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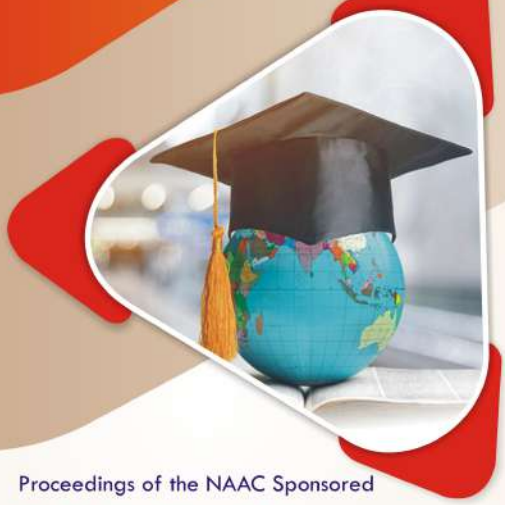
QUALITY ENHANCEMENT OF INSTITUTIONS OF HIGHER LEARNING: TRANSFORMATIONAL ROLE OF NEP 2020



Proceedings of the NAAC Sponsored

Two Day Virtual National Conference on

Quality Enhancement of Institutions of Higher Learning: Transformational Role of NEP 2020

Editor | Dr. Libison K B

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St.Aloysius College

Elthuruth, Thrissur, Kerala – 680 611, India
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PREFACE

The NAAC sponsored 2 Day Virtual National Conference on "Quality Enhancement of Institutions of Higher Learning: Transformational Role of NEP 2020" conducted by IQAC, St. Aloysius College, Elthuruth, held on 28th and 29th November 2022 provided deep insights on the changing educational landscape of India.

352 participants from different parts of India and abroad including those from Colombia, Nigeria and Myanmar registered for the National Conference and 24 of them contributed papers for presentation in the conference. The first day of the Conference had an introductory session, 2 technical sessions and Two paper presentation sessions. On the second day, 3 technical sessions were held and the Conference concluded with a valedictory session.

The workshop was an effective exercise for the participants because it addressed the prerequisites needed for teaching, learning, and research from the perspective of NEP 2020 and advised the importance of learning, re-learning, and unlearning in order to engage with teaching, learning, and research in a creative and constructive manner.

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to all those who have contributed to the successful completion of this conference proceedings of the NAAC sponsored 2 Day Virtual National Conference on "Quality Enhancement of Institutions of Higher Learning: Transformational Role of NEP 2020.

First and foremost, I would like to thank the authors for their research papers. It has been an absolute pleasure working with them and bringing their ideas to print.

I would also like to acknowledge the contributions of the team at IQAC, who provided invaluable support and guidance throughout the editing process. Their expertise and attention to detail ensured that this book was of the highest quality.

I extend my sincere thanks to the proofreaders and copyeditors who meticulously combed through the manuscript to ensure that it was error-free and polished.

I place on record my thankfulness to Dr. Chacko Jose P, Principal, St. Aloysius College Elthuruth for all the support to come up with this edited book. I also express my deep sense of gratitude to Rev. Fr. Thomas Chakramakkil CMI (Manager) and Rev. Fr. Arun Jose K. CMI (Bursar) for their support.

Let me also express my gratefulness to Mr. Melvin Luke George, Ms. Vineetha Davies, Dr.Sinto Jacob, Dr.Atheetha K Unni, Dr. Sandhya Jayachandran, Ms. Nanet Joy, Dr.Jijo Jacob, Dr. Anju Elsa Tom. Many thanks are due to Mr. Aslam P S and Ms. Arundhathi P S who are research scholars working under my guidance. Finally, but not the least, I thank NAAC, Bangalore for their financial support. Thank you all for your invaluable contributions.

Dr.Libison K B

Co-ordinator, IQAC

MESSAGE FROM THE PRINCIPAL

Education is a commitment to society. The post-pandemic era which is gradually setting in, demands a paradigm shift in the policies that govern various sectors including that of education. From elementary to higher education the canvas is expansive. The possibilities of restructuring are endless. A finite set of norms cannot be prescribed for ever changing academic-research collaborative initiatives which ultimately need to be goal-oriented. Enhancement of quality is unavoidable in educational institutions including those of higher learning. The National Education Policy 2020 has a well-defined policy for transforming higher education.

