed



Findings: The findings of the data showed that the pre-service teachers believed that to a large extent the assemblies helped them to improve the reflective thinking skills, team work, leadership

skills, team building, presentation, personality etc. The pre-service teachers believed that the assemblies helped to develop various skills along with reflective skills.

The Reflective Thinking Questionnaire (RTQ) by Kember et al. is a well-established tool used to assess the levels of reflective thinking among learners. For this research, the tool has been adapted to align with the study's focus on pre-service teachers and their experiences during reflective assemblies. Below are the details of the four levels of reflection included in the questionnaire:

Levels of reflective thinking skills	Statements
Habitual Action	<i>I follow routine methods without much thought.</i>
Understanding	<i>I understand the themes of reflective assemblies but do not question them deeply.</i>
Reflection	<i>Reflective assemblies make me think critically about my professional growth.</i>
Critical Reflection	<i>Reflective assemblies challenge my existing beliefs and encourage me to adopt new approaches.</i>

The data collected from the pre-service teachers was analysed as follows-

Table 1: Statistical Summary of Reflection Levels

Level	Mean	Median	Mode	Standard Deviation
Habitual	1.65	2.0	2	0.48
Understanding	3.45	3.0	3	0.50
Reflection	6.23	6.5	7	0.84
Critical Reflection	8.17	8.0	9	0.82

Table 2: Percentage Distribution of Reflection Levels

Level	Number of Students	Percentage (%)
Habitual	10	10.0%
Understanding	13	13.0%
Reflection	40	40.0%
Critical Reflection	37	37.0%

These results highlight that higher-order reflective levels, such as Reflection and Critical Reflection, are more prominent among the pre-service teachers. Let me know if further analysis or visual representation is needed!

Qualitative Analysis

Thematic coding of open-ended responses revealed the following insights. The analysis of the open-ended questions are analyzed with thematic coding as follows

1. How has participating in reflective assembly presentations helped you to develop your skills?

CODE	THEME
<i>Fostering a sense of belonging and unity.</i>	Strengthening bonds in the society
<i>Addressing all aspects of student life. Physical, social, spiritual, mental, emotional and cultural</i>	Holistic Well-being
<i>Emphasizing essential values consistently. Reflections on need for fostering values in the present times</i>	Value Building
<i>Celebrating diverse backgrounds. Highlighting student talents and cultural richness.</i>	Fostering Multicultural perspectives
<i>Analysis of the information and inputs</i>	Critical Thinking
<i>Encouraging action towards social responsibility.</i>	Civic Responsibility:
<i>Helped me to overcome stage fear, was more confident, articulate better</i>	Personality Development
<i>Could plan, organise and present well in the given time</i>	Organisational Skills

2. The **Focussed Group Discussion** brought out important insights regarding the pre-service teachers perception of the assemblies
- **Community Building:** Participants reported a stronger sense of belonging and teamwork.
 - **Holistic Development:** Assemblies addressed physical, emotional, and cultural aspects of education, promoting well-rounded growth.
 - **Value Building:** Emphasis on ethical and moral reflections highlighted the importance of integrating values in teaching practices.
 - **Personal Growth:** Many participants overcame stage fear, gained confidence, and improved communication skills.

3. What challenges do pre-service teachers face in implementing reflective assemblies?

The main responses for this question were two main categories

1. **Time Management** – Within the allotted time present the assembly theme and make the participants reflect on it. The time taken for effective implementation of the assembly proceedings seem to be short, but gradually the skill of time management is acquired.

Some participant has mentioned that more time must be allotted for assembly for more reflections.

2. **Understanding reflective thinking skills** – It was observed that some participants only agreed or added descriptive points, the skill of reflective thinking, challenging rigidity of thoughts, suggest constructive changes, develop critical and analytical thinking needed input about what is reflection as a part of the orientation.

Thus, challenges identified included time constraints, limited resources, and initial discomfort in leading assemblies. Suggestions for improvement focused on providing more structured guidelines and mentorship.

As the data was analysed in explanatory sequential way, the quantitative data was explained with the help of in depth insights through qualitative research.

Conclusion

Reflective assemblies play a transformative role in developing pre-service teachers' competencies, aligning seamlessly with the NEP 2020 vision of holistic and value-based education. By fostering critical thinking, inclusivity, and leadership skills, these assemblies prepare future educators to meet the demands of diverse classrooms. Integrating reflective practices into teacher education curricula can bridge the gap between theory and practice, ensuring the development of well-rounded educators.

Impact and Future Considerations:

The inclusion of reflective components in the morning assemblies proved to be instrumental in creating a culture of open dialogue, shared learning, and a collective commitment to values. As we look to the future, continuing and expanding these reflective sessions will remain a priority, ensuring that the entire school community remains actively engaged in the ongoing journey towards fostering human values.

The success of these reflective components demonstrates that the fostering of values goes beyond mere instruction; it requires thoughtful contemplation, shared experiences, and a collaborative commitment to creating an environment where values are not just taught but lived.

References

- Harber, C. (2004). *Schooling as Violence: How Schools Harm Pupils and Societies*. Routledge.
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). *Social and emotional learning (SEL) framework*. Retrieved from <https://casel.org>
- Kember, D., Leung, D., Jones, A., & Loke, A. Y. (2000). Development of a Questionnaire to Measure the Level of Reflective Thinking. *Assessment & Evaluation in Higher Education*, 25, 381-395.
- Kumar, R., & Joshi, M. (2018). Exploring co-curricular contributions to holistic education. *Journal of Educational Development*, 14(2), 45-56.
- Sharma, P. (2016). Morning assemblies as a pedagogical tool for value-based education. *Indian Journal of Education and Development Studies*, 5(3), 28-37.
- Chatterjee, A., Singh, R., & Verma, T. (2021). Inclusive practices in school assemblies: Bridging gaps in diverse classrooms. *International Journal of Inclusive Education*, 25(4), 510-525.
- Singh, P., & Verma, K. (2019). Impact of daily school assemblies on academic motivation and discipline. *Asian Journal of Education and Psychology*, 12(1), 15-23
- NCF (2022). National Curriculum Framework for School Education. Ministry of Education, Government of India.
- NEP (2020). National Education Policy 2020. Ministry of Education, Government of India

GOEIJR

A Study of Teacher Empowerment and Professional Development

Mrs. Archana Ramesh Bhalewar

Asst Professor,

JSM's College of Education, Shivle

Abstract

The teacher empowerment Programme is a comprehensive initiative designed to not only integrate teachers into the school's vision and values but also to continuously enhance their teaching practices and overall effectiveness. The National Education Policy 2020 places a strong emphasis on vocational education and skill development, aiming to equip students with the necessary skills and knowledge to thrive in the modern workforce. Let's delve into why this focus is of immense significance. Teacher empowerment and professional development are processes that help educators improve their teaching skills and become more effective in the classroom. Empowered teachers are given the encouragement and support necessary to take risks and engage in Continuous Professional Development (CPD) while collaborating.

Key words: Vocational education, skill .development, Continuous professional development

Introduction

Teacher empowerment

A program that helps teachers integrate into the school's vision and values, and improve their teaching practices. Empowered teachers are learners, leaders, citizens, collaborators, designers, facilitators, and analysts.

Teacher professional development

A continuous process of learning, reflection, and action that helps teachers improve their knowledge and skills. This can lead to better teaching practices that positively impact student learning.

Professional development can help teachers: Learn about new teaching techniques, Learn how to manage the classroom, Learn how to assess student progress, and Create engaging learning environments.

Teacher development is a lifelong process that helps teachers grow professionally throughout their careers.

1. Industry-Relevant Curriculum:

NEP 2020 recognizes the dynamic nature of industries and the evolving skill requirements. It emphasizes the need for a curriculum that aligns with industry needs, enabling students to acquire practical skills and knowledge relevant to the workplace. Vocational courses are designed in collaboration with industry experts, ensuring that the curriculum reflects current trends and

demands.

For instance, the policy encourages the integration of vocational training in sectors such as information technology, healthcare, hospitality, and manufacturing. This integration ensures that students are well-prepared to enter these sectors with the necessary skills and expertise.

Critics argue that the implementation of vocational education can sometimes lead to a perception of hierarchy among different streams of education, with vocational education being seen as inferior to traditional academic pathways. Addressing this bias and promoting the equal value of vocational education is a challenge that needs attention.

2. Apprenticeships and Industry Exposure:

NEP 2020 emphasizes the importance of apprenticeships and internships to provide hands-on experience and industry exposure to students. This approach allows learners to apply theoretical knowledge in real-world settings, fostering practical skills development and enhancing employability.

For example, the policy encourages collaborations between educational institutions and industries to offer apprenticeship programs where students can work alongside professionals, gaining valuable insights into their chosen field. This experience helps bridge the gap between academia and industry, ensuring students are well-prepared for the professional world.

Critics argue that the availability of quality apprenticeships and internships can be a challenge, particularly for students in remote areas or from marginalized backgrounds. Ensuring equal access to these opportunities is crucial for creating a level playing field.

3. Recognition of Prior Learning:

NEP 2020 acknowledges the importance of recognizing prior learning, allowing individuals with existing skills and experience to obtain formal certifications. This provision is beneficial for individuals who have acquired skills through informal or non-traditional means and provides them with opportunities to up skill and gain recognition for their expertise. For instance, a person who has acquired carpentry skills through years of hands-on experience can now undergo a recognition process that leads to a formal certification. This recognition enhances their employability prospects and promotes lifelong learning.

Critics argue that the process of recognizing prior learning needs to be streamlined and standardized to ensure fairness and consistency. Additionally, creating awareness and providing guidance on the recognition process is crucial for individuals to benefit from this provision effectively.

4. Entrepreneurship and Innovation:

NEP 2020 encourages the development of an entrepreneurial mindset and promotes innovation among students. It aims to create an ecosystem that fosters creativity, problem-solving, and the ability to take risks. By nurturing entrepreneurship skills, the policy aims to equip students

with the tools necessary to become job creators rather than job seekers.



For example, the policy encourages the establishment of entrepreneurship cells and incubation centers in educational institutions, providing students with mentorship, resources, and networking opportunities to develop their entrepreneurial ventures.

Critics argue that the focus on entrepreneurship should not undermine the importance of job-ready skills and employment opportunities. Striking a balance between fostering entrepreneurship and ensuring a robust job market is essential.

Conclusion

The focus on vocational education and skill development under NEP 2020 holds immense significance in bridging the gap between education and industry needs. By aligning curriculum, providing industry exposure, recognizing prior learning, and fostering entrepreneurship, this policy aims to create a workforce equipped with the necessary skills for a rapidly evolving world.

Reference

- 1.www.NEP2020.com
- 2.www.shodgana.com

Internationalization of Education Traced by NEP 2020: A New Era for Global Learning

Dr. Madhuri Bendale

Assistant professor

Aishabai college of Education

Abstract

Internationalization of higher education means international relations among universities is a means to improve quality of education, Here the knowledge translation and acquisition, mobilization of talent is considered as the benefit of internationalization of higher education. The National Education policy extensively focuses on attaining the highest global standards in the quality of higher education. It reinforces the need to attract a greater number of international students and achieve the goal of "internationalisation at home". The National Education Policy (NEP) 2020 marks a transformative shift in India's education landscape, emphasizing the integration of global best practices to foster holistic, flexible, and multidisciplinary education. One of the key thrust areas of NEP 2020 is the internationalization of education, aiming to position India as a global knowledge hub while also attracting international students and fostering collaborations with foreign universities. This policy envisions a more inclusive, equitable, and student-centric education system, with a focus on enhancing global competencies, cross-cultural understanding, and research collaborations. The internationalization agenda under NEP 2020 includes provisions for academic credit transfers, joint degree programs, research partnerships, and faculty exchanges with globally renowned institutions. Furthermore, it emphasizes promoting Indian knowledge systems, languages, and cultural heritage on the global stage. This paper explores the key dimensions, opportunities, and challenges of implementing internationalization under NEP 2020, shedding light on policy frameworks, institutional readiness, and strategies for effective execution. The study also addresses the potential socio-economic and cultural impacts of internationalization and offers recommendations for leveraging NEP 2020 to establish India as a global leader in education.

Key words: Internationalization, Higher education, Student-Centric, Global standards, credit transfers

Introduction

The National Education Policy (NEP) 2020 marks a transformative shift in India's education landscape, emphasizing the holistic development of learners while integrating global perspectives. As the world becomes more interconnected, the internationalization of education is no longer a choice but a necessity. NEP 2020 recognizes this imperative, embedding internationalization into

its framework to position India as a global knowledge hub.

Understanding Internationalization of Education

Internationalization refers to the process of integrating an international and intercultural dimension into the purpose, functions, and delivery of education. It includes academic collaborations, student and faculty mobility, global research partnerships, and the adoption of globally relevant curricula.

In the context of NEP 2020, internationalization involves aligning India's educational ecosystem with global standards, fostering cross-cultural understanding, and enabling Indian students and institutions to compete and collaborate on an international stage. Internationalization of higher education refers to the process of integrating an international or intercultural aspect into the teaching, research and service functions of internationalization¹. Through internationalization of education the curriculum both academic as well as research practices are shared among different countries. This leads to mobilization of the students for their career growth.

Student mobility and global exchange took place in ancient India starting from Takshashila, which attracted thousands of Students from all over the world studying in numerous subject areas at this University. Later on, university of Nalanda also attracted many scholars from various parts of the globe² Internationalization has several benefits such as:

1. Enhanced international cooperation and capacity building
2. Enhanced internationalization of curriculum / internationalization at home
3. Enhanced prestige / profile of the institution
4. Improved graduate employability.
5. Improved quality of teaching and learning.
6. Increased international awareness of deeper engagement with global issues by student.
7. Increased international networking by faculty and researchers.
8. Increased/diversified revenue generation
9. strengthened institutional research and knowledge production capacity.³

Literature review

Barbara M. Kehm, Ulrich Teichler (September 2007)⁴ Contributed their Research on Higher Education. This contribution provides an overview of the developments of research undertaken since the mid-1990s on international higher education. The general state of research is characterised by an increase of theoretically and methodologically ambitious studies without a dominant disciplinary, conceptual, or methodological “home.” The main topics of research on internationalisation in higher education reach from mobility, mutual influence of higher education systems, and internationalisation of the substance of teaching and learning to institutional strategies, knowledge transfer, cooperation and competition, and national and supranational policies. The modes of inquiry are varied but have not changed much over

time. A brief localisation of the role of the Journal of Studies in International Education in the context of research about internationalisation in higher education is followed by conclusions emphasising a certain amount of continuity but also a broadening of the field with an increasing number of ambitious studies. The contribution closes with a few proposals for future research.

Taylor and Francis (2022)⁵ studied Internationalisation of higher education beyond the West: challenges and opportunities-the research evidence. The internationalisation of higher education has typically been seen as a contemporary trend driven by Western developed nations, whereby particular elite models of provision, most frequently delivered in the English language, influence practice globally. This has involved either the recruitment of international students and staff, notably to the United States, Australia, the United Kingdom, and other Western countries, or the opening by their universities of branch campuses overseas. The picture is, however, rather more complex than this, with many other national and institutional players involved, in different ways at different levels, and patterns varying from region to region. This article explores the research evidence on the internationalisation of higher education beyond the West through a systematic review of recent academic writing. In doing so, it draws attention to the challenges and opportunities identified in the research literature, and questions whether the internationalisation of higher education is a truly global phenomenon.

Springer nature link (02 May,2024)⁶ studied internationalization of Higher Education and Emerging National Rationales: Comparative Analysis of the Global North and South. This paper provides a comparative analysis of national rationales to higher education internationalization in the global north and south countries using content analysis. The results reveal that the socio-economic rationales are dominant across most of the 27 sampled countries. However, they manifest differently across the global north and global south as countries interpret the benefits and effects of internationalization in line with their national priorities. These variations are being shaped by an increasingly complex, competitive, and multipolar higher education internationalization landscape with new global south actors acquiring agency despite the deepening global inequalities. As a result, political rationales are becoming an important driver to internationalization. The current geopolitical environment associated with global conflicts, health pandemics, and increased nationalistic, anti-immigrant, and anti-globalization sentiments is also adding more uncertainty and complexity. Due to increased concerns about this multipolar and self-centred internationalization, a few countries are starting to promote inclusive approaches to internationalization.

Findings of review of related literature

- ❖ The main topics of research on internationalisation in higher education reach from mobility, mutual influence of higher education systems, and internationalisation of the substance of teaching and learning to institutional strategies, knowledge transfer, cooperation and competition, and national and supranational policies.
- ❖ Internationalisation of higher education is a truly global phenomenon.
- ❖ The current geopolitical environment associated with global conflicts, health pandemics, and increased nationalistic, anti-immigrant, and anti-globalization sentiments is also adding more uncertainty and complexity. Therefore few countries are starting to promote inclusive approach

Comparative Views on Internationalization of Education:**NEP 1986 vs. NEP 2020**

India's National Education Policies (NEPs) have been milestones in shaping the educational landscape of the country, reflecting the needs and aspirations of their respective times. The National Education Policy of 1986 and the National Education Policy of 2020 offer contrasting approaches to the internationalization of education, shaped by their unique historical, socio-political, and economic contexts.

Aspect	NEP 1986	NEP 2020
Focus on Internationalization	Limited and indirect; focused on cultural exchange	Comprehensive and direct; emphasizes global collaboration
Global Partnerships	Minimal	Strongly encouraged with top international institutions
Student and Faculty Mobility	Not a priority	Actively promoted through exchange programs
Curricular Approach	Focused on Indian heritage and cultural global awareness	Globally relevant, interdisciplinary, and multicultural
Establishment of Foreign Institutions	Not considered	Allowed and encouraged for reputable institutions
Research Collaboration	Limited	Central to global positioning
Technology in Education	Early emphasis on distance learning	Advanced digital platforms for global learning

Internationalization is a result of streamlined intentional actions, and not just a series of incidental reactions based on the students. For higher education, institutions the importance of internationalization in today's education system cannot be overstated.

Here are some of its positive aspects:

- ❖ **Improved academic quality.** Educational institutions maintain standards of practice and these standards vary from one country to another. With internationalization, higher education institutions are exposed to different practices and may adapt a few practices which could help them improve. Also, these institutions can share their good practices to other higher education institutions in need of improvement and guidance. Higher education institutions can better explore these through strategic partnerships.
- ❖ **Internationally oriented students, staff.** It's long been understood that competition brings out the best in business. In a similar context, students and staff who have been exposed to international standards and practices should inspire their classmates and colleagues to learn and achieve more. When students and staff are exposed to globally competitive educational training, this helps toward building a stronger global community.
- ❖ **National, international citizenship for students.** Migration is, more often than not, one of the key reasons why students choose to study abroad. With the internationalization of higher education institutions, students are more prepared to move into new countries.
- ❖ **Potential for increased international student enrollment.** Higher education institutions enjoy the word-of-mouth recommendations from international students who share their experiences with their friends and family back in their home countries, which may eventually lead to more international student enrollments.
- ❖ **Revenue generation, brain gain.** Internationalization upgrades a higher education institution's way of operating. As the education institution improves, it attracts the brightest of minds and talents from all over the world. This leads to more revenue not only for the schools but also for the businesses in the communities they belong to. With schools attracting bright minds, regardless of nationality, expect them to eventually influence the community sector either during internship or post graduation.

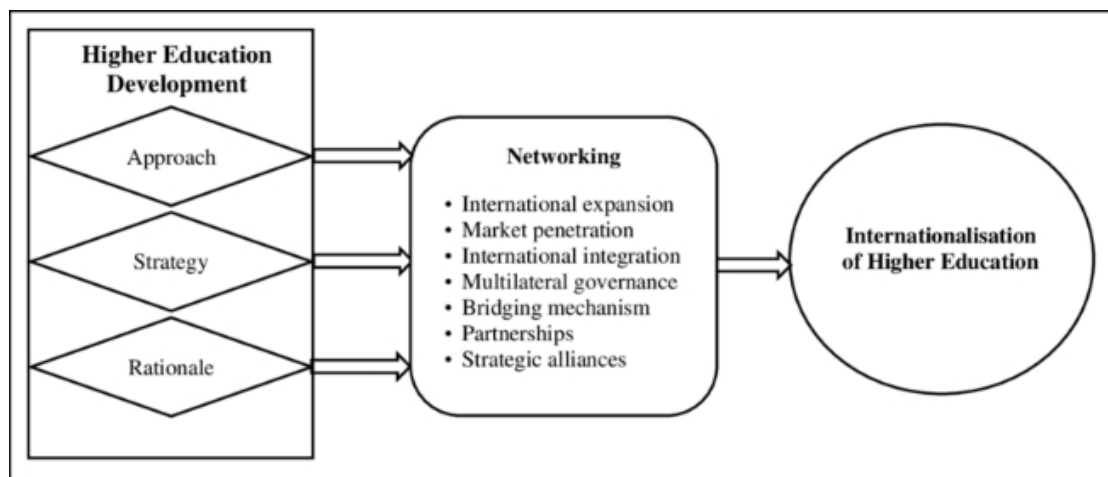
For higher education institutions, their staff, students and their communities, internationalization brings life-changing benefits as it connects them with the global environment.