With a history of 55 years, St. Aloysius College, Ethuruth, Thrissur, stands tall in the educational map of the State, aiming to soar higher. The college has recently floated St. Chavara Centre for Teaching Excellence and Educational Innovation (SCCTEEI) as a mentoring initiative to up skill entry level teachers of higher education institutions. It is one among the several action plans to contribute to quality-oriented education, encompassing the gamut of possibilities by extending service to the education sector as one whole. The ever-widening scope of quality education will be more manifest in the college with the fourth cycle of NAAC accreditation due in less than two years.

The NAAC Sponsored Two Day Virtual National Conference on Quality Enhancement of Institutions of Higher Learning: Transformational Role of NEP 2020 held on 28 & 29 November 2022, was a shared participatory platform to deliberate on the nuances of enhancement of quality and eventually its sustenance. During the two days, we had the privilege of garnering insights shared by eminent resource persons. The conference has produced several research papers focussing on the thrust area. The Proceedings of the conference will be cherished by academicians and policymakers as a document of reference in related discussions.

The global education scenario has taken an unprecedented leap. Challenges are many; solutions too. The roadmap to success lies in the will to engage in fruitful interventions. Designing and augmenting purpose defined policies is sure to efface age-old notions of the conventional mode of education and replace them with an equitable and affordable education in a flexible mode. Learners must be motivated to think critically and actively partake in the teaching-learning process. Deliberations of varied nature shall converge to a focal point to address concerns including inclusivity, research and governance.

Dr Chacko Jose P
Principal

CONTRIBUTORY PAPERS

STUDENT'S PERCEPTION ON THE EFFECTIVENESS OF OUTCOME BASED EDUCATION

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Abstract

In the era of globalization, the traditional educational system is becoming less significant. Working with quickly evolving technology that demands additional skills and efforts becomes necessary. The result-based curricula have been evolving for a while or are currently in the proposal stage of development. The outcomes, process, and application of the result-based approach are described. In recent years, several nations have been affected by the educational reform known as outcome-based education (OBE). Despite OBE's widespread acceptance, there is little evidence of its effectiveness. To meet the needs, it becomes necessary to familiarize and adapt conventional education to Outcome Based Education (OBE). This study sought to determine the level of students' general awareness on OBE and how committed they felt to using OBE in their teaching and learning activities. The study was conducted in Thrissur district. The undergraduate students are taken as our population for the study. For this study, 156 samples are taken by purposive sampling method. The nature of present study is both descriptive and analytical. The study shows that almost all undergraduate students are aware about the Outcome Based Education (OBE). But they are hesitant to adapt while learning.

Keywords: *Outcome Based Education, Learning and Teaching, Effectiveness, Learning outcome, Awareness*

Introduction

The progressive and ambitious educational programmes that are projected to modify the nature of the educational processes, higher education has undergone substantial change over the last 2 decades. Outcome Based education (OBE) is one such initiative and has a great impact on a global scale. The main objective of OBE is to make sure that all students can attain the desired learning objectives. The purpose of OBE is to redesign the entire nexus of curriculum, pedagogy, and assessment to make teaching and learning flexible, learner-centred processes rather than merely offering a flexible system of evaluation and acknowledgement of learning outcomes. The guiding premise of OBE, "Success for all learners and teachers," as stated by Spady (1994, p.9), reflects this emphasis. This tenet consists of two concepts. First and foremost, education should make sure that every student leaves the classroom fully prepared with the skills, information, and dispositions needed to succeed. Second, learning outcomes must be created so that each student can achieve and optimize them.

In *Outcome Based Education (OBE)*, the focus is on a clearly stated expectation of what students should know and be able to do, or what skills and knowledge they need to have, when they leave the school system. It is an effort to gauge the success of education by looking at outcomes rather than inputs like the amount of time students spend in class. This approach is also known as performance-based education. The criteria by which curriculum is created or revised, instructional materials are chosen, teaching strategies are used, and evaluation is carried out are based on the student learning outcomes.

Statement of the Problem

In today's changing educational processes, a cutting-edge approach to curriculum development called outcome-based education offers a potent and appealing way of monitoring and improving education. OBE emphasizes what is expected of the student to ultimately attain after they complete their course rather than how they achieved it, in contrast to the fact that sometimes teachers may focus too much on what they teach rather than on what their students learn. The purpose of this study was to ascertain undergraduate students' general knowledge of outcome-based education and their perceptions of the institutions' and teachers' commitment to OBE implementation. It is intended that the results of this study will shed light on the crucial element of a successful OBE implementation and, as a result, help students have high-quality educational experiences.

Objectives

Objectives of the study are:

- To understand the general awareness of students on Outcome Based Education.
- To identify the students' perception on commitment of institutions and teachers for OBE implementation.
- To analyze the teaching and learning methods adopted through OBE.

Significance of the study

The study is extremely important in the contemporary Indian context, as fewer public and private colleges work to meet the higher education needs of a rapidly expanding youthful population. The quality of teaching and assessment practices in universities is seriously questioned by the rising unemployment rates among a larger number of university graduates. One finding is that, as a culture, we have grown to the point where we are no longer creating graduates who have the pragmatism and practicality to cope with problems in real life and the job. We would rather teach students in a classroom so they can only focus on studying for exams so they can graduate with degrees. Although traditional evaluation methods aid in the learning of theoretical concepts, most university management and professors are still puzzled by the absence of assessments of practical abilities, including the degree of knowledge, talents, and attitude required by industry. Despite the many advantages and benefits of outcome-based education and assessment, it

is crucial to comprehend and contextualize these in light of our own demands and requirements. Investigating students' general knowledge and attitudes toward outcome-based education is interesting. The relationship between teaching performance and learning and outcome-based education (OBE) will also be highlighted. This will apply to the planning and decisions made for individual subjects based on their potential output for industry, using the best teaching and learning techniques.

Research Methodology

This study useda descriptive as well as analytical method of research where the primary quantitative data were gathered using a survey questionnaire. The survey was conducted to determine the level of students' general awareness on OBE and their perception towards commitment for OBE implementation and learning and teaching activities.The survey was carried out with 156 undergraduate students from Thrissur district. The questionnaires administered personally by researchers.The participants were selected using purposive sampling. For analysis simple averages, percentages and analytical tools like t test were used.

Literature review

Kauthar A Rhaffora, Mohamed Yusof Radzakb, Che HayatiAbdullahc(2017) states that " students are quite aware of OBEs. They also thought that the instructors put a lot of effort into making sure that every student achieved the highest weighted mean for the course's learning outcomes. The OBE briefing during Orientation Week, however, received the lowest weighted mean. For the forthcoming semesters, serious effort should be made to plan and mandate that incoming students attend OBE Briefing Sessions.

Cao T.C. Thuy (2022) asserted that students give the communication of information about the learning outcomes high marks, indicating a movement toward OBE. This element is essential because without enough knowledge of the anticipated learning goals, students cannot be independent in their learning experiences. Students also exhibit favourable attitudes toward the outcomes-based instructional activities, particularly those that give them chances to hone skills like communication and critical thinking that are cross-cutting. Despite being ranked above average, activities that demand independent effort from students and activities that provide conducive learning environments received lower ratings, indicating room for development.

C. Nirmla Rani (2020)states that, it can be Still relatively little is understood about OBE among educators. The educators must be familiar with the OBE system for the programme to be implemented successfully. All of a sudden, traditional methods shouldn't be abandoned; instead, they should be leveraged to accomplish OBE. Teachers should alter or enhance the manner they instruct and access student work. Affiliating universities should design the curriculum, the students' evaluation system (exam question format), and the teaching practices such that the students understand the significance of the OBE system. Finding strategies for putting each of the twelve graduate qualities into practice

successfully is crucial. Additionally, all of the country's academic institutions should use the OBE system as the standard method for producing graduates.

Results and Discussion

Table 1. Demographic Profile

	No. of Respondents	Percentage
Gender		
Male	69	44
Female	87	56
Total	156	100
Stream of study		
Arts	27	17
Science	48	31
Commerce and Management	66	42
Vocational studies	15	10
Total	156	100

(Source: Primary Data)

Interpretation: The table shows out of 156 respondents' 56 percent are female. 42 percent of respondents are studying commerce and management subjects and 48 respondents are from science stream.