The practice of internationalization fosters an immersive and inclusive academic

environment. It goes beyond recognizing an international student's culture. It understands, embraces, and integrates diverse cultures into the educational experience.

- **Academic credit transfer-** This facilitates the learning of students from tier2 or tier3 universities from faculty of prestigious tier1 universities like IIT, and IISc
- **Credit recognition in the twinning programme-** This allows Indian students to complete parts of their education in foreign universities and receive recognised credits from their home universities.
- **Global research collaborations-** This enables some of the brightest students from various countries to work together with their diverse perspectives, in solving some major global challenges.
- **Student exchange programmes-** This enables students to experience the culture and learning opportunities of another country to make informed decisions about their studies abroad.
- **Online learning via MOOCs (Massive Open Online Courses)-** This provides easy accessibility with affordability to quality education from top global institutions.
- **Collaborations between top universities and Edtech-** This enables learners worldwide to get management degrees, diplomas, and certifications, using top-quality online learning management systems

Conceptual framework for Internationalization of Higher Education⁷



Challenges in Implementation

While the vision for internationalization is promising, several challenges need to be addressed:

- **Infrastructure and Quality Standards:** Many Indian institutions must upgrade their infrastructure and academic quality to meet global standards.
- **Affordability and Accessibility:** The cost of international collaborations and programs might deter many students.

- **Cultural Adaptation:** Bridging cultural differences and creating inclusive environments for international students requires conscious efforts.

The Way Forward

To realize the internationalization goals of NEP 2020, India must:

- Invest in infrastructure and faculty development.
- Strengthen public-private partnerships for funding global collaborations.
- Ensure quality assurance mechanisms aligned with global benchmarks.
- Promote India as a destination for affordable, high-quality education through strategic marketing campaigns.

Conclusion

The internationalization of education, as envisioned by NEP 2020, is a critical step towards preparing Indian learners for a globalized future. By fostering collaborations, enhancing quality, and embracing global perspectives, India is poised to reclaim its historical status as a Vishwa Guru—a global leader in education. With the right strategies and robust implementation, NEP 2020 can transform the Indian education system into a vibrant, globally connected ecosystem that empowers learners and institutions to thrive on the world stage.

References:

1. Tahira Jibeen¹ , Masha Asad Khan² (December 2015). Internationalization of Higher Education: Potential Benefits and Costs. International Journal of Evaluation and Research in Education (IJERE) Vol.4, No.4, pp. 196~199 ISSN: 2252-8822. Retrieved on 26/4/22 from <https://files.eric.ed.gov/fulltext/EJ1091722.pdf>
2. University Grants Commission Ministry of Education Government of India (July 2021). Guidelines for Internationalisation of Higher Education. Retrieved on 26/4/22 from https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/int_he.pdf
3. Giorgio Marinoni, Eva Egron-Polak and Madeleine Green (February 2019). A CHANGING VIEW OF BENEFITS OF HE INTERNATIONALISATION. Retrieved on 26/4/22 from <https://www.universityworldnews.com/post.php?story=20190128144240325>
4. Barbara M. Kehm, Ulrich Teichler (September 2007). Research on Internationalisation in Higher Education. Retrieved on 25/12/24 from https://www.researchgate.net/publication/258157590_Research_on_Internationalisation_in_Higher_Education
5. Taylor and Francis (2022). Internationalisation of higher education beyond the West:

6. challenges and opportunities – the research evidence. An International Journal on Theory and Practice Volume 27, 2022 - Issue 3-4. Retrieved on 25/12/24 from <https://www.tandfonline.com/doi/full/10.1080/13803611.2022.2041853#abstract>
7. Springer nature link (02 May, 2024). Internationalization of Higher Education and Emerging National Rationales: Comparative Analysis of the Global North and South. Retrieved on 25/12/24 from <https://link.springer.com/article/10.1057/s41307-024-00358-z>
8. Conceptual framework of internationalisation of education. Retrieved on 25/12/24 from https://www.researchgate.net/figure/Conceptual-Framework_fig1_338966289



NEP 2020 and the Future of India: A Roadmap for Transformation

Ms. Isra Qureshi

S.Y.B.Ed Student

Aishabai College Of Education

Abstract

The National Education Policy (NEP) 2020 marks a transformative shift in India's education system, aiming to build a knowledge-based economy while fostering holistic and inclusive development. This policy emphasizes universal access to quality education, innovative pedagogies, and the integration of technology to meet the demands of the 21st century. By restructuring school education, introducing a multidisciplinary approach in higher education, and promoting vocational and life skills training, NEP 2020 envisions an empowered and self-reliant India. Additionally, it places a strong emphasis on equity, sustainability, and cultural heritage, aligning with India's demographic and developmental aspirations. This paper discusses as a roadmap for transformation, NEP 2020 has the potential to position India as a global leader in education, research, and innovation, while addressing socio-economic challenges. However, its successful implementation hinges on collaborative efforts among stakeholders, robust governance, and sufficient investment in education infrastructure

Keyword: Transformative, multidisciplinary approach, NEP 2020, Technology

Introduction

NEP 2020 emphasizes a broad-based, flexible curriculum that integrates arts, humanities, sciences, and vocational subjects, fostering critical thinking and creativity among student. The policy introduces a new curricular structure, the 5+3+3+4 system, focusing on foundational learning for children aged 3-8 years to ensure strong early educational foundation. Aiming to enhance teaching quality, NEP 2020 proposes a 4-year integrated B.Ed. degree as the minimum qualification for teachers by 2030, along with continuous professional development.

The New Education Policy announced by Government of India (NEP 2020) is welcoming news and a positive development amongst negativities surrounding the world in this Covid-19 pandemic. The first NEP was implemented by India in 1968 and next after long gap in 1986 and recent one under leadership of Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020) of India was approved on 29 July 2020. It is formulated with the vision to revamp education system and lay down road map for progressive educated country. The committee that prepared policy document of the NEP 2020; was headed by former ISRO chief Kasturirangan. In its election manifesto of 2014 parliament elections; the ruling Bhartiya Janta Party (BJP) has promised to bring revolutionary reform in Indian education system (Saha Mushkan, 2020). They

fulfilled their promise to nation with NEP 2020.¹

Literature Review

Ashokkumar, T. Russel Raj, A. Rajadurai, A.H. Abishini, A.H. Anchani(2024)² did Analyzing the impact of the new educational policy 2020: A comprehensive review of India's educational reforms. The article discusses that the National Education Policy 2020 (NEP 2020) marks a significant milestone in India's education system, aiming to transform the country's educational landscape. This review provides a comprehensive analysis of NEP 2020, exploring its alignment with global educational trends, emphasis on competency-based progression, and potential impact on student learning outcomes, teacher training, and educational infrastructure. The policy's scientific significance lies in its potential to promote equity, quality, and innovation in Indian education, addressing longstanding challenges and preparing students for the demands of the 21st century.

Pradnya V. Kakodkar, Parag Rishipathak, Jyotsna Sriranga1 (2024)³ studied Transformation in the Teachers' Role According to the National Education Policy 2020 Guidelines in the Indian Context. Their views are that higher education plays a significant role in promoting human and societal wellbeing and developing India as envisioned in its constitution. The National Education Policy (NEP) 2020 discusses how to equip future teachers with transforming the teaching–learning process and innovative pedagogy. A teacher is the central figure in the formal teaching–learning process, and students' future depends on them. The aim of this paper is to provide strategic recommendation for transforming the faculty/teachers of higher education institutes according to the guidelines of NEP 2020 supported with the literature. The critical points for teacher transformation considered are multidisciplinary, student engagement, leadership, lifelong learning, technology, and faculty as a curriculum designer scientist. Using the keywords “NEP 2020, teacher, transformation, curriculum, and higher education,” literature was searched in scientific databases. Relevant literature information related to the key teacher-related sections in NEP 2020 was compiled, grouped, and discussed accordingly. The proposed strategic recommendations are as follows: NEP 2020 is a roadmap for the future; the teachers should train students in multi-disciplinary environment; Student-centric education and supporting self-directed learning should be promoted; teacher to transform as mentor or guide; faculty to be trained in leadership skills; blend learning and life long learning to be promoted; faculty to be trained in digital technology and to take a new role as curriculum designer scientist

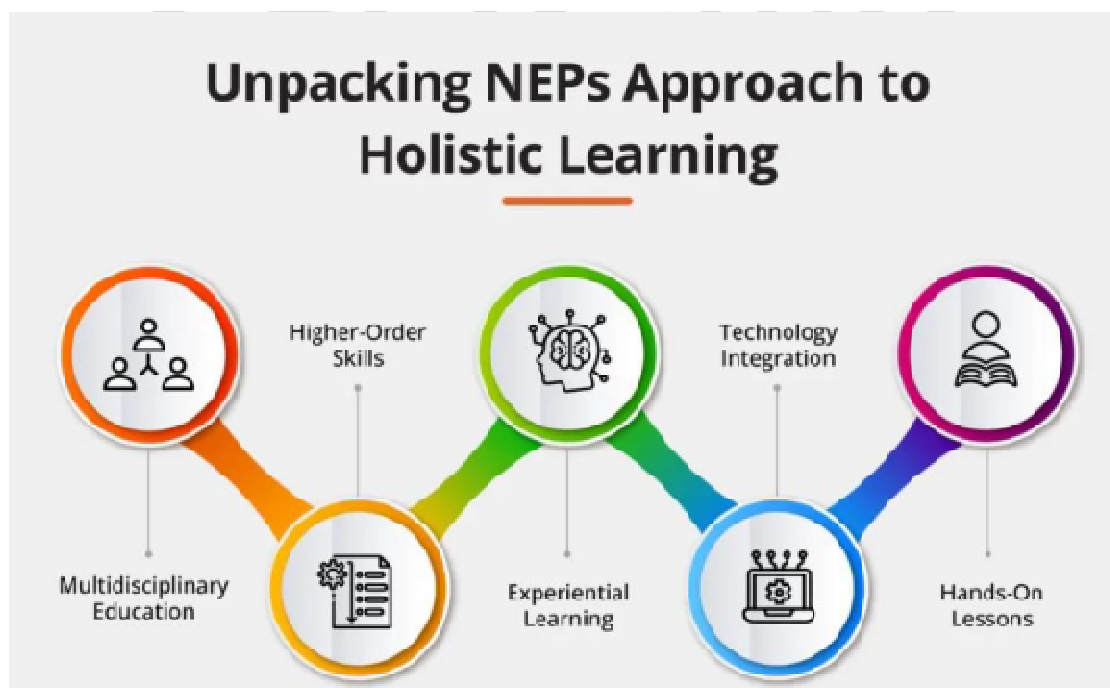
Mrs. Sasmita Rani Dash(3rd March, (2020). NEP-2020 A ROAD MAP FOR FUTURE A SPECIAL REFERENCE TO RESEARCH AND HIGHER EDUCATION. The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected many. The changes that NEP

2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system. In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional. It focus on mainly ECCE, GER and also focus on research and higher education

Conclusion from the literature review

It aims to address long-standing challenges in education and prepare students for the demands of the 21st century. The policy emphasizes competency-based learning, multidisciplinary education, and student-centric approaches, aligning with global educational trends. The NEP 2020 outlines guidelines to transform teachers in higher education by promoting multidisciplinary, student engagement, leadership, lifelong learning, and digital technology. It suggests that teachers should evolve into mentors and curriculum designers while being trained in leadership and innovative pedagogy. The policy aims to strengthen research, increase the Gross Enrollment Ratio (GER), and ensure continuous professional development for educators. Overall, NEP 2020 provides a roadmap for modernizing India's education system, with particular focus on research and higher education.

Designer Conceptual Framework of NEP 2020 And The Future Of India: A Roadmap For Transformation.⁴



The **Designer Conceptual Framework of NEP 2020** and its focus on the **Future of India** represent a transformative roadmap aimed at revolutionizing India's education system to meet the demands of the 21st century. The **National Education Policy (NEP) 2020** introduces a forward-thinking framework that emphasizes equity, inclusivity, innovation, hands on lesson, experiential learning quality education at all levels

THE VISION OF NEP 2020

- **Key pillars of transformation:** The **key pillars of transformation** under the vision of **NEP 2020** are designed to holistically reform the Indian education system. These pillars emphasize inclusivity, innovation, quality, and a learner-centric approach to ensure India's progress as a global knowledge hub.
- **Holistic and Multidisciplinary Education:** The National Education Policy (NEP) 2020 envisions a paradigm shift in the approach to education in India, emphasizing **holistic and multidisciplinary learning** to create well-rounded individuals capable of addressing the complex challenges of the 21st century.
- **Early Childhood Care And Education :**Early Childhood Care and Education (ECCE) is a cornerstone of the **National Education Policy (NEP) 2020**, which acknowledges the critical importance of the formative years in a child's life for cognitive, emotional, social, and physical development. The policy sets forth a transformative roadmap to ensure universal access to quality early childhood education, aiming to lay a strong foundation for lifelong learning and the holistic development of every child.
- **Teacher Empowerment :** Teachers are central to the successful implementation of the **National Education Policy (NEP) 2020**, which emphasizes their empowerment as a critical factor in transforming India's educational landscape. By focusing on professional development, autonomy, and capacity building, NEP 2020 aims to enable teachers to drive innovation, inclusivity, and quality education.
- **Higher Education Reform :** The **National Education Policy (NEP) 2020** envisions a comprehensive overhaul of India's higher education system to foster quality, accessibility, equity, and innovation. These reforms aim to position India as a global hub for education and research while meeting the aspirations of a dynamic, knowledge-driven society. Below is a detailed look at the reforms and their transformative impact on the future of India

THE FUTURE IMPACT OF NEP 2020 GLOBAL COMPETITIVENESS :⁵

- **Demographic Dividend :** The **demographic dividend** refers to the economic growth potential that arises when a country has a large proportion of its population in the working-age group (15–64 years). India, with its significant youth population, is poised to leverage this dividend in the coming decades. The **National Education Policy (NEP) 2020** plays a pivotal

- role in harnessing this potential and boosting India's global competitiveness.
- **Sustainable Development Goals (SDGs):** The **National Education Policy (NEP) 2020** aligns with several **Sustainable Development Goals (SDGs)** set by the United Nations, particularly focusing on enhancing **global competitiveness** through education reforms. The policy's transformative vision contributes directly and indirectly to various SDGs, shaping India's ability to compete on the global stage.
- **Cultural Preservation :** The **National Education Policy (NEP) 2020** emphasizes cultural preservation while fostering **global competitiveness**, creating a balanced approach where India can assert its cultural identity while becoming a leader in the global knowledge economy

CHALLENGES IN IMPLEMENTATION RESOURCES ALLOCATION :

- **Capacity Building :** The **National Education Policy (NEP) 2020** envisions an education system that is inclusive, equitable, and forward-thinking. However, implementing this ambitious policy comes with several challenges. Adequate resource allocation is critical to overcoming these challenges and ensuring the successful execution of NEP 2020.
- **Community Involvement :** The **National Education Policy (NEP) 2020** is a bold step towards transforming India's education system, but its success depends largely on effective implementation. One of the key factors that will influence its implementation is **community involvement**, particularly in overcoming challenges and ensuring **efficient resource allocation**.

CONCLUSION :

NEP 2020 provides a comprehensive and ambitious vision for India's educational transformation, positioning the country to meet the challenges of the future. By focusing on **equity, quality, technology, and vocational education**, it seeks to create a highly skilled workforce capable of driving India's socio-economic growth. However, its success will depend on overcoming implementation challenges, particularly in resource allocation, infrastructure development, and community engagement.

As a **roadmap for transformation**, the NEP 2020 is not just a policy but a call to action for all stakeholders—**government bodies, educational institutions, teachers, students, and communities**—to work collaboratively towards creating an education system that can empower future generations, stimulate innovation, and contribute to building a prosperous, inclusive, and sustainable India.

REFFERNCE :

1. Ministry of Education, Government of India. (2020). *National Education Policy 2020*.
2. T. Ashokkumar, T. Russel Raj, A. Rajadurai, A.H. Abishini, A.H. Anchani. Analyzing the

impact of the new educational policy 2020: A comprehensive review of India's educational reforms. Retrieved on 28/12/24 from <https://www.sciencedirect.com/science/article/pii/S0149718924001174>

3. Pradnya V. Kakodkar, Parag Rishipathak, Jyotsna Srirangal. Transformation in the Teachers' Role According to the National Education Policy 2020 Guidelines in the Indian Context
4. **Transformation in the Teachers' Role According to the National Education Policy 2020 Guidelines in the Indian Context** rieved on 28/12/24 from <https://schs.edu.in/assets/pdf/research/2023/Transformation-in-the-Teachers%E2%80%99-Role-According-to-the-National-Education-Policy-2020->
5. Mrs. Sasmita Rani Dash NEP-2020 A ROAD MAP FOR FUTURE A SPECIAL REFERENCE TO RESEARCH AND HIGHER EDUCATION Retrieved on 28/12/24 from [Guidelines-in-the-India-Context.pdf](#) .
6. **Jha, P., & Jain, M. (2020).** "Reimagining Education: The NEP 2020 Framework." *Indian Journal of Educational Studies*.
7. **Patel, P., & Yadav, S. (2020).** "The Future of Indian Education: NEP 2020 as a Pathway to Global Competitiveness." *International Journal of Educational Research*.

GOEIIRJ

Emerging Technologies in the 21st Century: A Perspective from NEP 2020

Ms. Gulshan Ansari

S. Y. B. Ed. Student

Aishabai College of Education

Abstract

The National Education Policy (NEP) 2020 envisions leveraging emerging technologies to transform the Indian education system into an inclusive, equitable, and future-ready framework. This paper explores the role of technologies like Artificial Intelligence (AI), Augmented Reality/Virtual Reality (AR/VR), ICT tools, and chatbots in revolutionizing education. It discusses how personalized learning, immersive experiences, and data-driven insights enhance student engagement. The study emphasizes the need for computational thinking, skill development, and innovative teaching-learning practices to prepare learners for the challenges of the Fourth Industrial Revolution. Furthermore, the research identifies challenges like the digital divide, privacy concerns, and teacher training needs, offering a roadmap for fostering global partnerships and innovation while investing in infrastructure.

Key Word:- NEP 2020, Artificial Intelligence, Virtual Reality, ICT Tools

Introduction

The 21st century has witnessed rapid advancements in technology, significantly impacting the education sector. NEP 2020 recognizes the transformative potential of emerging technologies in addressing systemic inefficiencies and improving learning outcomes. This research explores how technological integration, supported by frameworks like the National Educational Technology Forum (NETF) and Open Educational Resources (OER), aligns with NEP 2020's vision of a digitally empowered education system.

Literature Review

Gomathi Venkat Iyer, Dr. Kavita Kalyandurgmath ;(January 2022) ¹. Studied New Education Policy NEP 2020: Importance of Technology Use, Integration and STEM

Education:- Education is essential for realizing one's full potential, creating a just and equitable community, and advancing National progress. A well-defined, visionary and futuristic education policy is a must for every country as education is the key driver of economic and social progress. Different countries adopt varied education policies according to their tradition and culture. Universal high-quality education is the most effective approach to develop and use Country's vast skills and resources for the benefit of individuals, society, the country, and the globe. The Union Cabinet of India approved the National Education Policy 2020 (NEP 2020) on July 29, 2020, which defines the goal for India's new education system. By replacing the earlier 1986 National

Policy on Education. NEP 2020 envisages To provide a comprehensive framework for basic through higher education, as well as vocational training. The current conceptual research article focusses on previous two National policies on education, the background And emergence of NEP 2020, vision, salient features, technological use, it's alignment with promoting STEM (Science Technology Engineering and Mathematics) Education, Systematic Implementation and Challenges.