Table 2. Awareness on Outcome Based Learning

Statements	Average			Rank
	Male	Female	Total	
I am aware that the university is implementing OBE, which places a strong emphasis on student success.	3	3.75	3.38	2
I am aware of the programme objectives	2.87	3.68	3.28	3
I'm aware of the programme outcome.	2.87	3.56	3.21	4
I am familiar with the techniques used to evaluate program objectives.	2.6	3.43	3.01	5
I am aware of the techniques used to assess programme outcomes.	2.48	3.94	3.21	4

I am familiar with the techniques used to evaluate course outcomes.	3.03	3.81	3.42	1
Total average	2.81	3.69	3.25	

(Source: Primary Data)

Interpretation: The weighted average shows the great extent of awareness level of students on OBE Implementation. The mean of each statement is more than 3, which is more than average. So the respondents are aware of OBE implementation, program outcome, program objectives and course outcome also.

HYPOTHESIS 1

H0: There is no significant difference between the awareness level among male and females.

H1: There is a significant difference between the awareness level on OBE among male and females.

Table 3. Results of t-test

Statements	Average		T value	P value
	Male	Female		
I am aware that the university is implementing OBE, which places a strong emphasis on student success.	3	3.75	-7.58793	0.000019
I am aware of the programme objectives	2.87	3.68		
I'm aware of the programme outcome.	2.87	3.56		
I am familiar with the techniques used to evaluate program objectives.	2.6	3.43		
I am aware of the techniques used to assess programme outcomes.	2.48	3.94		
I am familiar with the techniques used to evaluate course outcomes.	3.03	3.81		

(Source: Primary data)

Interpretation: The t-value is -7.58793. The p-value is 0.000019. The result is significant at $p < .05$. P value less than 0.05 hence rejected the null hypothesis. There is a significant difference between the awareness level of male and females.

Table 4. Commitment of Institution and Teachers on implementation of OBE

Statements	Average			Rank
At the beginning of my classes, I underwent orientation on the OBE approach	2.43	2.96	2.7	5
Early in the semester, the majority of my teachers discussed the course learning objectives.	3.37	4.13	3.75	2
Everyone has access to information about OBE, and the institution accurately posts the course outcomes on the website.	2.91	3.86	3.39	3
I think teachers work hard to develop their teaching strategies.	3.45	4.32	3.89	1
I think professors put a lot of effort into making sure all students achieve the learning objective.	3.05	3.68	3.37	4
Total Average	3.04	3.79	3.42	

(Source: Primary Data)

Interpretation: The table shows the perception of students on the commitment of institutions and teachers on implementation of OBE. The averages show that the respondents have a great extent of agreement on the statements given. Students agreed that teachers work hard to develop their teaching strategies.

Table 5. Perception on teaching and learning methods adopted by teachers

Statements	Average			Rank
	Male	Female	Total	
Understanding the CLOs, in my opinion, will help me do better on my evaluations.	3.41	4.09	3.75	1
I am aware of the evaluation standards my teachers use to evaluate students in class.	3.39	3.96	3.68	3
I am completely aware of how assessments such as tests, quizzes, assignments, practical exams, and final exams relate to the achievement of learning objectives.	3.41	4.01	3.71	2

Most of my professors urge me to approach difficulties on my own and to take control of my learning.	2.98	3.65	3.32	7
During class, I get the chance to show off my communication abilities.	3.01	3.86	3.44	4
Students engage in class discussion, debate, and reflection using their own opinions and interpretations.	2.79	3.23	3.01	8
My ability to think critically is improved by my lecturers' instructional strategies.	2.98	3.67	3.33	6
In the course of learning and teaching, I am exposed to case studies or actual industry practice.	3.14	3.55	3.35	5
Total average	3.14	3.75	3.45	

(Source: Primary Data)

Interpretation: The weighted averages show that students highly agreed on the teaching and learning methods adopted by teachers. Students learned a lot by OBE. They have been getting lots of chances to show their skills in classrooms after the implementation of OBE.

Suggestions

Following are the suggestions derived from the study.

- Before implementing OBE, all stakeholders must understand its purpose and methodology.
- It would be preferable to have a standard framework for affiliated colleges, autonomous colleges, deemed to be universities, and private universities because different institutions have varied approaches to selecting or rather recruiting their students
- It is essential to arrange orientation sessions at the start of each semester to educate the students about the course and programme outcomes.
- Enhancing students' critical thinking and practical skills including the level of knowledge, abilities, and attitude demanded by industry is essential to assure that they are prepared for the future. Teachers must therefore encourage discussion, debate, and introspection in the classroom using the ideas and interpretations of their own.
- The institution must create the required arrangements to gain information about OBE and ensure that the course outcomes are accurately published.

Conclusion

The study on the students' perception on the effectiveness of outcome-based education aims to know the awareness of students on OBE and to identify the perception on students on the commitment of teachers on the implementation of OBE. The study reveals that the respondents are highly aware of the implementation but there is a significant difference between the awareness level of male and females. They have positive agreement on the commitment of institutions and teachers for the implementation of OBE. Students also agreed that the teaching methods adopted by teachers help them to show off their skills at classes and enhance their learning level.

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EMPLOYABILITY POTENTIAL OF HIGHER EDUCATION PROGRAMMES-A REVIEW

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Abstract

Employment and employability of students after higher education programs is one of the crux aspects concerning the higher education system in our country. The development of the nation itself centred around the most precious human resource. Utmost care and attention should be given in enhancing the employability of our students pursuing their studies in our higher education systems. The primary role of higher education system is to train students by enhancing their knowledge, skills, attitudes and abilities and to empower them as to get better employment and to lead a successful life. Employability skills are coachable skills and may be accomplished in schools and colleges and in employment settings. In higher education institutions employability is about graduates possessing an appropriate level of skills and attributes, and being able to use them to secure gainful employment. But studies shows that the employment potentiality of students after higher education is deteriorating in our country. Apart from this, it can be seen that those who have completed higher education prefers to migrate to other countries in search for better job opportunities. All these incidents reveal the uncertainty persisting in the higher education system and in the employment scenario. Therefore, the authority should set aims and objectives for teaching employability skills and instructions should be designed to ensure goals and objectives which seems relevant to every educational system. In this backdrop, the paper focuses on examining the problems in the higher education system and identifying the bottlenecks in the employability potential of students by using secondary data sources.

Keywords: *Employability, higher education, skills, gainful employment, attributes*

Introduction

Employment and employability of younger generation is one of the most critical issues that our country has been facing in the recent years. Apart from the rising unemployment levels that stems from the lack of proper education and training, educated unemployment is also increasing. It can be seen that it is not just the uneducated and untrained that lack skills but it is also the educated that consistently lie below the required standards (Reddy, 2019). This vividly reveal that there is no correlation between educational qualifications and level of employment. Employment sector itself is undergoing spectacular changes all over India. Even the most educated state of Kerala is also experiencing lack of employment opportunities for the educated as well as lack of skilled and efficient hands to do particular work. This results in huge migration of the younger generation to foreign nations. The Indian experience shows that high economic growth need not necessarily lead to high employment growth. The country is already experiencing the phenomenon of jobless growth. The situation of jobless growth may lead to explosive levels of unemployment in general and similar levels of unemployment of the educated, in particular (Varghese and Khare, 2022).

The employability of educated Indian youth has arisen as a major apprehension in recent years. India has the demographic dividend of having 65% of its youth in the working age group. The number of pass-out graduates is also satisfactory. But the crucial issue is their employability. Businesses and industries are disappointed with the graduates lacking the right kind of employability skills. Ensuring the employability of students is an intrinsic part of good education and is a government priority. To secure employment, the students must develop communication skills, self-confidence / high aspirations, transact the course curriculum effectively, involve in extra-curricular activities, aware of job opportunities, develop career related experience etc. are crucial while pursuing their higher education.