Aijaz Ahmad Mir, (April 2023)². Studied the scope of technology in National Education Policy 2020: A study. To improve the country's educational system and provide a blueprint for the future, the government of India has come up with National Education Policy 2020. The NEP 2020 was approved by the Indian cabinet on July 29 2020. NEP 2020 suggests reforms in India's schools and higher education. National Education Policy 2020 emphasizes the use and integration of technology in school and higher education that will enable India to meet the requirements of quality education in line with the SDGs in the 21 st century. This paper is based on secondary data and highlights technology's scope and significance in NEP 2020. The use of technology in educational institutions will help enhance pedagogical methods and student learning. NEP 2020 recommends the creation of the National Educational Technology Forum (NETF) to facilitate open dialogue about how to use technology in school and higher education.

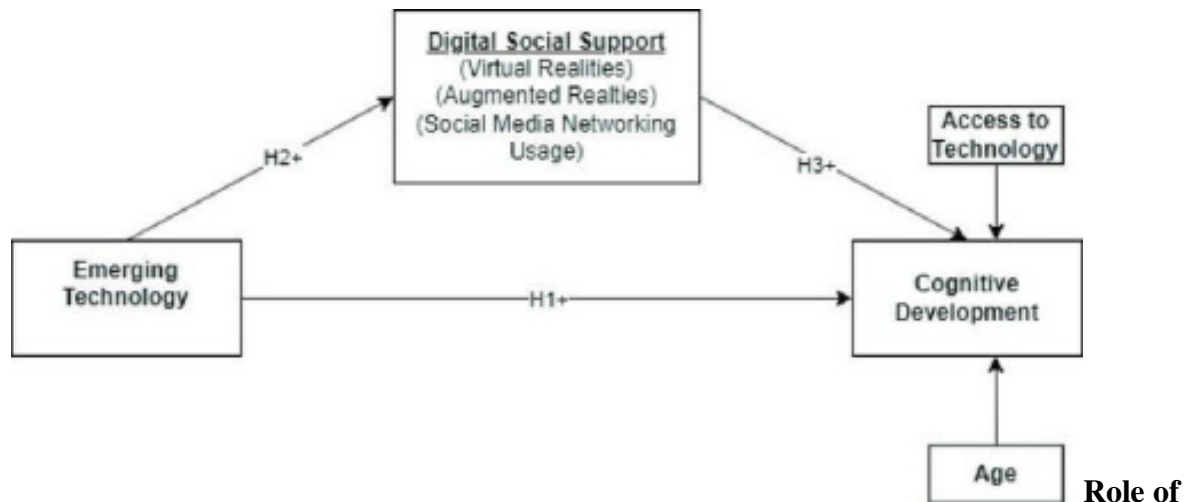
Adit Gupta, Nishta Rana, (August 2024)³. Studied Technology Integration in Teacher Education: A NEP-2020 Perspective. The National Education Policy (NEP) 2020 is a landmark educational reform initiative in India that envisions transformative changes across all levels of education, from early childhood to higher education. Teacher education plays a pivotal role in the successful implementation of educational reforms, serving as a linchpin for translating policy into effective classroom practices. The integration of technology into teacher education programs is critical for aligning with the principles and goals of NEP 2020, emphasizing digital literacy, pedagogical innovation, and enhanced learning outcomes. The chapter delves into the challenges associated with technology integration in teacher education and highlights the best practices in technology-enabled teacher training. The need to establish a policy framework for continuous monitoring and evaluation of technology integration, incorporating feedback loops for ongoing improvement, has also been highlighted.

Summary on literature review

The reviewed literature highlights the transformative potential of the National Education Policy (NEP) 2020, which emphasizes integrating technology into India's education system to enhance pedagogy, foster STEM education, and align with global standards. NEP 2020 envisions universal access to high-quality education and underscores the establishment of the National Educational Technology Forum (NETF) to facilitate dialogue on effective technology usage in schools and higher education. Teacher education is recognized as pivotal in translating the policy's goals into

practice, with a focus on digital literacy, innovative teaching methods, and improved learning outcomes. While the policy aims to modernize education and meet 21st-century demands, the studies highlight challenges in implementation, stressing the need for systematic execution, monitoring, and evaluation to ensure continuous improvement and long-term success.

Conceptual framework ⁴



Emerging Technology

1. Personalized Learning:

Emerging technologies enable tailored educational experiences to meet individual learner needs. Adaptive learning platforms use artificial intelligence (AI) to assess a student's strengths, weaknesses, and pace, creating customized lesson plans and resources. This approach improves engagement, ensures better retention, and supports students with diverse learning styles and abilities.

2. Interactive and Immersive Experiences:

Technologies like augmented reality (AR), virtual reality (VR), and gamification transform traditional teaching methods by creating interactive and engaging learning environments. These tools allow students to explore complex concepts, conduct virtual experiments, and immerse themselves in real-world simulations, enhancing their understanding and interest in the subject matter.

3. Global Connectivity:

Digital tools and platforms enable learners and educators to connect across the globe, fostering collaboration and cultural exchange. Virtual classrooms, online forums, and global academic networks provide access to a vast repository of knowledge, experts, and peers, breaking geographical barriers and democratizing education.

4. Data-Driven Insights:

Learning analytics and big data technologies help educators track student progress, identify learning gaps, and refine teaching strategies. By analyzing student performance and

engagement patterns, schools can make informed decisions to improve curriculum design and provide targeted support, ensuring better outcomes for learners. 5. **Focus on Computational Thinking:**

Emerging technologies emphasize developing computational thinking skills, essential for problem-solving in the digital age. Programming, algorithmic thinking, and logical reasoning are integrated into curricula through tools like coding platforms, robotics kits, and AI applications, preparing students for future technological challenges and careers.

1. **National Educational Technology Forum (NETF)**

The **National Educational Technology Forum (NETF)** is a key initiative under the NEP 2020 designed to foster collaboration, innovation, and research in integrating technology into education. It serves as a platform for stakeholders, including educators, policymakers, and technologists, to exchange ideas and explore effective ways of using technology in classrooms and higher education institutions. NETF provides recommendations, guidelines, and resources to improve digital infrastructure, enhance teaching practices, and address challenges in technology adoption, ensuring education aligns with 21st-century demands.

2. **Open Educational Resources (OER)**

Open Educational Resources (OER) are freely accessible and openly licensed educational materials, including textbooks, videos, courseware, and software. These resources aim to democratize education by making high-quality learning materials available to everyone, regardless of location or financial constraints. OER fosters collaboration among educators and institutions, promotes innovation in teaching, and enables customization of content to suit diverse learner needs. It also helps reduce the cost of education, making it more inclusive and equitable.

3. **Skill Development in Emerging Areas**

Skill Development in Emerging Areas focuses on equipping students and professionals with expertise in fields such as artificial intelligence (AI), machine learning, data analytics, blockchain, robotics, and cybersecurity. These areas are becoming increasingly vital in the global economy, and integrating such skills into educational programs prepares learners for future job markets. By offering specialized training, certifications, and hands-on experience, educational institutions ensure that graduates are industry-ready and capable of contributing to innovation and economic growth. This approach also fosters lifelong learning and adaptability in a rapidly evolving technological landscape.

Benefits of Embracing Emerging Technologies in Education

1. **Enhanced Learning Experiences:**

Emerging technologies such as virtual reality (VR), augmented reality (AR), and gamification make learning more engaging and interactive, enabling students to explore complex concepts through immersive simulations and real-world applications. 2. **Personalized Education:**

Adaptive learning systems powered by AI provide tailored educational experiences, allowing students to progress at their own pace and focus on areas where they need improvement, enhancing overall learning outcomes.

3. **Improved Accessibility:**

Digital tools and resources break down geographical and financial barriers, offering quality education to underserved communities and learners with disabilities, fostering inclusivity in education.

4. **Global Collaboration and Connectivity:**

Online platforms facilitate connections between learners and educators worldwide, promoting cultural exchange, collaborative projects, and access to a diverse array of knowledge and expertise.

5. **Data-Driven Decision Making:**

Learning analytics and big data provide educators with valuable insights into student performance and engagement. This allows for informed decisions in curriculum development, teaching strategies, and resource allocation.

6. **Development of Future-Ready Skills:**

Technologies like coding platforms, AI tools, and robotics encourage the development of critical 21st-century skills such as computational thinking, problem-solving, and creativity, preparing students for the future job market.

7. **Efficiency in Administration and Teaching:**

Automation of administrative tasks and digital tools for lesson planning reduce the workload for educators, enabling them to focus more on teaching and mentoring students effectively.

8. **Lifelong Learning Opportunities:**

Online courses, e-learning platforms, and open educational resources (OER) make continuous learning possible, empowering individuals to upgrade their skills and knowledge throughout their lives.

9. **Cost-Effective Solutions:**

Digital resources and virtual classrooms reduce the dependency on physical infrastructure and traditional materials, making education more affordable for institutions and learners alike.

10. **Encouragement of Innovation:**

By integrating emerging technologies, educational institutions can experiment with new teaching methodologies, fostering a culture of innovation and creativity in education.

Challenges and Considerations in Embracing Emerging Technologies in Education

1. **Digital Divide:**

Unequal access to technology and the internet creates disparities among students,

particularly in rural and underserved areas, hindering the goal of inclusive education.

2. **High Initial Costs:**

Procuring and maintaining advanced technologies, infrastructure, and training programs can be expensive, posing challenges for schools and institutions with limited budgets.

3. **Teacher Training and Adaptation:**

Many educators lack the necessary skills and confidence to effectively integrate emerging technologies into teaching. Training programs and ongoing professional development are crucial but can be resource-intensive.

4. **Data Privacy and Security:**

The use of digital tools often involves collecting sensitive student data, raising concerns about privacy, data breaches, and compliance with regulations like GDPR.

5. **Over-Reliance on Technology:**

Excessive dependence on technology may reduce the emphasis on fundamental teaching methods, critical thinking, and interpersonal skills, potentially impacting holistic education.

6. **Resistance to Change:**

Some educators, parents, and institutions may resist adopting new technologies due to fear of disruption, lack of familiarity, or skepticism about their effectiveness.

7. **Technical Challenges:**

Frequent software updates, compatibility issues, and system failures can disrupt the learning process and create frustration for both educators and students.

8. **Content Quality and Relevance:**

Ensuring that digital learning materials are high-quality, culturally relevant, and aligned with curriculum standards is a critical consideration.

9. **Ethical Concerns:**

The use of AI and automation in education raises ethical questions about bias, fairness, and the potential dehumanization of learning experiences.

10. **Balancing Screen Time:**

Prolonged exposure to screens can negatively impact students' health, including vision issues and reduced physical activity, necessitating careful monitoring and balance.

11. **Scalability and Sustainability:**

Implementing technology at scale while ensuring it remains sustainable and adaptable to future advancements is a significant challenge for educational systems.

The Way Forward

1. **Invest in Infrastructure:**

A robust technological foundation is essential to support the integration of emerging technologies in education. This includes providing reliable internet connectivity, modern devices,

and digital tools to all institutions, especially in rural and underserved areas. Governments and private organizations must collaborate to bridge the digital divide and ensure equitable access to quality education.

2. **Promote Innovation:**

Educational institutions should create an environment that encourages experimentation with new teaching methodologies and technologies. Establishing innovation hubs, offering grants for tech-based projects, and integrating STEM and AI-focused curricula can empower educators and students to explore creative solutions and prepare for the future.

3. **Foster Global Partnerships:**

Collaboration with international organizations, academic institutions, and tech companies can facilitate the exchange of ideas, resources, and expertise. Global partnerships can also provide access to cutting-edge technologies, research, and funding opportunities, ensuring that local education systems align with global standards.

4. **Cultivate a Growth Mindset:**

Emphasizing adaptability and lifelong learning is crucial in a rapidly evolving technological landscape. Educators and students should be encouraged to embrace change, explore new skills, and view challenges as opportunities for growth. Professional development programs for teachers and awareness campaigns for parents can help foster this mindset, ensuring a seamless transition to technology-enhanced education.

Conclusion:-

The integration of emerging technologies in education, as envisioned by NEP 2020, holds transformative potential to create an inclusive, equitable, and future-ready learning ecosystem. By leveraging tools such as Artificial Intelligence (AI), Virtual Reality (VR), and Information and Communication Technology (ICT), education systems can enhance personalized learning, foster global collaboration, and prepare learners for the challenges of the Fourth Industrial Revolution.

While the benefits of technology-driven education are immense, challenges like the digital divide, teacher training, and data privacy must be addressed through strategic investments, innovation, and global partnerships. Initiatives such as the National Educational Technology Forum (NETF) and Open Educational Resources (OER) provide a framework for effective implementation and collaboration.

The way forward requires a robust infrastructure, a focus on lifelong learning, and cultivating a growth mindset among all stakeholders. With systematic execution and continuous monitoring, emerging technologies can revolutionize education, ensuring that learners and educators alike are empowered to thrive in the 21st century.

References:-

1. Gomathi Venkat Iyer, Dr. Kavita Kalyandurgmath (January 2022). New Education Policy NEP 2020: Importance of Technology Use, Integration and STEM Education. 2022 JETIR January 2022, Volume 9, Issue 1; JETIR. ORG, ISSN: 2349 – 5162 ; ESTD Year : 2014; Monthly Issue Retrieved From www.jetir.org On 24/12/2024.
2. Aijaz Ahmad Mir; (April 2023) . The scope of technology in national education policy 2020: A study, Retrieved From https://www.researchgate.net/publication/369765569_THE_SCOPE_OF_TECHNOLOGY_IN_NATIONAL_EDUCATION_POLICY_2020_A_STUDY On 24/12/2024
3. Adit Gupta, Nishta Rana(August 2024) .Technology Integration in Teacher Education: A NEP-2020 Perspective ; Retrieved From https://www.researchgate.net/publication/383496912_Technology_Integration_in_Teacher_Education_A_NEP-2020_Perspective On 24/12/2024
4. Conceptual framework that hypothesizes a relationship between emerging technology, mental health, digital social support. Retrieved From <https://images.app.goo.gl/pc6m33zJZWRiAtgM6> On 24/12/24.



GOEIJR

Curriculum Innovation for All: A Study on the Implementation of Inclusive Education Policies under NEP 2020

Dr. Jyotsna Ganesh Sangore

Assistant Professor

Aishabai College of Education, Byculla

ABSTRACT:

This study examines the implementation of inclusive education policies under the National Education Policy (NEP) 2020, focusing on curriculum innovation to ensure equitable learning opportunities for all students, including those with disabilities and diverse needs. NEP 2020 envisions a transformative educational framework that emphasizes inclusivity, accessibility, and holistic development. This research investigates how the policy is reshaping curriculum design, pedagogical approaches, and teacher preparation to accommodate learners from varied backgrounds. It explores strategies such as Universal Design for Learning (UDL), differentiated instruction, and the use of assistive technologies to create an inclusive educational environment. The study analyzes policy documents, case studies, and interviews with educators and policymakers to evaluate the effectiveness of these initiatives. The findings highlight significant progress in integrating inclusive practices within the curriculum, but also reveal challenges related to resource constraints, inconsistent policy execution, and the need for more targeted teacher training. Despite the government's commitment to inclusive education, there remains a gap between policy aspirations and on-the-ground implementation. The article underscores the importance of continued capacity building, better resource allocation, and sustained monitoring to ensure that the principles of inclusivity and equity envisioned in NEP 2020 are effectively realized. The study concludes by stressing the central role of curriculum innovation in fostering an inclusive educational system for all learners, particularly in light of the diverse needs outlined in NEP 2020.

Keywords: Inclusive Education, NEP 2020, Curriculum Innovation, Universal Design for Learning, Assistive Technologies, Teacher Training, Educational Policy, Equity, Accessibility, Differentiated Instruction.

Introduction:

The National Education Policy (NEP) 2020, a landmark initiative by the Government of India, aims to transform the educational landscape, making it more inclusive, equitable, and accessible. NEP 2020 is grounded in the principle that education should cater to the diverse needs of all learners, ensuring that no student is left behind. One of the core components of the policy is the emphasis on inclusive education, which advocates for the accommodation of children with

disabilities, those from marginalized backgrounds, and those with diverse learning needs. Inclusive education is not merely about integration but about creating an environment where all students can thrive.

This paper examines the implementation of inclusive education policies under NEP 2020, focusing particularly on curriculum innovation as a means to ensure equitable learning opportunities for all students. Inclusive education is a broad concept that requires systemic changes in curriculum design, pedagogy, teacher training, and resource allocation. It requires a shift from a one-size-fits-all approach to a more differentiated and flexible model that caters to the individual needs of students. The study investigates how the policies outlined in NEP 2020 are reshaping curriculum design and teaching methodologies, exploring strategies like Universal Design for Learning (UDL), differentiated instruction, and the integration of assistive technologies. By examining policy documents, case studies, and interviews with educators and policymakers, this study aims to assess the effectiveness of these initiatives and explore the challenges and successes experienced in their implementation.

The article also highlights the role of curriculum innovation in achieving the goals of inclusivity and equity as envisioned in NEP 2020. The Vision of NEP 2020 and Inclusive Education The National Education Policy 2020 outlines a comprehensive vision for Indian education. It seeks to achieve universal access to education, enhance the quality of learning, and make the system more flexible and responsive to the needs of all students. A key aspect of this vision is the promotion of inclusive education, which is integral to creating a truly equitable education system.

Inclusive education, as defined in NEP 2020, focuses on providing all students with the opportunity to participate in mainstream education, regardless of their physical, intellectual, social, or emotional challenges. The policy emphasizes the importance of designing educational practices that are responsive to the diverse learning needs of students, enabling them to achieve their full potential. Incorporating inclusive education into the curriculum requires a fundamental shift in teaching practices.

NEP 2020 calls for innovative curriculum development that ensures education is accessible to all students, particularly those from disadvantaged groups, including children with disabilities, socio-economically disadvantaged students, and those from linguistic and cultural minorities. This inclusive approach is grounded in the belief that diversity in the classroom enriches the learning experience for all students. Following are key strategies for Inclusivity.

Curriculum Innovation: To realize the vision of inclusive education, NEP 2020 proposes several strategies for curriculum innovation. These strategies aim to create a more flexible, adaptive, and learner-centered system that accommodates the varied needs of students.

Universal Design for Learning (UDL): UDL is a framework that guides the development of

educational programs that accommodate individual learning differences. It provides multiple means of engagement, representation, and expression, ensuring that all students, regardless of their learning styles or abilities, can access and participate in the curriculum. UDL encourages flexibility in teaching methods, such as providing alternative formats for materials, using technology to assist learning, and offering choices for students to demonstrate their understanding. UDL is central to NEP 2020's vision of a flexible and inclusive educational system.

Differentiated Instruction: Differentiated instruction involves tailoring teaching methods and materials to accommodate the diverse learning needs of students. Teachers are encouraged to modify content, process, and product based on the individual needs, interests, and readiness levels of students. This approach allows for the provision of challenging yet achievable learning experiences for all students, including those with special needs.

Assistive Technologies: The use of assistive technologies is another crucial aspect of the inclusive education framework in NEP 2020. Technologies such as text-to-speech software, screen readers, and other devices can help students with disabilities access the curriculum more effectively. NEP 2020 emphasizes the need for integrating technology in the classroom to enhance learning opportunities for students with diverse needs. It also highlights the importance of creating accessible learning environments where technology serves as a tool for inclusion.

Curriculum Flexibility and Personalization: NEP 2020 advocates for a more flexible and personalized approach to education. It suggests that the curriculum should not be rigid but should provide options for students to choose subjects and learning pathways that best align with their interests and needs. This flexibility is especially beneficial for students with disabilities, who may require specific accommodations or alternative pathways to achieve educational goals.

Teacher Training and Capacity Building: Effective implementation of inclusive education requires that teachers be well-prepared to meet the needs of diverse learners. NEP 2020 emphasizes the importance of teacher training programs that focus on inclusive pedagogy, special education, and the use of innovative teaching methods. Teachers must be equipped with the skills to implement strategies like UDL and differentiated instruction, as well as to integrate assistive technologies into their teaching.