Higher Education Institutions (HEIs) plays a pivotal role in ensuring the employability of students. To meet the changing demands of the labour market HEIs must possess a clear-cut mission and vision to frame the future generation of our country. To enhance the employability of students, curriculum design should embed six key factors to enhance employability of students; these factors can be summarised as the following: professional practice and standards, collaborations, informed decision making, lifelong learning, integration of theory and practice, and commencement readiness. Higher education institutions are also expected to provide further support and advice for students in enhancing their capabilities to secure gainful employment. Hence, the active engagement of higher education institutions internally and externally is needed to mould our future generation and to mitigate the crucial issues associated with unemployment especially educated unemployment. Ironically, it is said that the unparalleled expansion of higher education accompanied by the private educational institutions combined with the jobless growth of the economy is leading to high levels of unemployment of the educated.

It is with this background that the study focuses on analysing the role of higher education institutions in enhancing the employment potential of younger generations. There exists a huge gap between the total number of pass out graduates and the number of these youths getting some gainful employment. The greater challenge is therefore, to prepare our larger lot of the educated graduates from the general education streams for the emerging skill needs of employable youth.

Notion of Employability

The term 'employability' refers to an individual's perception of his or her possibilities of getting new, equal, or better employment. It denotes to a person's capability for gaining and maintaining employment. Employability depends on the knowledge, skills and abilities of the individuals, in addition to the way they present those assets to employers. Thus, the term employability is part of mainstream discourse about expected outcomes for higher education. Plethora of definitions found on the concept of employability. Scholars and researchers have defined employability from their own perspective.

Scholars and researchers have defined employability from their own perspective.

1. "Employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment." (Hillage J., 1998).
2. "Employability is the ability of the graduate to get a satisfying job." (Harvey, 2001)
3. "Employability of a graduate is the propensity of the graduate to exhibit attributes that employers anticipate will be necessary for the future effective functioning of their organisation." (Harvey and Locke 2002).
4. "The relevance of knowledge, skills and competences acquired through training to what the labour market/profession requires". AEC (2004) (Association Européenne des Conservatoires).
5. "A set of achievements - skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy." (Yorke 2004:9)

From above definitions it is evident that employability means individuals capability, ability, success, chance, adaptability, and competency to gain employment and be successful in their chosen occupations. Some of the researcher emphasized on skills and attributes required like knowledge to select and be employable in that particular area. The concept has been in use for many years and given multiple meanings. From the definitions it is profoundly found that the definition of employability passes through three phases, one it talks about employability skills, then in second phase it deals with the change process and third it talks about the applications of employability skills to get the job i.e. employment. Hence it is understood that employability is nothing but individual's capacity to understanding and acquiring personal attributes (knowledge, skills and abilities) to gain employment and satisfying employer as well as sustain there.

HEIs and Employability- Issues and Challenges

Higher education in India experienced an unprecedented expansion in this century. It transitioned from a slow-growing and low-enrolment elite sector to a stage of fast-growing massification in the past decade. The policy towards private institutions has played an important role in the expansion and diversification of higher education in India. Unfortunately, the rapid growth of higher-education enrolments added not only to the problem of joblessness but also to the problem of job readiness of the higher education graduates (Varghese and Khare, 2022). The continuous expansion of higher education institutions coupled with the growth of private institutions combined with the trend of jobless growth in the country is leading to increasing level of unemployment in our country. Hence it can be seen that there exists a paradoxical situation with regard to higher levels of education and increasing levels of unemployment.

The major argument put forward by the employers is that Indian universities are producing unemployables. The demand for professional and technical courses in private colleges declined, and as a result many private colleges offering study programmes in

engineering and management areas have closed down in recent years. Unfortunately, the rapid growth of higher-education enrolments added not only to the problem of joblessness but also to the problem of job readiness of the higher education graduates (ibid, 2022). Out of the total educated jobseekers in the country, less than 5 per cent of those registered with the employment exchange, are getting effectively placed in employment (Khare, 2016). Various studies point out the lack of employability skills among a huge number of higher-education graduates in the country.

It is important to note the empirical reality of the negative association between the concentration of institutions of higher education and employability skills of the graduates. Employability surveys find in graduates, apart from a lack of technical skills, poor communication and language skills. Business and industry prefer operational expertise to sheer scientific and academic knowledge. The primary reason for the low employability of students in mainstream courses is the poor quality of instruction received in the HEIs. As per the All India Survey of Higher Education (AISHE) 2019-20 report, 79.41% of students pursuing mainstream graduate courses were enrolled in private affiliated colleges, which hardly follow the quality parameters of teaching and learning. Such HEIs are not properly regulated by the affiliating universities and respective state governments. If the employability of graduates is to be improved, ensuring quality teaching in these institutions is the first prerequisite.