The paper includes:

Policy Analysis: The first part of the study involves an in-depth analysis of the NEP 2020 document and related policy frameworks to understand the principles and strategies outlined for inclusive education. This includes examining specific sections of the policy related to curriculum design, teacher training, and the use of technology for inclusivity.

Case Studies: The study includes case studies of schools that have implemented inclusive education practices as per NEP 2020. These case studies provide insights into the challenges and successes faced by schools in adopting the inclusive education strategies recommended by the

policy. The case studies also highlight the role of curriculum innovation in fostering an inclusive learning environment.

Interviews: Interviews were conducted with key stakeholders, including educators, policymakers, and administrators, to gather qualitative data on the practical aspects of implementing inclusive education. These interviews explore the perceptions of teachers and administrators regarding the effectiveness of NEP 2020's inclusive education policies and the barriers they face in its implementation.

Surveys: A survey was administered to teachers to assess their preparedness for inclusive education, their familiarity with UDL, and their use of assistive technologies in the classroom. The survey also explored teachers' views on the availability of resources and professional development opportunities related to inclusive education. Findings The findings of this study reveal both progress and challenges in the implementation of inclusive education policies under NEP 2020.

Key findings include:

Progress in Curriculum Innovation: There has been significant progress in developing inclusive curricula that are more flexible and adaptive. The integration of UDL, differentiated instruction, and assistive technologies has begun to reshape classroom practices, particularly in urban and well-resourced schools.

Challenges in Resource Allocation: Despite the policy's emphasis on inclusivity, many schools, especially in rural and underfunded areas, lack the necessary resources to implement inclusive practices effectively. The absence of assistive technologies, specialized teachers, and adequate infrastructure remains a significant barrier to full inclusion.

Teacher Preparedness: While there is a growing awareness of inclusive education among teachers, many still feel inadequately trained to handle the diverse needs of students in their classrooms. There is a lack of specialized training in inclusive pedagogy, and professional development opportunities remain limited in many regions.

Inconsistent Policy Implementation: The implementation of inclusive education policies is uneven across different states and regions. While some states have made significant strides in adopting inclusive practices, others are struggling due to systemic issues such as poor infrastructure, lack of trained personnel, and insufficient policy support at the grassroots level. Discussion The implementation of inclusive education under NEP 2020 represents a significant shift in India's educational approach.

However, as the findings suggest, there are several challenges that need to be addressed to fully realize the potential of these policies. One of the key barriers is the inconsistency in policy implementation, particularly in resource-poor settings. To bridge this gap, it is crucial to ensure equitable distribution of resources, targeted teacher training, and continuous monitoring of the policy's effectiveness at the grassroots level. Moreover, the integration of assistive technologies

and the promotion of UDL are promising strategies that need to be scaled up. However, the success of these initiatives depends on the availability of infrastructure and the ability of teachers to use these tools effectively in their classrooms. This calls for greater investment in technology, as well as comprehensive teacher training programs that equip educators with the skills and knowledge to implement inclusive practices.

Conclusion:

In conclusion, NEP 2020 has laid a strong foundation for inclusive education in India, with a clear focus on curriculum innovation, teacher training, and the use of technology to create an inclusive learning environment. While there has been notable progress in adopting inclusive practices, challenges such as resource constraints, uneven implementation, and teacher preparedness must be addressed to fully realize the policy's goals. The role of curriculum innovation is central to ensuring that all students, regardless of their background or abilities, have access to quality education. By continuing to invest in capacity building, resource allocation, and monitoring, India can create an inclusive education system that truly caters to the diverse needs of all learners.

Reference:

- Government of India.(2020). *National Education Policy 2020*.Ministry of Education.
https://www.mhrd.gov.in/sites/default/files/NEP_Final_English_0.pdf
- Goyal, S. (2021).*Inclusive education: A critical appraisal of national and international perspectives*. Springer.
- Sharma, P. (2022). Educational innovation and the role of curriculum design in inclusive education. *International Journal of Inclusive Education*, 26(4), 356-372.
<https://doi.org/10.1080/13603116.2020.1816980>
- Ministry of Human Resource Development. (2018). *Report on inclusive education in India*. MHRD.
- Sharma, J. (2021). The role of teacher education in implementing inclusive education under NEP 2020.*Journal of Teacher Education for Sustainability*, 23(2), 51-67.
<https://doi.org/10.2478/jtes-2021-0021>
- Kumar, R. (2022). The role of technology in inclusive education under NEP 2020.*Education and Information Technologies*, 27(6), 8247-8263. <https://doi.org/10.1007/s10639-022-10748-1>
- UNESCO. (2020). *Inclusive education: The way of the future*. UNESCO.
<https://www.unesco.org/en/inclusive-education>
- Government of India.(2019). *Report of the Committee for Drafting the New Education Policy 2019*.Ministry of Human Resource Development.
-

Sharma, K. K. (2021). *Educational access and equity in India: An analysis of NEP 2020*. Sage Publications.

Education Commission.(2021). *Curriculum reforms in the context of NEP 2020*. Indian Journal of Education Research, 40(3), 214-229.



Perception and Awareness of Student-Teacher's towards National Education Policy 2020

Dr. Cindrella D'Mello

Professor,

St. Teresa's Institute of Education, Santacruz West.

Abstract

National Education Policy, 2020 (NEP) envisions a massive transformation in education through– “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, thereby making India a global knowledge superpower. The study was executed to assess the level of awareness and perception of student-teachers towards NEP 2020. Primary data was collected from 84 B.Ed. trainees by using a structured research instrument through google forms. Findings of the study indicated that 82.8 % student-teachers felt that NEP 2020 will bring positive changes to the education system. 64.4% of student-teachers felt that the NEP 2020 encourages holistic development of students. 87.4% student-teachers felt that the NEP 2020 will bridge the gap between urban and rural education. Only 40.2 % of student-teachers felt that the NEP 2020 adequately addresses the challenges faced by teachers in the Indian education system.

Keywords: NEP 2020, Student-teachers, Awareness, Perception.

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. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of 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.

The NEP 2020 is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to meet the diverse national and global challenges of the present and the future.

In school education, the National Education Policy 2020 stresses on the core values and

principle that education must develop not only the cognitive skills, that is, – both ‘foundational skills’ of literacy and numeracy and ‘higher-order’ skills such as critical thinking and problem solving – but also, social and emotional skills - also referred to as ‘soft skills’ -including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others. The Policy aims and aspires to universalize the pre-primary education and provides special emphasis on the attainment of foundational literacy/numeracy in primary school and beyond for all by 2025.

It recommends plethora of reforms at all levels of school education which seek to ensure quality of schools, transformation of the curriculum including pedagogy with 5+3+3+4 design covering children in the age group 3-18 years, reform in the current exams and assessment system, strengthening of teacher training, and restructuring the education regulatory framework. It seeks to increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others. It recommends that the curriculum load in each subject should be reduced to its ‘core essential’ content by making space for holistic, discussion and analysis-based learning.

It also proposes the revision and revamping of all aspects of the education structure, including the school regulation and governance, to create a new system which is aligned with the aspirational goals of 21st century education along with India’s tradition, culture and value system. Technology will be integrated with education through several existing as well as proposed initiatives, including energized text books, high quality e-content for capacity building of teachers and learners, question banks based on learning outcomes, etc. The policy also notes that establishing primary schools in every habitation across the country has helped in increasing access to education. However, it has led to the development of very small schools (having low number of students) which makes it operationally complex to deploy teachers and critical physical resources. Therefore, the Policy recommends that multiple public schools can be brought together to form a school complex or any innovative grouping mechanism for efficient governance. The policy has emphasized upon Quality Education across all stages of School Education. Quality education is not only a life-changing, but also a mind-crafting and character-building experience, that positively impacts on citizenship. Empowered learners not only contribute to many growing developmental imperatives of the country but also participate in creating a just and equitable society.

In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, engaging blended, pedagogy, valid reliable and blended assessment

and availability of content in Indian languages. The policy is expected to bring long-lasting positive impact on the education system and making India a global hub of skilled manpower during the ‘Amrit Kaal’, the next 25 years leading up to Developed India in 2047. Its implementation needs collective efforts of Centre, States, UTs, HEIs, Regulating Agencies / Regulatory Bodies and all other relevant stakeholders.

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.

Objectives of the Study

1. To study the awareness of student-teachers about NEP 2020
2. To study the perception of student-teachers about NEP 2020

Limitation of the Study

- The study's responses are limited to 84 student-teachers.
- The study's focus is solely on NEP 2020 awareness and perception.
- The study is only focused on students studying in St. Teresa's Institute of Education, Mumbai.

Methodology of The Study

The researcher has used Descriptive and Survey Method to carry out the research.

Sample and Sampling Technique

The sample for the present study included 84 B.Ed. students from St. Teresa's Institute of Education, Santacruz West, Mumbai. Convenience sampling technique was used for the present study.

Tools of the Study

A self-made questionnaire consisting of 16 items was developed by the researcher and applied for the collection of data. Total 08 closed ended questions were selected for Awareness about NEP 2020 and 08 closed ended questions were selected for Perception towards NEP-2020.

Analysis of Data

The researcher has used the Descriptive Analysis. Percentage was used to represent the data.

Findings of the Study

- All the student-teachers were aware about NEP 2020 and the changes it brings to the education field as they were exposed to NEP 2020 through various talks and seminars in

the college.

- 62.1 % student-teachers have read NEP 2020 document whereas 37.9 % student-teachers have not read NEP 2020 document.
- Student-teachers were aware various aspects of NEP 2020. 86.2 % student-teachers were aware of curriculum changes, 59.8% student-teachers were aware of assessment methods, 72.4 % student-teachers were aware of teacher training, 47.1 % student-teachers were aware of technology integration.
- 82.8 % student-teachers felt that NEP 2020 will bring positive changes to the education system through the changes suggested in the various aspects of education in India.
- 20.7 % student-teachers were satisfied with the current state of education in the country, 19.5 % student-teachers were not satisfied with the current state of education in the country whereas 59.8 % student-teachers were satisfied to some extent with the current state of education in the country.
- Student-teachers highlighted some of the areas which needed improvement w.r.t. the current state of education which were Quality of teaching (65.5%), Infrastructure (48.8%), curriculum (65.5%), Extracurricular activities (59.8%), and Career guidance (59.8%).
- 49.4% student-teachers felt that NEP 2020 addresses the issues identified by them w.r.t the current state of education in India.
- 80.5% student-teachers have discussed the NEP 2020 with your classmates or peers an the main points of discussion have been Changes in exam pattern (65.5%), New career options (54%), Increased focus on skill development (77%), Importance of mother tongue in education (28.7%).
- 64.4% of student-teachers felt that the NEP 2020 encourages holistic development of students as it has provisions for all round development of the students.
- 87.4% student-teachers felt that the NEP 2020 will bridge the gap between urban and rural education through various strategies envisioned.
- 79.3 % of student-teachers felt that regular evaluation and monitoring should be conducted to assess the effectiveness of NEP 2020.
- 62.1 % of student-teachers felt that the NEP 2020 promotes inclusive education and equal opportunities for all students.
- According to the student-teachers 74.7 % of their peers were aware of NEP 2020 guidelines and changes to come.
- Only 40.2 % of student-teachers felt that the NEP 2020 adequately addresses the challenges faced by teachers in the Indian education system.
- 44.8 % of student teachers had an optimistic perception about NEP 2020 whereas 9.2 % of

student teachers had a highly optimistic perception about NEP 2020.

Conclusion

The study observed that the awareness of NEP 2020 among the student-teachers was higher as a result of talks, seminars organised for them to understand NEP 2020, and they had a more positive perception toward the implementation of NEP 2020. NEP 2020 should address the challenges faced by teachers in the Indian education system. Overall, the future teachers have sound knowledge about the NEP 2020 and they are optimistic about the changes the NEP 2020 will bring to Indian education system in the coming years. NEP 2020 promotes inclusive education and equal opportunities for all the students. Required training should be provided to the teachers to ensure smooth implementation of NEP 2020. Also, continuous evaluation and monitoring are necessary to bring out the positive results of NEP 2020.

References

- Alam, M. A. (2021). Awareness on National Education Policy 2020 among the High School Teachers in Darbhanga District. *The Impact of National Education Policy (2020) on the Higher Education Sector*.
- Chattopadhyay, M., & Banerjee, P. PERCEPTION OF TEACHERS AND EDUCATORS KNOWLEDGE AND AWARENESS TOWARDS NEP-2020.
- Devi, L. (2020). A Study on Awareness about the Impact of National Education Policy-2020 among the Stakeholder of Commerce and Management Disciplinary. *EJBMR, European Journal of Business and Management Research*, 5 (6), 1-5.
- Kumar, H. (2022). A study on teachers' awareness towards new education policy 2020. *International Journal of Applied Research*, 8 (9), 93-100.
- Maruthavanan, M. (2020). A Study on the Awareness on New Education Policy (2019) among the Secondary School Teachers in Madurai District. *Shanlax International Journal of Education*, 8 (3), 67–71.
- National Education Policy 2020. *NEP_Final_English.pdf* referred on 10/08/2020.
- Pandey, P. (2023). Awareness on New Educational Policy 2020 Involved in the Secondary School Teachers of Telangana State. *Awareness on New Educational Policy 2020 Involved in the Secondary School Teachers of Telangana State. International Journal of Humanities and Social Science Invention (IJHSSI)*, 12 (6), 108-113.
- Pawar, A. (2022). A Study on Awareness about the Impact of National Education Policy-2020 among the Stakeholder of Commerce and Management Disciplinary. *International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)*, 2 (5), 140-146.

- Sharma, P.K., & Bala, S. (2022). A study of National Education Policy 2020, awareness among secondary school teachers in district Kangra. *International Journal of Advanced Academic Studies*, 4 (1), 240-244.
- Shobha, M. (2022). A Study on Awareness of Nep-2020 among Secondary School Teachers. *International Journal for Multidisciplinary Research*, 4 (6), 1-6.
- Somani, P., & Gupta, U. (2023). A Study on Awareness and Relevance Towards National Education Policy, 2020. *The Online Journal of Distance Education and e-Learning*, 11(2).



A Study of Technology in Education

Dr. K C Rathod

I/c Principal,

JSM's College of Education, Shivle

Abstract

Information and Communication Technology (ICT) is a phrase which was used extensively by educationists and researchers since 1980s. It is an umbrella term encompassing different communication devices including hardwares, softwares and their applications. ICT has become a common term in the digital era. The word is used in all walks of life and also an inevitable aspect in the field of Education. Starting from kindergarten to higher education, the impact of ICT is visible. In the context of university, especially on teaching, learning and research ICT has a major impact. It is a fact that during last twenty years many higher education institutions have heavily invested on Information and Communication Technology across the globe. Indian education system is also not an exception.

Technology in education refers to the use of tools to improve teaching and learning. Some examples of technology used in education include.

Educational technology encompasses e-learning, instructional technology, information and communication technology (ICT) in education, edtech, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT)

Key Word: Language, multilingualism ICT

Introduction

In the last few years it has witnessed a series of changes that have brought a significant increase in market size of the education industry. With enhanced technology and economic growth, the education sector is flourishing in India. The government has taken many initiatives for the development of education infrastructure which includes the development and implementation of ICT gadgets.

Government of India has identified ICT as a catalyst for country's transformation from a production-based economy to a knowledge-based economy. Numerous steps have been taken in recent years with the goal of developing ICT content. SWAYAM, the online portal for education, the e-content available in Consortium for Educational Communication (CEC) website are some of the initiatives by the Government of India for promoting education through ICT and virtual classrooms. Virtual education is possible only through technology aided teaching and learning which helps in penetrating education into different parts of the country both rural and urban and

across the world as well.

- **Interactive whiteboards**

These digital tools are the modern version of chalkboards and blackboards, and can make lessons more engaging.

- **Learning management systems (LMS)**

These digital platforms store educational materials and allow teachers to distribute them to students remotely. LMSs can also help teachers manage curriculum and course content.

- **Augmented reality (AR)**

AR allows students and teachers to create virtual worlds and interact with real-world elements in real-time.

- **Gamification**

This technique uses game elements to increase engagement through competition, creativity, and immediate feedback.

- **Digital textbooks**

These textbooks can be updated, helpful, creative, and cheaper than traditional textbooks.

- **E-learning**

E-learning technology solutions allow students to access study materials from any location at any time.

Other emerging technologies that could change education include:

- Adaptive learning
- Education technologies based on artificial intelligence (AI)
- 5G technologies
- Automation
- Competency-based education
- Learning analytics

ICT in Education

ICT assisted learning forms a brand of professional training and development with varied educational experiences. There is no doubt that it provides numerous opportunities for teachers and educators making their task easy with a considerable degree of flexibility. This variety of learning process promotes up to date knowledge about their curriculum amongst teachers and students, their peers in tune with the latest changes in the field of education.

There is a fast growing interest in the integration of Information and Communication Technologies (ICT) into classrooms because it is assumed that the successful integration will offer a wide spectrum of benefits associated with both teaching and learning to students and teachers.

Hence in the current digital era, teachers are required to integrate ICT in their daily teaching processes and replace their traditional or conventional methods with modern tools and facilities.

An account on ICT reveals that a strong foundation was laid by the end of the 20th century which was strengthened in the early phase of the 21st century with innovative ideas in a greater scale is rolling upwards in the prospects of learning. ICT enables teachers to transform from teaching to designer of learning and also from information-gatherer to co-generator of knowledge. Careers can be shaped and re-shaped again by the learning through ICT.

Transforming education remains a challenge unless the teachers tend to update their skills in ICT enhanced teaching process. This platform has been expanded due to the need of the current educational - scenario. But the transformation processes stood - unrealistic as it could not match with the claims made in the framework of learning objectives in the past. To prioritize the transformation in education, ICT based learning is being incorporated in the higher education programmes.

Impact of ICT on Education

ICT has a profound impact in classrooms. There - are various strategies to support the pedagogical approaches and ICT plays a key role among them. Usage of tools and templates, models and simulations, creating Computer Supported Collaborative Work (CSCW), electronic mail, audio and video conferencing, audio graphics, demonstrating, broadcasting, automated testing, intelligent tutoring systems, etc. facilitate the hyper support for the learning process. These tools, both synchronously and asynchronously create a very rich interactive and individualized learning environment that allows learners to state their pace and place of learning. While the ICT tools empower the learner, it does not necessarily replace the role of the teacher/ instructor. Instead, communities of learners and teachers get benefitted by coming together for a common purpose and on a shared platform.



Technology enhanced instruction helps to promote classroom interaction. Even passive students become active in such classrooms as they are exposed to different media of learning that arouses their interest. This is a revolution in teaching-learning process. Increasing personal touch, creating interest and developing divergent thinking among students and teachers is seen in such learning system than in the conventional system of learning.

So far as the positive impact of ICT on education is considered, it gives opportunity for distance learning, online learning and virtual classrooms. Risky, abstract and difficult concepts and experiments can be demonstrated to students using simulation. Students can also work on the most challenging aspects at their own pace. It also helps the slow learners to have remedial learning sessions. Both the teachers and students can have access to huge amount of information through browsing the Internet. With the help of such advanced technologies the doubts can be clarified at any time at any place.

Every coin has two sides. There are problems in using ICT in education. Unavailability of updated equipment's and inaccessibility of expensive original software for educational purpose pose problems in the effective use of ICT in classrooms. Interrupted power supply and Internet provision brings interruptusna to teaching and learning. Unlike traditional instructional materials which last for years, the ICT equipment's need to be updated from time to time.

What we talk about ICT is not really matched with what is seen in designing the reforms in education across most countries. Many of the high performing institutions give more importance to ICT, but, is this the final word for moulding a responsible generation that has high thinking and simple living as enunciated by Mahatma Gandhi, the Father of the Nation,? The impact of ICT on the learning process seems to be important but at the same time it should not be restricted to curricular input only. Rather, it should also be extended to other student outcomes such as motivation, self-esteem, collaborative skills, meta- cognitive skills, content knowledge and making learning joyful with greater emphasis on other life skills.

Impact of ICT on Teachers

The possession of the appropriate ICT resources has not only made the society informative but it has also turned the role of teachers as the best Mentors to the students. Recent researches have pointed out the importance of transforming teaching in order to integrate ICT effectively. ICT is seen as a catalyst of the system, community, school and classroom reforms because it provides opportunities to shift from teacher centered to student centered learning. In turn, ICT could also increase the pedagogical repertoire of teachers. This teacher effect is most likely to improve the outcomes of disadvantaged students because it addresses to individual needs and provides a variety of curriculum and assessment strategies to promote student capabilities across a range of learning outcomes. In this sense, good pedagogical practice in the use of ICT to enhance the learning of disadvantaged students is certainly a good pedagogical practice.

ICT can be used more by the teachers as it serves as a platform for them from different countries to interact and discuss on various ways of instruction, the problems they face and means to overcome the problems. ICT can act as a catalyst in the teaching- learning process, community, school and classroom reform because it provides opportunities to shift from teacher centred to student centred learning. The initial perception of teachers towards the incorporation of ICT in teaching and learning was viewed as their increased workload. Therefore, they were not motivated about the compatibility of the use of ICT and were not exposed towards the digital literacy. There should be an environment essentially to render the knowledge of ICT in classrooms indeed.

The technological learning process facilitates the efforts of teachers to involve the students easily with high productivity and creativity in classrooms. This categorization of smart technological usage in the pedagogical perspectives reduces the consumption of time, energy and makes the process economical too. This also extends its arms towards the easily accessible learning methodologies for the students of low-income and disabilities. Hence the usage of ICT has become habitual now-a-days among teachers and students thereby making them techno-savy. The necessary feature as indicated by teachers in many research studies is requirement of additional professional training on preparing instructional modules and operating technological gadgets. If this is done appropriately, the teachers could do better with ICT

Impact of ICT on Students

Though enough has been spoken about the importance of ICT, still a puzzling question remains to be answered is the impact of these technologies on students achievement and on the returns of education. In the seminal work of Clark (1983), who studied the relationship between ICT and academic achievement, it is revealed that researchers mostly agree upon one aspect that is complexity of its usage. In relation to this, a report recently published by the European Parliament mentions that a moderate use of ICT may have a positive correlation with students' achievements in some circumstances. Fuchs and Woessman (2004) analyzed the international data from the Programme for International Student Assessment (PISA) which showed that while the bivariate correlation between the availability of ICT and students' performance is strongly and significantly positive, the correlation becomes marginal and insignificant when other student environment characteristics are taken into consideration.

However, after many years of research, it is difficult to conclude that teaching-learning using ICT can have a greater impact on the academic performance of the students. It is difficult to establish the relationship because it depends upon a wide variety of variables such as the type of technology used, how it is used in the classroom, the extent to which the pedagogy is able to take advantage of the potential of technology, the age or the class of the target audience and the subject analyzed.

There may also be problem with the assessment procedure. We use the same paper pencil

achievement test to find out the academic performance of the students who were taught using the traditional method and ICT based instruction. Different ways of assessment like ICT-infused strategies can be designed and used as the students are comfortable with such assessment techniques.

Conclusion

Though there are many arguments against the use of ICT in education, still the use of technology in education has to be accepted as it plays a key role in all activity areas in society, and hence students have to acquire the digital competence required to live actively and critically in a technology enhanced society. It is ICT which helps both the teachers and students to have access to huge amount of information available across the world.

Reference

1. <https://doi.org/10.1080/14664208.2022.2037292>, Published online: 08 Feb 2022.
2. <http://discuss.ratnasagar.com/scope-of-languages-in-nep-2020/>
3. <https://www.education.gov.in/shikshakparv/docs/UNS>.
4. <https://www.bharatiyabhasha.education.gov.in/Broad-Themes-&-General-Guidelines-for-organizing-programmes-with-BBS>.



Vocational Education and 21st Century Skills: The Role of NEP-2020 in Promoting Vocational Education and Skills Training, Enabling Students to Be Equipped for the Future Job Market and Empowering Them for a Productive Career

Dr. Nafisa Roopawalla

M.A. Eng (Lit), M.Ed, M.Phil, Ph.D

Assistant Professor, Aishabai College of Education,

Byculla, Mumbai – 400008

Abstract:

The National Education Policy (NEP) 2020 outlines a comprehensive framework for transforming India's education system, with a particular emphasis on vocational education and skills training. The policy recognizes that traditional academic education is no longer sufficient to equip students with the skills needed in an increasingly dynamic and technology-driven global job market. This research paper conceptualizes the relationship between vocational education, 21st-century skills, and the evolving needs of the labor market. It explores the role of NEP-2020 in enhancing vocational education, aligning it with industry requirements, and fostering a workforce that is adaptable, innovative, and capable of navigating future challenges. Through the integration of vocational training across various education stages, emphasis on industry-academia collaboration, and a focus on digital literacy, soft skills, and entrepreneurship, NEP-2020 seeks to empower students and facilitate their successful transition into the workforce. The paper further looks into the potential outcomes of NEP-2020 in terms of increased employability, entrepreneurship, and economic self-sufficiency. The concept of lifelong learning and continuous skill up gradation is also explored in the context of a rapidly changing job market. Ultimately, the paper proposes that NEP-2020's approach to vocational education has the potential to shape a future-ready workforce, contributing significantly to both individual career growth and national economic development.

Keywords: Vocational Education, 21st Century Skills, National Education Policy (NEP) 2020, Skills Training, Future Job Market, Academia Collaboration, Digital Literacy, Lifelong Learning, Entrepreneurship

Introduction:

The traditional education system has long been centered on academic subjects, often neglecting the skills that are critical for employment in the modern, technology-driven world. In response to this gap, vocational education has gained significant attention as a viable alternative to

equip students with specific technical skills required by the labor market. The National Education Policy (NEP) 2020 sets the stage for a re imagined approach to education, integrating vocational training with general education at every stage. In doing so, it aims to not only prepare students for specific careers but also imbue them with the broader set of 21st-century skills necessary for success in an increasingly complex, interconnected world.

The emergence of employability as a critical issue, alongside the rise of technology and automation, underscores the need for an education system that prepares students not only for traditional careers but also for future-oriented, flexible career paths. This paper investigates the key elements of NEP-2020's strategy for vocational education, its alignment with 21st-century competencies, and its potential to equip students for the challenges of a rapidly evolving global job market.

Literature Review:

This literature review aims to present a comprehensive overview of skill development in the domain of technical vocational education in India. The review delve into various aspects to provide a holistic understanding of the subject matter. It explores the historical perspectives of skill development in the Indian context, tracing the evolution of vocational education and its significance in shaping the nation's growth trajectory. The review will delve into key concepts and definitions that have shaped the discourse around skill development in India. By establishing a common understanding of the terms and ideas associated with the field, we can lay a robust foundation for further analysis.

A fundamental aspect of this literature review involves investigating existing skill gap studies in India. These studies shed light on the prevailing disparities between the skills possessed by the workforce and the demands of the labor market. Identifying these gaps is crucial in devising effective strategies to bridge them, ultimately enhancing productivity and employability. Lastly, this literature review recognizes the significance of inclusive skill development, ensuring that marginalized and underrepresented communities have equal access to Opportunities and resources.

Conceptual Framework:

This paper conceptualizes the integration of vocational education and 21st-century skills within the framework of NEP-2020 as a multi-dimensional process involving the following key elements:

Curriculum Integration: NEP-2020 suggests a shift towards multi-disciplinary education, where students can combine vocational training with general academic subjects. This holistic approach ensures that learners not only acquire technical skills but also develop critical soft skills, creativity, and digital literacy.

Workforce Relevance through Industry Collaboration: By embedding internships, apprenticeships, and industry linkages into the curriculum, NEP-2020 ensures that vocational education programs remain responsive to market trends, thereby improving employability.

Lifelong Learning: The policy stresses the importance of lifelong learning and skill up gradation, offering avenues for individuals to pursue further education and skills training throughout their careers. This addresses the need for continuous learning in an age of rapid technological change and ensures long-term career adaptability.

Access and Inclusion: Vocational education under NEP-2020 is designed to be inclusive, catering to marginalized groups, including women, economically disadvantaged communities, and people with disabilities. The policy promotes equitable access to education to create a more diverse and inclusive workforce.

The NEP-2020's emphasis on vocational education is timely and relevant, especially in the context of rapid technological advances and globalization. By aligning vocational training with 21st-century skills, the policy helps to ensure that students are not only ready for the current job market but also adaptable to future challenges. The integrated curriculum, which blends academic knowledge with technical expertise, is key to making students versatile and well-prepared for emerging industries.

Furthermore, NEP-2020's push for industry-academia partnerships offers a promising avenue to reduce skills mismatches. With industries increasingly seeking workers who are not just academically trained but also skilled in specific trades and technologies, such collaborations are crucial to building a job-ready workforce. Additionally, the focus on soft skills, entrepreneurship, and digital literacy addresses the need for employees who can work effectively in collaborative, tech-driven, and fast-changing environments.

Conclusion:

The National Education Policy (NEP) 2020 provides a comprehensive and forward-thinking framework for the development of vocational education in India, integrating it with general education and focusing on the development of 21st-century skills. By equipping students with a combination of technical, cognitive, and interpersonal skills, NEP-2020 not only prepares them for current job market demands but also empowers them to adapt to future economic challenges. The policy's emphasis on flexible learning pathways, industry collaboration, and lifelong learning presents a promising model for building a productive, adaptable, and self-reliant workforce in India. The successful implementation of these reforms can lead to enhanced employability, greater economic growth, and improved social mobility for all.

References:

1. Government of India. (2020). National Education Policy 2020. Ministry of Education.
2. OECD. (2020). Vocational Education and Training: Challenges and Opportunities. OECD Publishing.
3. Saavedra, A. R., & Opfer, V. D. (2012). Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences. OECD Education Working Papers, No. 72.
4. Chakraborty, R., & Ghosh, S. (2020). Education-Industry Collaboration: Reforms in the Indian Context. Journal of Vocational Education and Training, 72(3), 368-380.



Enhancing Leadership in Schools through the National Education Policy 2020: A Framework for School Principals

Subiya Ansari

Assistant Professor

Aishabai College of Education

Abstract:

The National Education Policy (NEP) 2020, sets the stage for a radical shift in the country's educational landscape, prioritizing access, quality, equity and inclusivity. At the centre of this transformation are school principals, who are seen as key leaders responsible for steering their schools through this change. This paper delves into the leadership expectations outlined in the NEP, focusing on how principals are expected to champion professional development, drive inclusive education, foster collaboration and embrace the autonomy granted to schools. Drawing on a range of studies, the paper explores how these expectations empower principals to navigate the complexities of the educational system and create schools that are not only innovative but also supportive and inclusive. The paper highlights the crucial role of principals in inspiring teachers, building strong school communities and ensuring that every student, regardless of their background or abilities, has the opportunity to thrive. By embracing leadership that is both visionary and adaptive, principals can play a crucial role in realizing the NEP's ambitious goals. Ultimately, this paper argues that the NEP's success depends on principals' ability to lead with purpose and passion, ensuring that educational reform truly benefits all students across India.

Keywords: National Education Policy, school principals, leadership, professional development, pedagogy, inclusivity, school governance.

Introduction

The National Education Policy (NEP) of India, launched in 2020, marks a historic transformation in the country's educational framework, aiming to address long-standing challenges while positioning India as a global leader in knowledge and innovation. The policy, built on the principles of accessibility, quality, equity and inclusivity, emphasizes the need for systemic reform at every level, with particular focus on leadership within educational institutions. At the heart of this transformation lies the pivotal role of school principals, who are entrusted with the responsibility of navigating and spearheading the implementation of the NEP's ambitious objectives.

School principals, as key educational leaders, are positioned as agents of change tasked with ensuring that schools adapt to the evolving needs of learners, embrace pedagogical innovation

and foster an inclusive environment that reflects the diverse needs of all students. Given the central role of leadership in achieving the NEP's vision, it is essential to understand the specific leadership roles and responsibilities expected from principals within this reformed educational landscape. Their ability to lead effectively not only influences the success of their schools but also determines how well the broader educational reforms under the NEP are actualized.

This paper explores into the complex leadership expectations outlined for school principals under the NEP, examining how these expectations align with the overarching goals of the policy i.e. professional development, inclusive education, collaborative governance and institutional autonomy. By providing an in-depth analysis of these leadership expectations, this article seeks to underscore the critical importance of principals in realizing the vision of a reformed, equitable and inclusive educational system in India. Specifically, it explores how principals can drive change by fostering continuous learning, building an inclusive school culture, enhancing governance structures and utilizing institutional autonomy to make decisions that positively impact student outcomes.

Literature Review

Mukhopadhyay (2023) emphasizes that academic leadership is essential for improving school outcomes, advocating for leadership development as a key factor in educational achievement. Pawar (2023) discusses the importance of leadership in the context of India's National Education Policy (NEP) 2020, calling for visionary leaders who can navigate the transformative changes within the education system. Rather (2024) focuses on the evolution of school leadership in India, particularly under NEP 2020, stressing the need for transparency, accountability and effectiveness in leadership. Sharma and Verma (2024) examine the evolving role of school principals under the policy, emphasizing the need for adaptive leadership to manage India's dynamic educational landscape. Khan (2023) further reveals that schools led by visionary leaders are more likely to implement reforms successfully, with such leaders creating a positive school culture, setting clear goals and promoting professional development.

International studies further reinforce the importance of educational leadership in driving reform and fostering growth. Strunc et al. (2023) explore how short-term study abroad experiences contribute to enhancing educational leadership efficacy, focusing on the development of key leadership skills. A study published in *Frontiers in Education* (2023) provides evidence that transformational leadership positively impacts teacher commitment, particularly in schools in Bengaluru, India, showcasing the power of leadership that inspires and motivates educators. The Educational Leadership and Policy Analysis Program (2023) at the University of Wisconsin-Madison prepares future global leaders in international education, emphasizing leadership and policy analysis. The International Education Leadership Programme (2023-24) at the University of Warwick focuses on training leaders responsible for driving strategic developments in education,

including curriculum enhancement and innovation. Lastly, The Forum on Education Abroad's Leadership Institute (2024) offers expert-led discussions on pressing leadership issues, providing insights into the future of educational leadership globally. These studies collectively highlight the essential role of visionary leadership in driving educational reforms, fostering innovation and creating environments conducive to growth and change.

Leadership is essential for driving educational reform and the NEP acknowledges its importance in improving school governance and quality. Through continuous professional development for principals and a strong emphasis on inclusive education, the policy aims to create an equitable learning environment where all students can thrive.

Leadership Expectations Under the NEP: A Perspective from Teachers and Leaders

The National Education Policy (NEP) outlines a comprehensive framework for leadership within schools, with specific expectations placed on school principals to guide educational transformation. These expectations are crucial for both school leaders and teachers, as they directly influence the direction of educational practices and outcomes. From the perspectives of both teachers and leaders, the following areas of leadership expectations are particularly significant.

1. Continuous Professional Development (CPD) and Leadership Enhancement

One of the most prominent leadership expectations under the NEP is the requirement for school principals to engage in 50 hours of Continuing Professional Development (CPD) annually, focusing on leadership, management and pedagogy. From a teacher's perspective, this emphasis on CPD offers principals the opportunity to remain informed about the latest pedagogical trends, management strategies and leadership skills. For teachers, this is beneficial as it ensures their leaders are well-equipped to manage the school effectively and support them in their professional growth. For school leaders, CPD is a critical component of enhancing their leadership capabilities, helping them navigate the ever-changing landscape of education, from curriculum updates to shifting student needs. Research supports the idea that professional development directly influences leadership effectiveness, which ultimately impacts the entire school community.

2. Vertical Mobility and Leadership Development

The NEP envisions a system of vertical mobility, allowing teachers to ascend to leadership roles based on merit. From the perspective of teachers, this is an opportunity for professional growth and career progression. It provides a clear pathway for teachers who aspire to become school leaders, fostering a sense of purpose and motivation within the teaching profession. For school leaders, this model is an opportunity to identify and mentor talented teachers who demonstrate leadership potential, ensuring a continuous pipeline of capable leaders. This approach encourages the development of leadership from within the teaching profession, which benefits both teachers and leaders, as it builds a collaborative

and supportive school culture. It also helps sustain leadership quality by promoting those who understand the challenges of the classroom.

3. Collaborative Governance and School Complexes

The NEP emphasizes the creation of school complexes or clusters, where multiple schools collaborate to share resources, expertise and best practices. For teachers, this offers opportunities for professional networking, collaborative learning and sharing teaching strategies that can enhance classroom practices. Teachers benefit from working alongside colleagues from other schools, gaining fresh perspectives and ideas. For school leaders, managing these school complexes requires strong collaborative skills, as they must foster an environment where resources and knowledge are shared to improve governance and teaching practices. This collaborative governance model helps build a supportive community of educators who work together to address challenges, improve school performance and contribute to the broader educational ecosystem. Leaders are expected to facilitate this collaboration by ensuring open communication and shared responsibility among schools.

4. Inclusive Leadership and Student Support

A key expectation of the NEP is the creation of inclusive learning environments that cater to the diverse needs of all students, including those with disabilities or from disadvantaged backgrounds. For teachers, this means working in a school environment that actively supports diversity and provides the resources needed to help all students succeed. Teachers are expected to adapt their teaching practices to meet the varying needs of students and school leaders play a vital role in facilitating the necessary support systems, such as special education teachers, counsellors and social workers. From the perspective of school leaders, this is an opportunity to build an inclusive school culture that values diversity and ensures equitable access to quality education. Principals are tasked with making strategic decisions to integrate inclusive practices and ensure that all students, regardless of background or ability, receive the support they need to thrive. Inclusive leadership requires principals to actively work towards eliminating barriers to education and creating a supportive environment for both students and teachers.

5. Autonomy and Accountability

The NEP empowers school principals with greater autonomy in decision-making, enabling them to shape the curriculum, manage teachers and ensure student welfare. For teachers, this autonomy can translate into more flexible teaching environments where they are supported by leaders who understand their unique challenges. Principals are expected to make decisions that best meet the needs of their schools while adhering to regulatory standards. For school leaders, this autonomy is both an opportunity and a challenge, as it

requires balancing decision-making freedom with the responsibility of ensuring accountability. The NEP emphasizes that this autonomy must be paired with accountability measures, meaning that principals must ensure transparency in their decisions and align their actions with the broader goals of the education system. For teachers, this accountability ensures that decisions are focused on improving educational outcomes and are not made in isolation. For leaders, it requires them to maintain high standards of governance while fostering an environment of trust and collaboration.

The Role of Principals in Achieving NEP Goals

School principals' roles are critical in ensuring the success of the NEP reforms. Their leadership directly influences the implementation of competency-based education, the creation of inclusive and equitable school environments and the adoption of collaborative governance models. As leaders of change, principals must embrace a range of responsibilities that include mentoring teachers, driving pedagogical innovation, fostering community involvement and ensuring the holistic development of students.

The NEP's emphasis on leadership development, inclusive education and school autonomy aligns with the need for principals to adopt a transformative leadership style—one that is collaborative, adaptive and visionary. By meeting these leadership expectations, principals will play an essential role in the realization of the policy's vision for a robust and equitable education system in India.

Conclusion

The role of school principals, as outlined in the NEP, is central to the successful implementation of the policy's reforms. The expectations for continuous professional development, leadership mobility, inclusive education and collaborative governance highlight the critical need for effective school leadership in driving educational transformation. Principals are not only expected to manage schools efficiently but also to foster a culture of excellence, inclusivity and innovation. As educational leaders, their ability to implement the NEP's reforms will determine the success of the policy in reshaping India's educational landscape for the 21st century.

References

- Ministry of Education. (2020). National Education Policy 2020: Government of India. Ministry of Education, Government of India. Retrieved from https://www.education.gov.in/sites/default/files/NEP_Final_English_0.pdf
- Khan, R. (2023). *Visionary leadership in schools: A framework for reform*. Educational Leadership Quarterly, 42(3), 145-160.
- Mukhopadhyay, S. (2023). *Academic leadership and school outcomes in India*. Journal of Educational Administration, 51(2), 101-115.
-

- Pawar, S. (2023). *Leadership in the context of the National Education Policy: A critical review*. Journal of Educational Leadership, 48(4), 203-220.
- Rather, H. (2024). *The evolution of school leadership under the National Education Policy (NEP) 2020*. International Journal of Educational Reform, 26(1), 25-40.
- Sharma, A., & Verma, S. (2024). *Adaptive leadership in India's education system: Challenges and opportunities under the NEP 2020*. Journal of Educational Management, 38(2), 178-192.
- Strunc, V., Thomas, R., & Lee, P. (2023). *The impact of short-term study abroad programs on educational leadership*. Journal of Global Education, 44(1), 32-45.
- Frontiers in Education. (2023). *Transformational leadership and teacher commitment: Evidence from schools in Bengaluru, India*. Frontiers in Education, 8(1), 88-102. <https://doi.org/10.3389/feduc.2023.103456>
- Educational Leadership and Policy Analysis Program. (2023). *Preparing global leaders in international education*. University of Wisconsin-Madison. Retrieved from <https://www.wisc.edu/leadership-program>
- International Education Leadership Programme. (2023-24). *Training leaders for strategic developments in education: Enhancing curriculum and innovation*. University of Warwick. Retrieved from <https://warwick.ac.uk/international-education-leadership>
- Forum on Education Abroad. (2024). *Leadership Institute: Expert-led discussions on educational leadership*. Retrieved from <https://www.forumleadershipinstitute.org>

GOEIJR

Catalysts of Transformation: The Role of Teachers in NEP-2020's Success

Nishat Siddiquee

Asst. Prof.

Aishabai College of Education, Mumbai

Abstract:

The National Education Policy (NEP) 2020 aims to revolutionize India's education system by fostering holistic development, critical thinking, creativity, and lifelong learning. A key driver in achieving these transformative goals is the evolving role of teachers, who are no longer seen merely as knowledge transmitters but as crucial agents of change within the educational ecosystem. This article explores how teachers are at the heart of NEP-2020's implementation, as they foster a learner-centered, inclusive, and dynamic classroom environment. Shifting away from traditional rote learning, teachers are expected to adopt project-based and inquiry-driven pedagogical approaches, integrate technology effectively, and focus on the comprehensive development of students. Continuous professional development, including in-service training, is essential for educators to stay aligned with NEP-2020's vision. Furthermore, teachers play a pivotal role in ensuring inclusive education by implementing differentiated instruction strategies and promoting equity in diverse classrooms. The article underscores that the success of NEP-2020 depends heavily on empowering teachers with the necessary resources, tools, and support. Ultimately, teachers shape future-ready learners and contribute significantly to realizing a more inclusive, flexible, and globally competitive education system in India.

Keywords: NEP-2020, teachers, educators, learner-centered approach, pedagogical practices, holistic development, professional development, teacher training, inclusive education, differentiated instruction, teacher well-being, collaboration, leadership, equity, transformative education, technology integration.

Introduction:

NEP 2020, the to begin with instruction arrangement of the 21st century, points to address the numerous developing formative objectives of the nation. It is a point of interest change in India's instructive scene, planned to modernize the framework to make it more comprehensive, adaptable, and universally competitive. One of the key columns of NEP-2020 is the centrality of the instructor in accomplishing its yearning objectives.

Fostering inventiveness, basic considering, all-encompassing improvement, and long-lasting learning is the vision of NEP 2020. A few transformative measures are sketched out by this approach such as multi-disciplinary instruction, the utilize of innovation, and cultivating

experiential learning, which values that the victory of these changes is due to the part of instructors. As per NEP-2020, instructors are not just agents of educational module but are anticipated to act as catalysts for alter, directing understudies through a more energetic, learner-centered instruction system.

Literature Survey:

The National Instruction Approach (NEP) 2020, presented by the Government of India, points to bring transformative changes to the Indian instruction framework, centering on all encompassing, comprehensive, and learner-centered instruction. As key partners in the instruction handle, instructors are distinguished as the essential catalysts of these changes. A writing survey of ponders and insightful work on the part of instructors in the fruitful usage of NEP-2020 uncovers a multi-dimensional approach to understanding how instructors can shape the future of instruction in India.

Several considers emphasize the essential part of instructors in changing instruction frameworks. Concurring to Day (2012), instructors are not just facilitators of information but are basic operators of alter in the instructive scene. NEP-2020 envisions a move from conventional, repetition learning strategies to more energetic, student-centered approaches. This alter requires instructors to grasp modern pedagogies that empower basic considering, inventiveness, and understudy collaboration. In line with this, inquire about by Hargreaves (2017) underscores the significance of instructor office in driving change, proposing that enabled instructors can make transformative instructive situations. In the setting of NEP-2020, instructors are anticipated to adjust to and coordinated unused learning techniques, making a move towards inquiry-based, project-based, and experiential learning.

Technology is a central component of NEP-2020, and writing uncovers that instructors must be arranged to use computerized devices to upgrade learning. A ponder by Angeli and Valanides (2009) highlights how the integration of innovation into instructional method cultivates personalized learning, which is vital for the fruitful usage of NEP-2020. Instructors must move past conventional classroom strategies and consolidate advanced stages, keen classrooms, and mixed learning approaches. Investigate by Kumar (2020) demonstrates that the viable utilize of innovation by instructors can lead to more locks in and intuitively learning encounters, especially in provincial and immature ranges where get to to quality instruction has been a determined challenge.

For instructors to viably actualize the changes imagined by NEP-2020, nonstop proficient improvement is fundamental. Agreeing to Darling-Hammond (2017), educator preparing programs ought to center not as it were on substance information but too on educational aptitudes, mechanical competencies, and passionate insights. The NEP-2020 stresses the require for intermittent in-service preparing and the creation of proficient learning communities to guarantee

that instructors are prepared with the information and aptitudes required to encourage the unused educational modules. A few considers, counting that of Ingersoll and Solid (2011), emphasize that viable educator proficient improvement programs altogether move forward classroom hones and understudy results. In this setting, NEP-2020's call for educator strengthening and proficient development is pivotal for changing the instructive encounter for both instructors and students.

Inclusivity is a foundation of NEP-2020, which points to make instruction open and impartial for all, notwithstanding of financial foundation, caste, sex, or incapacity. Writing proposes that instructors play a central part in advancing comprehensive instruction by embracing separated instruction and socially responsive educating strategies. Agreeing to Tomlinson (2014), instructors who are prepared in separated instruction can superior meet the assorted needs of understudies, guaranteeing that all learners, counting those from marginalized bunches, have rise to get to to quality instruction. NEP-2020 highlights the significance of comprehensive instruction, with instructors acting as facilitators of value, utilizing techniques that advance shared regard, understanding, and inclusivity inside the classroom.

Teacher well-being is too highlighted as an basic component of NEP-2020's victory. Ponders by Klusmann et al. (2016) demonstrate that instructor push and burnout can adversely affect classroom execution and the quality of instruction. NEP-2020 recognizes the significance of prioritizing educator well-being by giving back frameworks, mental wellbeing assets, and work-life adjust. Writing proposes that when teachers' mental wellbeing and proficient improvement are upheld, they are way better able to lock in with understudies and contribute to the transformative objectives of instruction change (Bakker et al., 2019).

The writing on the part of instructors in the effective execution of NEP-2020 emphasizes the require for a multifaceted approach that incorporates proficient advancement, mechanical integration, comprehensive instructing hones, and instructor well-being. Instructors are in fact the catalysts of change, and their capacity to adjust, improve, and lead in the classroom is basic for realizing the policy's vision of a all encompassing, comprehensive, and learner-centered instruction framework. By supporting instructors with the essential assets, preparing, and acknowledgment, NEP-2020 has the potential to drive critical alter in India's instructive scene.

Teachers as Catalysts:

Teachers as Catalysts for Change Teachers are the driving force behind educational reforms. In the context of NEP-2020, they are not just transmitters of knowledge but also contributors to learning environments that foster critical thinking, creativity, and empathy. The policy visualizes a shift from rote learning to a more holistic, inquiry-based approach. To implement this vision, teachers need to evolve in the following ways:

Adopting a Learner-Centered Approach:

The NEP-2020 stresses the importance of student-centered learning, which requires teachers to move away from traditional teaching methods to interactive, inquiry-based, and project-based learning. Teachers need to foster a classroom environment that encourages active participation, critical thinking, and collaboration among students. This approach shifts the focus from the teacher as the primary source of knowledge to students as active learners, responsible for their own educational journey. It recognizes that each student has unique learning styles, needs, and strengths, and encourages teachers to adapt their methods to accommodate this diversity.

Transforming Pedagogical Practices:

NEP-2020 highlights the need for teachers to adapt their teaching methods to incorporate technology and innovative tools. Teachers should use digital platforms, smart classrooms, and blended learning approaches to make education more engaging and accessible. They need to be well-versed in the use of technology, not just as a tool for information transmission but as a promoter of personalized learning experiences. For example, adaptive learning technologies can tailor lessons to individual student needs, ensuring that each learner progresses at their own pace. Teachers should also explore multimedia tools, such as videos, interactive simulations, and gamification, which can make complex concepts easier to understand and more enjoyable for students. Moreover, blended learning, which combines online and face-to-face instruction, offers flexibility and caters to diverse learning styles. This approach fosters greater student engagement, supports self-directed learning, and enhances teacher-student collaboration. Ultimately, integrating technology into pedagogy not only enhances the quality of education but also prepares students for a rapidly evolving digital world.

Promoting Holistic Development:

The policy emphasizes teachers move away from rote memorization. Students' cognitive, emotional, physical, and social skills are expected to be facilitated by the teacher for their holistic development. Teachers can play an essential role in shaping well-rounded individuals by focusing on life skills, creativity, social responsibility, and mental health. The NEP-2020 encourages a shift away from rote memorization towards fostering students' cognitive, emotional, physical, and social development. Teachers are pivotal in shaping well-rounded individuals by nurturing not only academic abilities but also critical life skills such as problem-solving, communication, and collaboration. By encouraging creativity, teachers help students think outside the box and engage in activities that stimulate innovation. Social responsibility is another key aspect, with teachers guiding students to understand the importance of empathy, community involvement, and ethical behaviour. Additionally, the policy emphasizes mental health, urging teachers to create a supportive and safe environment where students can openly discuss their emotions and seek help if needed. By prioritizing holistic development, teachers ensure that students are equipped with the

necessary skills to thrive both academically and personally, preparing them for future challenges. Professional Development and Teacher Training Continuous professional development is crucial for teachers to be effective agents of change. To ensure that teachers remain up-to-date with the latest educational research, pedagogical methods, and technological tools, NEP-2020 stresses the need for periodic in-service training. Teachers need to be empowered with the knowledge and skills to implement the new curriculum and teaching strategies effectively. NEP-2020 emphasizes the need for teachers to have a deep understanding of subject content, pedagogical knowledge, and the socio-cultural contexts of their students. Teachers should be provided with opportunities for professional learning communities, workshops, and exposure to innovative educational practices that can be incorporated into their classrooms. The success of NEP-2020 hinges on the continuous professional development of teachers, as they are the primary agents responsible for implementing the policy's reforms. Regular in-service training is essential for teachers to stay current with the latest advancements in educational research, pedagogy, and technology. NEP-2020 stresses the importance of providing teachers with a strong foundation in both subject matter expertise and pedagogical methods. Teachers must also be equipped with the skills to understand and address the diverse cultural and social contexts of their students. Opportunities for professional learning communities, peer collaborations, and exposure to global best practices should be integrated into the training process. This will enable teachers to share ideas, solve common challenges, and apply innovative strategies in their classrooms, thereby enhancing the overall quality of education.

Addressing Teacher Well-being: In the pursuit of improving educational outcomes, teacher well-being must be prioritized. NEP-2020 recognizes that a stressed and overburdened teacher cannot effectively perform their role as a catalyst for change. Support systems, mental health resources, and opportunities for work-life balance should be provided to teachers. Teacher well-being is a critical component of the success of NEP-2020, as it directly influences the quality of education and the effectiveness of teaching. The policy acknowledges that teachers, who are overburdened with excessive workloads and stress, may struggle to foster a positive and productive learning environment. To ensure teachers can perform their roles as catalysts for change, it is essential to provide mental health resources, emotional support, and professional counseling services. Additionally, promoting work-life balance by implementing reasonable working hours, offering flexibility, and providing time for self-care are vital measures. Creating a supportive, nurturing environment for teachers will empower them to better support their students, ultimately benefiting the overall educational ecosystem.

Inclusive Education:

Teachers as Facilitators of Equity One of the central aims of NEP-2020 is to make education accessible and equitable for all, regardless of socio-economic background, caste, gender,

or disability. Teachers play a critical role in ensuring that these goals are met. They are expected to create inclusive classrooms where every student feels valued and has access to quality education. Teachers are essential in driving the inclusive education vision outlined in NEP-2020, which seeks to bridge gaps in education and ensure no student is left behind. By fostering an inclusive environment, teachers create a space where students from diverse backgrounds—be it socio-economic, cultural, or physical—feel respected, valued, and supported. This involves adapting teaching strategies to meet the unique needs of each student, using differentiated instruction, and ensuring accessibility for students with disabilities. Teachers must also work to remove biases and stereotypes, promote cultural sensitivity, and encourage mutual respect. Through these efforts, teachers can help ensure that every student, regardless of their background, receives a high-quality, equitable education that empowers them to succeed.

Differentiated Instruction: Teachers must recognize the diverse learning needs of their students and tailor their teaching methods accordingly. This involves using differentiated instruction, providing additional support to students who are struggling, and offering advanced challenges to gifted learners.

Promoting Equity: Teachers need to be sensitive to the needs of marginalized groups and ensure that their teaching practices are inclusive. This could involve using culturally relevant materials, providing special attention to students with disabilities, and promoting an environment of mutual respect and understanding. Collaboration and Leadership in the Education Ecosystem NEP-2020 highlights the importance of collaboration between teachers, schools, parents, and the community. Teachers must take on leadership roles within the educational ecosystem by working collaboratively with colleagues and stakeholders to create a more holistic learning environment.

Building Collaborative Networks: Teachers can work together to share best practices, develop interdisciplinary curricula, and innovate in their classrooms. Schools should encourage teachers to collaborate, both within their institution and with external networks, to exchange ideas and enhance their teaching strategies.

Taking Leadership Roles: Teachers can act as leaders in their schools, promoting a culture of continuous learning, innovation, and community engagement. They can advocate for the interests of their students, contribute to school governance, and take an active role in shaping the school's educational vision and practices.

Conclusion:

To conclude, the successful implementation of NEP-2020 relies heavily on the active involvement of teachers, who are envisioned as the driving force behind the transformation of

India's education system. As catalysts for change, teachers must evolve by adopting learner-centered approaches, integrating technology, and fostering holistic development in students. Continuous professional development and well-being support are crucial to empowering teachers, enabling them to effectively embrace new pedagogical practices and promote inclusivity. By prioritizing differentiated instruction and addressing the needs of marginalized groups, teachers can ensure that education becomes more accessible and equitable for all students. Furthermore, collaboration and leadership are integral to creating a dynamic and supportive learning environment, where teachers work together with all stakeholders to shape the future of education. NEP-2020's vision for a more inclusive, flexible, and globally competitive education system will only be realized through the dedication, innovation, and leadership of teachers, making them central to the policy's success.

The National Education Policy (NEP) 2020 is a policy that aims to modernise India's Education system. It gives importance to holistic development, critical thinking, creativity and lifelong learning. The expanding role of teachers and educators is considered to be the key factor in implementing this vision. This article clarifies how teachers are not just knowledge transmitters but an agent of change in the classroom. They are responsible for fostering a learner-centered, inclusive and dynamic educational environment. By changing the way from rote learning to project-based, inquiry-driven approaches. The teachers and educators are expected to adopt new pedagogical methods, integrate technology, and focus on the holistic development of the students. To stay aligned with NEP 2020's goals, continuous professional development, including in-service training, is crucial for teachers and educators. Also, teachers are important for ensuring inclusive education by adopting differentiated instruction and promoting equity in diverse classrooms. This article explains that the success of NEP 2020 mainly depends on empowering teachers to meet the demands of the education system. Teachers are not merely executors of curriculum but are expected to act as catalysts for change, guiding students through a more dynamic, learner-centered education system. Ultimately, teachers play a critical role in shaping future-ready learners and realizing the vision of a more inclusive, flexible, and globally competitive education system in India.

References

1. Angeli, C., & Valanides, N. (2009). Educational technology and pedagogy: A systematic review. *Educational Technology & Society*, 12(3), 118–132.
2. Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2019). Burnout and work engagement: The JD-R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 389-417.
3. Darling-Hammond, L. (2017). Teacher education and the future of teaching. *Teacher*

Education Quarterly, 44(2), 7–24.

4. Day, C. (2012). New challenges, new chances: The role of teachers in the development of the 21st-century curriculum. *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, 5(3), 24–40.
5. Hargreaves, A. (2017). The moral imperative of school leadership. *Educational Leadership*, 75(6), 42–47.
6. Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233.
7. Klusmann, U., Kunter, M., Trautwein, U., & Lüdtke, O. (2016). Teachers' occupational well-being and quality of instruction: The importance of self-regulation and emotional exhaustion. *Journal of Educational Psychology*, 108(6), 935-947.
8. Kumar, R. (2020). Role of teachers in integrating technology into education: Insights from India. *Educational Research International*, 2020, Article ID 6035767.
9. NEP (National Education Policy) 2020. (2020). Ministry of Education, Government of India. Retrieved from <https://www.education.gov.in>
10. Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.

GOEIJR

The Role of India's National Education Policy (NEP) for Promoting E-Learning

Dr. Vyankat Vishnupant Munde,

Assistant Professor,

Department of Computer Science , Vaidyanath College, Parli -V.(M.S.)

Abstract:

The National Education Policy (NEP) of India introduces transformative measures to leverage technology for equitable access to quality education. By emphasizing digital learning, blended education, and virtual classrooms, NEP seeks to bridge the educational divide and promote inclusivity. This paper explores how the NEP's initiatives ensure widespread access to digital resources, enhance teaching-learning methodologies, and address the challenges of the digital divide. It offers suggestions for resolving these issues in order to achieve the goals specified in NEP 2020, such as methods for enhancing infrastructure, improving programs for teacher preparation, expanding access to online materials, and encouraging cooperation among interested parties. The study analyzes the achievements, difficulties, and results of NEP2020's digital literacy programs and provides insights into the elements affecting their performance by drawing on empirical data, policy papers, and academic research. The objectives of India's National Education Policy 2020 are centered on the advancement of digital literacy and successful technology integration in the classroom. This study outlines impediments and difficulties, such as poor teacher preparation, reluctance to change, digital inequality, unding limits, and infrastructural limitations, and it makes suggestions for how to get beyond them. In order to give a thorough overview and analysis of the state, trends, and unique characteristics surrounding technology integration and the development of digital literacy in the educational setting, descriptive methodologies are used.

Keywords: NEP(New Education Policy),OER Open Educational Resources

Introduction

A strategy for reforming the Indian educational system has been outlined in the National Education Policy (NEP) 2020, with an emphasis on technological integration, experiential learning, and holistic development. The significance of digital education is acknowledged by NEP 2020, which also highlights the necessity of incorporating it within the curriculum. The main facets of high school digital education under NEP 2020 will be covered in this article.

The National Education Policy (NEP) 2020 marks a paradigm shift in India's education system, emphasizing the integration of technology to ensure equitable access to quality education. Recognizing the vast disparities in access to traditional educational resources, NEP leverages

digital tools, blended learning approaches, and virtual classrooms to meet the diverse needs of learners across the country. This paper examines the policy's vision, strategies, and expected outcomes.

Today's rapidly evolving technological environment has made technology integration in the classroom increasingly important, and these developments have completely altered the way that education is provided is transmitted and received.

To completely comprehend how technology affects teaching and learning, it is necessary to investigate the elements affecting its incorporation in the classroom. It is essential to take into account not just the technical elements of technology integration but also the pedagogical changes and the entire teaching and learning environment when assessing how the National Education Policy 2020 is advancing digital literacy. A major focus of NEP2020, which seeks to reform the Indian educational system, is digital literacy and technological integration. The policy recognizes how technology may improve teaching and learning methods and experiences in a revolutionary way.

OBJECTIVES

1. Examine the main features and tactics for advancing technology and digital literacy in the National Education Policy 2020.
2. Consider the availability of digital resources, the development of infrastructure, and the success of training programs when assessing how successfully NEP2020 activities are being implemented to promote digital literacy among educators and learners.
3. Identify the barriers and challenges preventing the development of digital literacy and effective technology integration in the classroom, and provide recommendations to meet the objectives outlined in NEP 2020.

Digital learning, blended learning, and virtual classrooms are all included in e-learning. Evaluate how well NEP2020 initiatives are being carried out to encourage digital literacy in teachers and students, taking into consideration the accessibility of digital resources, the advancement of infrastructure, and the effectiveness of training initiatives.

NEP's Vision for Digital Learning

The NEP envisions a robust education ecosystem powered by technology. The primary goals include:

- Providing inclusive and equitable access to education.
- Enhancing learning outcomes through interactive and engaging digital tools.
- Preparing students for a technology-driven future.

Key initiatives such as the establishment of the National Educational Technology Forum (NETF) and the enhancement of the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform

reflect this vision.

Beginning at the elementary level, digital education will be gradually included into the curriculum as part of the NEP 2020. Students will have access to a variety of digital resources at the high school level, such as online tests, simulations, and interactive learning tools. Students will be able to study at their own speed and interact with the content more deeply and interactively as a result.

Blended Education: Bridging Traditional and Digital Learning

The simplest definition of the term *blended learning* is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a “thoughtful fusion of face-to-face and online learning experiences” (Garrison & Vaughan, 2008). There are also *blended programmes*, in which students study some courses in face-to-face classrooms and other courses are delivered fully online. Blended education combines conventional classroom methods with digital tools, offering flexibility and accessibility. NEP emphasizes the following components:

- **Interactive Learning:** Incorporating virtual labs, simulations, and multimedia content to make learning engaging.
- **Personalized Education:** AI-driven tools for adaptive learning, catering to individual student needs.
- **Flexibility:** Allowing students to learn at their own pace through digital platforms like SWAYAM and DIKSHA.

Blended education ensures that technology complements rather than replaces face-to-face teaching, creating a holistic learning environment.

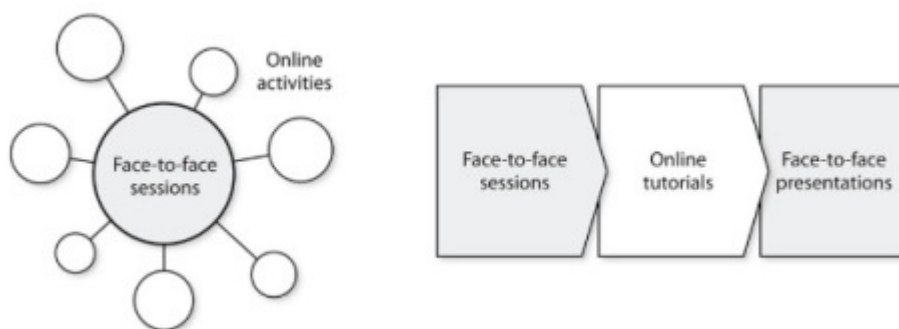


Figure1. Bended Learning

In above figure classroom involvement is the main focus of the first , blended presentation and interaction, which is bolstered by online, after-class activities. One popular example of this concept is the flipped classroom or flipped curriculum method, in which students watch podcasts or other online materials on their own before participating in tutorials or seminars in class to learn in groups

Using These, materials.

The second is the blended block model, also known as a program flow model, where a series of tasks, or "blocks," are designed to combine online and in-person instruction, often taking into account both practical limitations and educational objectives.

Virtual Classrooms: Expanding Learning Horizons Virtual classrooms are central to NEP's strategy for democratizing education.



Figure2 Virtual Classroom

Regardless of location, they enable real-time communication between educators and learners.

- **Cost-Effectiveness:** It requires less physical infrastructure.
- **Scalability:** the capacity to handle large classes of pupils simultaneously.

Projects like the PM eVidya Initiative make learning accessible to students in remote locations by combining online courses, TV channels, and radio broadcasts.

Closing the Digital Gap The NEP recognises the challenges posed by unequal access to technology and attempts to resolve them through:

- **Infrastructure Development:** Expanding rural and underserved areas' access to fast internet.
- **Subsidised devices:** Providing free or fairly priced digital devices to students from low-income families.
- **Multilingual Resources:** Digital information is offered in several languages to cater to India's linguistic diversity.

Teacher Training and Capacity Building For successful implementation, NEP emphasizes:

- **Professional Development:** Training educators in digital pedagogy and the use of technology.
- **Collaboration:** Encouraging partnerships between educational institutions and technology providers.
- **Digital Literacy:** Equipping teachers and students with essential digital skills.

Challenges and Recommendations

Notwithstanding its promise, the NEP has obstacles such as socioeconomic inequality, a lack of digital literacy, and inadequate internet infrastructure in rural areas. Disadvantages in access to digital resources and digital literacy exacerbate existing disadvantages, particularly for impoverished communities and marginalised individuals. Pushback from educators, scholars,

The acceptance of new technologies and pedagogical approaches by administrators and stakeholders hinders efforts to promote digital literacy and technology integration. Insufficient professional development opportunities and training in digital literacy and technology integration hinder teachers' ability to employ digital and artificial intelligence (AI) technologies for teaching and learning.

NEP 2020 promotes the development and distribution of open educational resources (OER), digital textbooks, and e-content to ensure that all students have access to freely accessible and cost-free learning materials. There are several obstacles that prevent attempts to close the digital gap in education from being implemented effectively. Infrastructure constraints, such as poor internet access and a dearth of digital devices, present significant difficulties, especially in rural and urban regions. To overcome these obstacles and realise the revolutionary potential of technology in education, NEP 2020 also offers chances for innovation, cooperation, and partnership between government agencies, educational institutions, civil society organisations, and the corporate sector.

There aren't many recommendations for overcoming the challenges by prioritizing investments in digital devices, internet connections, digital infrastructure, artificial intelligence tools, and technologically equipped schools, particularly in rural and underprivileged areas.

Provide sufficient funds for teacher training programs, digital resources, and infrastructure development in order to promote digital literacy efforts. Put into practice focused initiatives to close the digital gap and advance fair access to digital resources and opportunities for all students, irrespective of socioeconomic background.

Recommendations include:

Increased investment in digital infrastructure.

Public-private partnerships to develop affordable EdTech solutions.

Conclusion

The NEP's focus on digital learning, blended education, and virtual classrooms has the potential to revolutionize India's education system. By addressing existing inequalities and embracing technological advancements, the policy aims to create a future-ready generation equipped with the skills needed for a globalized world. With sustained efforts and strategic

implementation, NEP can pave the way for an inclusive and equitable educational landscape.

Digital technology improvements are becoming more and more integrated into the future of education, influencing how educators teach, how students learn, and how educational institutions function. The development of digital technology has radically changed the educational environment by providing fresh chances for creativity, teamwork, and teaching and learning. NEP 2020 is a long-term digital strategy that acknowledges the critical role that technology will play in forming the future of education. Its goal is to use technology's transformational and informing capacity to build inclusive, egalitarian, high-quality, and future-ready educational environments. This study examines NEP 2020's digital strategy critically, evaluating its main goals and provisions and talking about how it will affect Indian education going forward. The policy places a high priority on the construction of digital infrastructure in Indian schools, colleges, and institutions, especially in underserved and rural regions. This includes broadband access, computers, and multimedia resources. It highlights how crucial it is for educators and students to enhance their digital literacy in order to use digital tools efficiently and assess digital information critically.

References:

- 1) Gohain.RandPhukon.R,(2014), 'HigherEducationinIndia',EBHPublishers,animprintofEaster nbookHouse,136,M.N.Road, Panbazar, Guwahati.
- 2) <https://iosrjournals.org/iosr-jef/papers/vol2-issue6/A0260104.pdf>
- 3) [3\)https://timesofindia.indiatimes.com/india/nep-sets-vision-toimplement-equitable-vibrant-education-society-presidentkovind/articleshow/78200762.cms/](https://timesofindia.indiatimes.com/india/nep-sets-vision-toimplement-equitable-vibrant-education-society-presidentkovind/articleshow/78200762.cms/)
- 4) [4\) https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0 .pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- 5) [5\) https://www.maatrushreefoundation.com/uploads/products/16.pdf](https://www.maatrushreefoundation.com/uploads/products/16.pdf)
- 6) [6\) https://www.scribd.com/doc/53357654/CHALLENGES-IN-EDUCATION-1/](https://www.scribd.com/doc/53357654/CHALLENGES-IN-EDUCATION-1/)
- 7) Kumar, R., Singh, A., Sharma, S., & Gupta, P. (2020). Harnessing technology for educational transformation: A review of the National Education Policy 2020. International Journal of Educational
- 8) Lawless, K. A., and Pellegrino, J. W. (2007). Journal of Educational Technology Systems.
- 9) Malik, A. (2021). The National Education Policy 2020: A transformative agenda for the Indian education system. Journal of Educational Reform.
- 10) Mete. A.M.J, (2015), 'Encyclopedia of Higher education: Emerging Issues and Concerns', Set of Volume 1, APH Publishing Corporation, 4435-36/7, Ansari Road, Darya Ganj, New Delhi.
- 11) National Education Policy 2020 Document.

- 12) Ministry of Education, Government of India.
- 13) Digital Infrastructure for Knowledge Sharing (DIKSHA) Portal.
- 14) SWAYAM Platform for Online Learning.
- 15) PM eVidya Initiative.
- 16) Keywords: National Education Policy, digital learning, blended education, virtual classrooms, equitable access, inclusive education.



विद्यार्थ्यांच्या सर्वांगीण मूल्यमापन प्रक्रियेमध्ये ३६० डिग्री मूल्यांकनाची भूमिका आणि
त्याचे महत्व

वैशाली विजय भालेराव

संशोधक

शिक्षणशास्त्र विभाग

एस. एन. डी .टी. महिला विद्यापीठ, मुंबई

सारांश :

मूल्यांकन हा अध्ययन-अध्यापन प्रक्रियेचा एक भाग आहे. मूल्यमापन प्रक्रियेमध्ये बालकांच्या अध्ययनासंबंधी, विविध स्रोतांकडून पद्धतशीरपणे माहिती गोळा केली जाते, या माहितीचा उपयोग करून शिक्षक बालकांसाठी अध्ययन अनुभवांचे नियोजन आणि आयोजन करतात. मूल्यमापन म्हणजे केवळ निरीक्षण नव्हे, तर एक वस्तुनिष्ठ प्रक्रिया आहे. मूल्यमापन ही एक सर्वसमावेशक स्वरूपाची प्रक्रिया आहे. वेगवेगळी उद्दिष्टे तपासण्यासाठी वेगवेगळी मूल्यमापन साधने वापरावी लागतात. सर्वसमावेशक मूल्यमापनासाठी एकाच मूल्यमापन साधनाचा उपयोग करून चालत नाही. विद्यार्थ्यांची जी विविधांगी प्रगती झालेली असते, तिचे सम्यक चित्र हवे असल्यास विविध मूल्यमापन तंत्रांचा उपयोग करावा लागतो. शैक्षणिक मूल्यमापनात विविध साधनांचा व तंत्रांचा उपयोग केला जातो. विद्यार्थ्यांचे वय, शैक्षणिक पातळी, उद्दिष्टाचे स्वरूप इत्यादींवर साधनांची वा तंत्रांची निवड अवलंबून असते.

हार्वर्ड गार्डनच्या बहुविध बुद्धिमत्ता घटकाचा विचार केला असता प्रत्येकाची बुद्धिमत्ता भिन्न असते. बुद्धिमत्ता ही कोणत्याही एका घटकावर अवलंबून नसून बहुविध असते. काही विद्यार्थ्यांमध्ये एखादी बुद्धिमत्ता जास्त असते तर दुसऱ्या विद्यार्थ्यांमध्ये दुसऱ्या कुठल्यातरी घटकशी संबंधित बुद्धिमत्ता जास्त प्रमाणात प्राप्त झालेली असू शकते. हार्वर्ड गार्डन म्हणतात, बुद्धिमत्ता आठ प्रकारच्या आहेत. जसे भाषिक बुद्धिमत्ता, तार्किक बुद्धिमत्ता, सांकेतिक बुद्धिमत्ता, अवकाशीय बुद्धिमत्ता, शारीरिक स्नायू विषयक बुद्धिमत्ता, व्यक्ती अंतर्गत बुद्धिमत्ता, आंतर व्यक्ती बुद्धिमत्ता, सृष्ट पदार्थ बुद्धिमत्ता. आणि या सर्व बाबींचा विचार करता विद्यार्थ्यांचे सर्वांगीण मूल्यमापन होणे आवश्यक आहे. त्यासाठीच आता बहुतांश शाळांमध्ये इयत्ता पहिली पासूनच पारंपरिक पद्धतीने मूल्यमापन न करता विद्यार्थ्यांचे सर्वांगीण मूल्यमापन करण्यावर भर देण्यात येत आहे, आणि त्यासाठी पूर्वी वापरण्यात येणाऱ्या सी.सी.ई (सातत्यपूर्ण सर्वकष मूल्यमापन) मूल्यमापन पद्धतीप्रमाणेच ३६० डिग्री (HPC Holistic Progress Report) पद्धतीने मूल्यमापन केले जात आहे.

प्रस्तावना :

३६० डिग्री मूल्यमापन ही मूल्यमापनाची एक आधुनिक पद्धती म्हणून ओळखली जाते. ३६० डिग्री मूल्यमापनाद्वारे विद्यार्थ्यांना कृतियुक्त अध्ययन अनुभव देऊन विद्यार्थ्यांचे सर्वांगीण मूल्यमापन केले जाते. पारंपरिक पद्धतीने केलेले मूल्यमापन आणि ३६० डिग्री पद्धतीने केलेले मूल्यमापन यात खूप अंतर आहे.. ३६० डिग्री मूल्यमापनाद्वारे विद्यार्थ्यांचे सातत्याने मूल्यमापन करताना वेगवेगळ्या मूल्यमापनाच्या पद्धती वापरल्या जातात जसे, एखादा प्रोजेक्ट बनवणे , एखादा धड्यावर नाटक बसवणे, विषयानुरूप

विविध उपक्रम राबवणे इ. प्रत्येक बालक भिन्न असते आणि प्रत्येकाची शिकण्याची गती देखील वेगवेगळी असते. अशा विविधतेला सामावून घेण्यासाठी, मूल्यांकनाची रचना केली पाहिजे. मूल्यांकनाद्वारे प्राप्त झालेल्या निष्कर्षांच्या आधारे, शिक्षकांना विद्यार्थ्यांची गती लक्षात येते. ज्या विद्यार्थ्यांकडे जास्त लक्ष देण्याची गरज आहे, असे विद्यार्थी ओळखण्यास मदत होते, जेणेकरून शिक्षक अशा विद्यार्थ्यांना अतिरिक्त पुरक मार्गदर्शन करून त्यांच्या सर्वांगीण विकासात भर घालू शकतात.

व्याख्या : '३६० डिग्री मूल्यमापन पद्धती ही एक प्रक्रिया आहे, जी विद्यार्थ्यांना त्यांच्या परिणामकारकतेचे, त्यांच्या कार्यक्षमतेचे आणि विकासाचे मूल्यांकन प्रदान करून, शैक्षणिक प्रगती सुधारण्यासाठी मदत करते' वार्ड (१९९७) यांच्या मते, ३६० डिग्री मूल्यांकन म्हणजे एखाद्या व्यक्ती किंवा गटाच्या कामगिरी /कार्याच्या गोळा केलेल्या माहितीचे पद्धतशीरपणे केलेले संकलन आणि त्याबाबतीत दिलेले अभिप्राय होय.

३६० डिग्री मूल्यमापन प्रक्रिया :

३६० डिग्री मूल्यमापन पद्धतीमध्ये खालील प्रक्रियेचा समावेश होतो.

१. नियोजन

२. माहिती गोळा करणे



४. अभिप्राय

३. अंमलबजावणी

३६० डिग्री मूल्यांकन प्रक्रियेमध्ये खालील अभिप्राय समाविष्ट आहे:

१. शिक्षक
२. समवयस्क
३. विद्यार्थी स्वतः

३६० डिग्री मूल्यमापनाची उद्दिष्टे :

१. वर्ग व्यवस्थापन व शैक्षणिक वातावरणावर परिणाम करणारे घटक ओळखणे.
२. विद्यार्थ्यांना शैक्षणिक कार्यात व्यस्त ठेवण्यासाठी व अध्ययन कार्यात सक्रिय होण्यासाठी त्यांच्यातील संवाद कौशल्याचा विकास करणे.
३. विद्यार्थ्यांच्या शैक्षणिक कमतरतेवर मात करून त्यांचे सर्वांगीण मूल्यांकन करणे.
४. विद्यार्थ्यांना त्यांच्यात असणाऱ्या क्षमतेची जाणीव करून देत त्यांना शिक्षणाच्या समान पातळीवर सहभागी करून घेणे.

३६० डिग्री मूल्यमापनाचा ऐतिहासिक पाठपुरवठा :

१९३० च्या आसपास, जर्मन रोशव्हेर, येथे लष्करी मानसशास्त्रज्ञ जोहान बाप्टिस्ट रिफर्ट, यांनी अधिकारी उमेदवारांची निवड करण्यासाठी ही पद्धत विकसित केली.

एससो रिसर्च आणि इंजिनियरिंग कंपनीमध्ये १९५० च्या दशकात कर्मचाऱ्यांची माहिती गोळा करण्यासाठी सर्वेक्षणाचा सर्वात जुना दस्तावेज वापरला गेला. तिथूनच ३६० डिग्री मूल्यांकनाच्या कल्पनेला गती मिळाली, आणि १९९० पर्यंत बहुतेक मानव संसाधने आणि संस्था (शैक्षणिक) यांनी ही संकल्पना समजून घेऊन ती अंमलात आणली.

३६० डिग्री मूल्यमापनाचे फायदे :

१. भविष्यातील योजना व नियोजनासाठी आवश्यक.
२. चालू वर्षाची शैक्षणिक उद्दिष्टे साध्य करण्यासाठी व उद्दिष्टानुसार प्रत्येक विद्यार्थ्यांच्या कार्याचे पुनरावलोकन करण्यासाठी उपयुक्त.
३. विद्यार्थ्यांचा वार्षिक अहवाल, त्यांची औपचारिकरीत्या गोळा केलेली माहिती व नियमितपणे केलेले निरीक्षण याचा फायदा विद्यार्थ्यांना त्यांच्या भविष्यातील योजनांसाठी मदत करण्यास फायदेशीर.
४. विद्यार्थ्यांचा सर्वांगीण विकास करण्यासाठी त्यांना प्रेरणा देत, संप्रेषण कौशल्य वाढविण्यासाठी उपयुक्त.

३६० डिग्री मूल्यमापनाचे वर्गातील महत्व :

१. शिक्षकांसाठी अध्यापन कार्य आणि विद्यार्थ्यांसाठी अध्ययन कार्य सुधारण्यासाठी महत्वाचे .
२. शिक्षक आणि विद्यार्थी यांच्यातील आंतरक्रिया सुधारण्यासाठी.
३. विद्यार्थी व त्यांचे सहपाठी यांच्यातील सहसंबंध सुधारण्यासाठी.

NEP २०२० नुसार - ३६० डिग्री (HPC Holistic Progress Report) समग्र पत्रक:

NEP २०२० नुसार, सर्वकष प्रगतिपत्रक (HPC) हा बालकाचा बहुआयामी अहवाल आहे. यामध्ये विद्यार्थ्यांची सर्वकष प्रगती, तसेच प्रत्येक विद्यार्थ्यांचे बोधात्मक, भावात्मक आणि क्रियात्मक क्षेत्रांतील वेगळेपण प्रतिबिंबित होते. सर्वकष प्रगतीपत्रकामध्ये शिक्षकांनी केलेल्या मूल्यांकनाबरोबरच पालकांच्या टिपण्या आणि निरीक्षणे, बालकांनी स्वतःचे केलेले सोपे स्वयंमूल्यमापन देखील समाविष्ट असू शकते.

सर्वकष प्रगतिपत्रक (HPC) हा ठराविक कालावधीत वर्गातील कृतींद्वारे एकत्रित केलेल्या पुराव्यांच्या आधारे बालकाच्या प्रगतीचा वैयक्तिक आणि सर्वसमावेशक अहवाल आहे. (HPC) मध्ये बालकाच्या अध्ययनाबद्दल पालकांचा असलेला समज आणि पालकांनी केलेले मूल्यांकन याचा समावेश करणे महत्वाचे आहे. (HPC) हे असे माध्यम आहे, ज्याद्वारे शाळा बालकांच्या शैक्षणिक प्रगतीची माहिती कुटुंबापर्यंत पोहचवते.

पद्धतशीरपणे आणि सुसंगतपणे ठेवलेले (HPC) हे शालेय प्रणालीतील व्यक्तींसाठी माहितीचा महत्वाचा स्रोत आहे. (HPC) मधील एकत्रित माहितीचा वापर मोठ्या प्रमाणावर बालकाची अध्ययन संपादनूक समजून घेण्यासाठी केला जाऊ शकतो, या समजेचा उपयोग, योग्य तेथे प्रभावी आणि संबंधित हस्तक्षेप करण्यासाठी केला जाऊ शकतो.

नवीन शैक्षणिक धोरणा नुसार ३६० डिग्री चे महत्व :

वर्ल्ड इकॉनॉमिक फोरम रिपोर्टमध्ये जाहीर करण्यात आले आहे की, पुढील दहा वर्षात १] चिकित्सक विचार, २] सर्जनशीलता, ३] संवाद कौशल्य, आणि ४] सहसंबंध हे चार कौशल्य असलेल्या विद्यार्थ्यांनाच

विविध क्षेत्रात प्राधान्य असणार आहे. यामध्ये भावनिक बुद्धिमत्तेला सर्वात जास्त महत्त्व असेल.

आता ही कौशल्य आपल्याला विद्यार्थ्यांमध्ये रुजवायची असतील तर तसा अभ्यासक्रम आणि जीवन कौशल्य शाळेत शिकवले गेले पाहिजे. नवीन शैक्षणिक धोरणामध्ये याचा सखोल अभ्यास केला आहे, आणि त्याचप्रमाणे अभ्यासक्रम ही बनायला लागला आहे. विद्यार्थ्यांमध्ये जिज्ञासा कशी निर्माण होईल? तो किंवा ती जास्तीत जास्त कसे प्रश्न विचारतील ? यावर भर देण्यात येत आहे. नवीन शैक्षणिक धोरणात सुद्धा कृतीतून शिक्षण, अनुभवातून शिक्षण, विद्यार्थी आपण होऊन शिकतील असे प्रयोग आता सार्वत्रिक करणे गरजेचे आहे तसे सांगितले आहे.

एकविसाव्या शतकातील कौशल्याचे मूल्यमापन कसे करायचे? विद्यार्थ्यांमध्ये हे कौशल्य विकसित झाले आहे की नाही हे कसे तपासायचे? यासाठी नवीन शैक्षणिक धोरणांमध्ये ३६० डिग्री बहुआयामी रिपोर्ट कार्डचा उल्लेख केला आहे. विद्यार्थ्यांचे मूल्यमापन त्यांचे प्रगती पुस्तक हे ३६० डिग्री आधारित असेल आणि त्याचा पाया हा एकविसाव्या शतकातील कौशल्यावर आधारित असणार आहे. पूर्वी ज्या (सीसीई) सातत्यपूर्ण सर्वकष मूल्यमापन मूल्यमापनाच्या पद्धती होत्या त्या असणारच आहे पण त्याचे आगाऊ स्वरूप यात असणार आहे. प्रगती पुस्तका मध्ये संज्ञानात्मक विकासामध्ये कुठल्या विषयाचे आकलन किती झाले या संदर्भात माहिती असेल. तसेच विद्यार्थ्यांचा स्वतःकडे बघण्याचा.. दुसऱ्या कडे बघण्याचा आणि जगाकडे बघण्याचा दृष्टिकोन कसा आहे? त्याच्या भावनिक बुद्धिमत्तेचा किती विकास झाला आहे? सृजनशीलता, नाविन्यपूर्ण कल्पना , समस्या सोडवण्यासाठी घेण्यात येणारा पुढाकार, संवेदनशीलता, संवाद कौशल्य या पद्धतीच्या बऱ्याच गोष्टींचे मूल्यमापन यात होतील. तर सायकॅमोटर डोमिन मध्ये त्यांच्या शारीरिक हालचाली आणि शारीरिक तंदुरुस्ती संदर्भातील मुद्दे असतील. हे सर्व मूल्यमापन करण्यासाठी पहिल्यासारखेच प्रकल्प आधारित, क्रियाकलाप आधारित साधन वापरावे लागणार आहे.

परंतु सर्वात मुख्य बदल हा आहे की विद्यार्थ्यांचे मूल्यमापन फक्त शिक्षकच करणार नाही तर त्याचे वर्गातील मित्रसुद्धा करतील. तो शाळेत कसा वागतो? डबा शेअर करतोय का? त्याच्यामध्ये सहकार्याची भावना आहे की नाही?, तो/ती मित्रांशी कसा बोलतो? सगळ्यांचा आदर करतो का? याचे उत्तर त्या विद्यार्थ्यांच्या मित्र मैत्रीणींना विचारले जातील आणि त्या विद्यार्थ्यांचे मित्र मूल्यमापन करून गुण देतील.

आधीच्या सी. सी.ई. मध्ये विद्यार्थ्यांच्या शाळेतील वर्तणुकीच्या नोंदी असायच्या. आता घरातील वर्तणुकीच्या नोंदी असणार आहे. त्यासाठी या ३६० डिग्री मूल्यमापना मधील काही भाग हा पालकांना भरायचा आहे. तर काही भाग हा आत्मपरीक्षाचा आहे. म्हणजे विद्यार्थ्यांने स्वतःला प्रश्न विचारून स्वतःला गुणदान करायचे आहे. त्याने स्वतःचे मूल्यमापन करायचे आहे ज्यामधून त्याला स्वतःचे सामर्थ्य आणि कमतरता याची जाणीव होईल.

या सर्वांचे संयोजन करून विद्यार्थी /विद्यार्थिनी कशात अधिक यशस्वी होऊ शकेल हे या ३६० डिग्री रिपोर्ट कार्ड ने सांगता येऊ शकेल. यासाठी हे मूल्यमापन पहिलीपासून शिक्षकांनी, त्या विद्यार्थ्यांने आणि त्यांच्या पालकांनी प्रामाणिक पणे केले तर विद्यार्थ्यांच्या भविष्याचा निर्णय घेण्यास मदत होऊ शकेल.

सारांश : ३६० डिग्री मूल्यांकनामध्ये वेगवेगळ्या पद्धतीचे मूल्यांकन, विविध पद्धतीचे प्रतिसाद आणि विविध श्रेणीचे मूल्यांकन केले जाते. ३६० डिग्री मूल्यमापन हा एक सुधारित दृष्टिकोन असून ज्यामध्ये , शिक्षकांद्वारे

केलेले मूल्यांकन, समवयस्क यांच्या तर्फे मिळालेला प्रतिसाद आणि आत्मपरीक्षण किंवा स्वयं मूल्यमापन यांचा समावेश होतो. ३६० डिग्री मूल्यमापनाचे वैशिष्ट्य म्हणजे विद्यार्थ्यांचे पूर्ण प्रगती पुस्तक हे मूल्यमापना दरम्यान भरण्यात आलेल्या फॉर्म वर आधारित असते. हा फॉर्म एक तर्फी नसून तो एकत्रित स्वरूपाचा असणार आहे. , संवाद रूपी असणार आहे., ज्यात शिक्षक, समवयस्क आणि आत्मपरीक्षण / स्वयं मूल्यमापन यांचा समावेश आहे. शाळेने प्रत्येक बालकाची संचिका ठेवणे आवश्यक आहे. संचिकेमध्ये बालकाबद्दलची सर्व माहिती आणि प्रत्येक सत्र / वर्षासाठी, शिक्षकांच्या वर्णनात्मक अभिप्रायांचा सारांश असणे आवश्यक असणार आहे. विद्यार्थ्यांच्या सर्वांगीण मूल्यमापनाच्या विश्लेषणाचा सारांश समग्र प्रगतिपत्रक (HPC) यामध्ये समाविष्ट केला जाऊन त्याचा उपयोग बालकाचे पालक आणि कुटुंबीयांशी संवाद साधण्यासाठी केला जाऊ शकेल.

३६० डिग्री मूल्यमापन कार्यपत्रिकेचे काही नमुने:

Std. 7 ___ Marathi 360° Assessment [Peer]

Name : _____ Roll No. _____

Date : _____ Marks: 10

घटक : व्याकरण -360 degree] शब्दांच्या जाती
Strategy : Identification and Categorisation

खालील वाक्य वाचून खालील तक्त्यांमधे शब्दांच्या जाती वेगवेगळे करून लिहा.

१) कर्मगड नावाचा एक पौराणिक गड आहे.
२) माळदोक हा अस्तंत देखाणा पक्षी आहे.
३) सगळ्यांची ओषध मोठी छान होती.
४) उदयानात रंगबेरंगी फुले होती.
५) हळूच मी खुर्चीवर बसलो.

क्रमांक	नाम	सर्वनाम	विशेषण	क्रियापद
१]				
२]				
३]				
४]				
५]				

Std. 7 ___ Marathi 360° [Self Assessment]

Name : _____ Roll No. _____

Date : _____

घटक : वाचनाचे वेद

तुम्ही वाचलेल्या एखाद्या पुस्तकाचे अवलोकन खालील मूल्यांच्या आधारे करा.

पुस्तकाचे नाव : _____

लेखक : _____

प्रकाशक : _____

सात : _____

थोडक्यात सारांश : _____

Std. 4 ___ Marathi 360° Assessment

Name : _____ Roll No. _____

Date : _____

घटक : मी सगळ्या भाज्या खाणार
Strategy : Identification and Categorisation [Parent Assessment]
जवळच्या भाजी मंडई सा भेट देऊन विविध भाज्या व फळांचे निरीक्षण करून नमुने घेऊन पूर्ण करा.

	भाज्यांचे नाव	पोषक घटक [Nutrients]	साधारण करणाऱ्या वेगवेगळे पदार्थ [Different Dishes]
भारतीय	हिंदी	इंधित	
वांगी			
		Pumkin	
	आपू		
		Green Peas	

कृपया तुमच्या पात्याच्या कार्यपत्रिकेचे निरीक्षण करून योग्य प्रतिसाद नोंदवा.
[Kindly rate your child's performance]

Fair Good V.Good Parents Signature

MSS EDUCATION (M) INSTITUTE

360° Assessment

Kind of Animals - Self Assessment

Std V / Dia _____ Name _____

Roll No. _____ Date _____

1. Identify the correct Kind of Animals

1] They didn't sleep well last night

2] There is a gun station nearby?

3] He can fly after a while

4] The old man is too weak

5] He visited the museum only once

Kind of Animals

MSS EDUCATION (M) INSTITUTE

360° Assessment (Venn Diagram)

Children of Curves

English Literature

Std V / Dia _____ Name _____

Roll No. _____ Date _____

Venn Diagram

Circle 1: Curves in Venn Diagram. In one circle write the traits of young animals and in the other circle write the traits of old animals. You will also draw one common trait which you find similar between both the animals.

Old animal

Young animal

Common trait

संदर्भ :

wikipedia.org/wiki/educational_assessment

slideshare.net/Najmakazi/360-degree_performance-evaluation-najmakazi

scribd.com/presentation/78418239/360-Degree-feedback

education.sachinjoshiblogspot.com/2020/10/360htm

marathivishwakosh.org/3105

slideshare.net/abhijeetalapatra/360-degree-final-ppt

File/file:///C:/Users/143820/Downloads/SCF%20_FS%20 final pdf



NEP 2020 and Early Childhood Education: Its Importance and Reformation of the Education System

Dr. Shumaila Patrawala Saif Siddiqui

Principal

Aishabai College of Education

Introduction

The National Education Policy (NEP) 2020 represents a transformative shift in India's education system, aiming to overhaul and modernize the structure to address contemporary challenges and prepare students for the future. One of the most significant aspects of this new policy is its emphasis on **Early Childhood Education (ECE)**, which marks a departure from previous educational reforms that largely neglected this critical stage of development. Early childhood is considered the foundation for lifelong learning, and NEP 2020 brings this issue into the spotlight with an unprecedented focus on the early years of education, especially preschool education. This policy advocates for an integrated, holistic, and inclusive approach that acknowledges the importance of children's early years for cognitive, social, emotional, and physical development.

Historically, Early Childhood Education was often underprioritized in India, with minimal formal education or recognition for children between the ages of 3 and 6. This led to an educational divide, where a large section of children in this age group missed out on quality foundational education. The NEP 2020 marks a great step in the reformation of India's education system by emphasizing **quality preschool education** as a crucial foundation for success in later stages of formal education. By prioritizing ECE, the policy aims to bridge the existing educational gaps, enhance cognitive abilities, and equip children with a strong foundation that will help them excel academically and socially in the years to come.

This paper discusses the importance of Early Childhood Education within the framework of NEP 2020, the reasons why this stage of education has been re-emphasized, and the key steps for its successful implementation. It will also explore examples from within and outside India to demonstrate how prioritizing preschool education can lead to sustainable educational improvements.

Early Childhood Education and Its Importance

Early Childhood Education refers to the period of learning that takes place from birth to age 6, which includes the formative years from infancy to kindergarten. The NEP 2020 emphasizes that these years are crucial for brain development, emotional growth, and cognitive skills. Research has long shown that the early years of a child's life are the most critical in shaping their future educational and life outcomes. This is the time when a child's brain is most malleable, and positive experiences during this period can result in improved learning outcomes, better health, and overall well-being.

1. Cognitive Development and Brain Growth

During the early years, a child's brain grows at a rapid rate, forming new neural connections that impact language acquisition, memory, attention, reasoning, and problem-solving skills. NEP 2020 recognizes that providing **high-quality early childhood education** can lay the foundation for future academic achievement and cognitive development.

For example, children who attend high-quality preschool programs tend to have better academic performance in later years, as these early experiences foster **early literacy, numeracy, and social skills**. According to the research by Heckman et al. (2010), early intervention programs, especially those that emphasize cognitive and social skills, can reduce educational disparities and improve long-term outcomes, including higher graduation rates, improved employment, and reduced crime rates.

2. Social and Emotional Development

Social skills and emotional intelligence are also developed during early childhood. The early years provide opportunities for children to learn how to interact with their peers, understand their emotions, and develop empathy and cooperation. The NEP 2020 stresses that quality early education should focus not only on cognitive abilities but also on **social-emotional learning (SEL)**, as it is integral to creating well-rounded individuals.

Research by the **Center on the Developing Child at Harvard University** (2016) highlights that early exposure to positive social experiences, such as collaborative play, helps children build the ability to manage emotions and navigate social interactions. This contributes to better behavior in school, better relationships with peers, and better mental health outcomes later in life.

3. School Readiness

One of the most important roles of Early Childhood Education is to prepare children for school. **School readiness** involves equipping children with the skills, knowledge, and attitudes necessary to thrive in formal education. NEP 2020 stresses the importance of a **play-based and activity-oriented** curriculum in the early years, which aligns with global best practices. The policy envisions that children in preschool should engage in activities that promote curiosity, creativity, and problem-solving.

A well-designed preschool curriculum helps children learn foundational concepts such as numbers, letters, colors, and shapes, which serve as a bridge to formal schooling. **Research from the National Institute for Early Education Research (NIEER)** has shown that children who attend high-quality preschool programs are more likely to succeed in primary school, demonstrating higher academic performance and better social skills than their peers who did not attend preschool.

Why Focus on Early Childhood Education Again?

Historically, the education system in India has focused more on primary and secondary education, leaving early childhood education largely underfunded and neglected. The absence of adequate attention to this stage of development meant that many children entered formal

schooling without the necessary foundational skills. This often resulted in a vicious cycle of educational underachievement, especially for children from economically disadvantaged backgrounds.

With the introduction of NEP 2020, the **early childhood stage** has been recognized for its importance in shaping future educational outcomes. The policy outlines several key factors that necessitate this renewed focus:

1. Addressing Inequality and Disparities

One of the primary reasons why Early Childhood Education has gained importance in the NEP 2020 is the need to address **educational inequalities**. Access to quality preschool education remains limited in many parts of India, especially in rural areas and among marginalized communities. By prioritizing early education, the NEP 2020 aims to provide equitable learning opportunities for all children, ensuring that they have a strong foundation for later academic success.

2. Bridging the Educational Gap

The early years are critical for bridging the gap in **learning outcomes** between children from different socioeconomic backgrounds. Research has shown that children from disadvantaged families often enter school with significant learning deficits compared to their more affluent peers. By providing accessible, quality early childhood education, NEP 2020 aims to **level the playing field** for all children, regardless of their social or economic status.

For example, **Anganwadi Centers**, which are the focal points of early childhood education in rural areas, have been a critical tool in addressing this gap. The policy advocates for strengthening and expanding these centers to reach more children, particularly in rural and remote areas.

3. Holistic Development

The NEP 2020 underscores the importance of **holistic development**, emphasizing that education should nurture not just intellectual abilities but also creativity, emotional intelligence, physical health, and moral values. Early childhood is the stage where such **holistic development** can be fostered through activities like **art, music, physical exercises, and social interaction**. These activities contribute to developing a child's physical coordination, creativity, social skills, and emotional well-being.

4. Global Trends and Research

Globally, the significance of Early Childhood Education has been well-documented. Countries like Finland, Canada, and Sweden have long recognized the value of investing in preschool education. These countries have seen **positive outcomes** in terms of reduced inequality, better academic performance, and overall better life outcomes. NEP 2020 reflects these global trends, seeking to incorporate best practices from international models.

Examples of Effective Early Childhood Education

Several countries and states have successfully implemented models of early childhood education that could serve as examples for India:

1. **Finland:** Finland's early childhood education system emphasizes a **play-based curriculum** that encourages exploration, curiosity, and creativity. In Finland, early childhood education is recognized as a right, and all children are entitled to at least one year of preschool education before entering formal schooling. This system has been credited with Finland's high academic performance and strong social cohesion.
2. **Reggio Emilia Approach:** Originating in Italy, the **Reggio Emilia Approach** to early childhood education emphasizes child-led learning, where children's interests and curiosity are the starting point for the curriculum. Teachers act as facilitators, guiding children's learning in a supportive and inquiry-driven environment. This approach has been widely praised for its focus on creativity, social collaboration, and critical thinking.
3. **Anganwadi Centers in India:** **Anganwadi Centers**, part of the Integrated Child Development Services (ICDS), provide early childhood education in rural areas. Though the system faces challenges such as inadequate infrastructure and low-quality staff, there are numerous examples of **Anganwadi's** improving the lives of children, especially in rural areas, through a combination of education, nutrition, and health services.

Implementation of Early Childhood Education under NEP 2020

To successfully implement the NEP 2020's vision for Early Childhood Education, the following steps are recommended:

1. **Capacity Building of Teachers:** Teachers must be adequately trained to handle the unique needs of early learners. Professional development programs should be implemented to equip educators with the necessary skills to deliver a play-based, inclusive curriculum.
2. **Expansion of Access:** The government should focus on expanding access to quality early childhood education in rural and underserved areas. **Anganwadi Centers, pre-primary schools, and private partnerships** can work together to improve accessibility and inclusivity.
3. **Holistic Curriculum Design:** The curriculum should prioritize social-emotional learning, creative play, motor skills, and foundational literacy and numeracy. Schools and caregivers must be encouraged to focus on nurturing the whole child, not just academic performance.
4. **Community Engagement:** The involvement of parents and communities is crucial for the success of early childhood education programs. Awareness campaigns and parent education programs should be rolled out to highlight the importance of early childhood education.

Conclusion

The renewed focus on Early Childhood Education under **NEP 2020** is a monumental step towards building a more equitable, inclusive, and future-ready education system in India. By addressing disparities, fostering holistic development, and promoting social-emotional and cognitive growth, early education lays the foundation for lifelong success. As the research shows, investing in early childhood education not only contributes to better academic outcomes but also promotes social equity, reduces poverty, and improves quality of life. The integration of these elements into the fabric of India's education system is a positive shift towards a more inclusive

and effective educational landscape. For this vision to become a reality, substantial efforts in teacher training, curriculum redesign, and infrastructure development will be necessary, but with sustained commitment and resources, India's young children can have the opportunity to thrive and contribute to the nation's future success.

References

- Heckman, J. J., et al. (2010). The economics of human development and social mobility. *Annual Review of Economics*, 2, 1- 37.
<https://doi.org/10.1146/annurev.economics.102308.124423>
- Harvard University Center on the Developing Child. (2016). The foundations of lifelong health are built in early childhood. Retrieved from <https://developingchild.harvard.edu>
- National Education Policy (NEP) 2020. (2020). Ministry of Education, Government of India.
- UNESCO. (2015). Education for All 2015: National Review Report of India.
- World Bank. (2018). The Early Years: Early Childhood Development in India.