It is very pitiable that the country is fronting a dual challenge of paucity of highly trained workforce in one side and non-employability of large sections of the conventionally educated youth, who possess little or no job skills, in another side. The country, however, has a big challenge ahead as it is estimated that only 4.69 per cent of the total workforce in India has undergone formal skill training courses (Reddy, 2019). There have been concerns raised by employers about the quality and adequacy of graduates inrelation to their ability to fulfil the requirements of the posts they take up after graduation (Knight and York, 2002). These concerns have been addressed in some companies by the provision of training courses in which graduates are brought 'up to speed' in specific areas required in their employment.

Another concern regarding the employability is that the job opportunities for students are not many. Too many student graduates are competing for the same job. White-collar jobs are in demand. There is a demand for the new skills and rapid growth. Most of our students, who are intended to enter into the world of work, lack knowledge in their subjects, weak in soft skills, confidence levels, majority of them are not serious about their future and have improper dressing and improper body language. Most of the students learn it on their own and they do not receive proper guidance in the content areas such as personality, confidence building, soft skills etc. Further, the colleges hardly conduct seminars, group discussions and mock interviews, which are required to improve the communication skills and confidence levels of students (Reddy 2019).

It is estimated that only two per cent of India's 500 million workforces have some skills or training. The majority work in the informal sector (90%), where there are less

opportunities for education other than what workers 'pick up' on the job. This reality limits overall productivity, as well as upward mobility. Recruitment companies say that many of the students, who are coming out with graduate degrees, do not have requisite employability skills to secure employment. It is estimated that by 2025, about 300 million educated youth will be waiting for jobs/ employment in the country. However, employers in India are facing a huge shortage of skilled manpower. Presently, there is a little connection between education and employability of students. Many students are not able to acquire the practical skills, uncertain about their future careers and do not see the relevance of their education for employment (ibid, 2019).

The current situation arising out of the COVID-19 pandemic is another issue which adds to the employment and employability challenges of the young graduates and add to that of the HEIs to deal with it. Not only has there been disruption in the learning process with delayed sessions, examinations, abrupt shifting to an online virtual mode of teaching, learning, and evaluation, for which neither the teachers nor the students were well equipped but also future uncertainties loom large. The most common trend in higher education was closure of universities and hostels and transition to online transactions. Many universities in India do not have the technological infrastructure for the transition, and many students do not have technological devices to participate in the online courses. According to ILO (ILO Survey Report 2020), disruptions to education and training caused by COVID-19 will have profound additional impacts on young people's employability and employment which are likely to last for a long time. With economic growth dwindling to all-time low, job. The pandemic has forcefully increased its pace all of a sudden with hardly any time to adjust and adapt. It is skills and not college degrees that will outweigh the job space in future. A much greater emphasis on digital skills, community engagement, environmental awareness and protection skills, and above all creativity, innovation, and adaptability skills is foreseen. The pandemic has put both the employer community and the higher-education community under immense pressure, with learners (students) caught in this turmoil. According to the World Economic Forum, by 2022 at least more than one-half of all employees will need reskilling and up skilling to adapt to changing work requirements. Although it is beyond the scope of the current volume to discuss the impact of the COVID-19 pandemic on the higher-education sector and its implications for graduate employability in future, the book does provide deep insight into the skills mismatch situation of India's young graduates from varied vantage points. It can act as a good guiding point for future analysis and solutions to contain the deepening crisis of graduate employability.

Future Ahead

It is important to notice the empirical reality of the negative association between the concentration of institutions of higher education and employability skills of their graduates while analysing the phenomenon of lack of employability skills among the graduates. 'The employability of Indian engineers continues to be painfully low with more than 80 per cent

engineer's unemployable for any job in the knowledge economy' (Aspiring Minds, 2019). As noted earlier, labour markets in India are becoming more informal. Self-employment, informal wage work with no written contracts or protections, and low-productivity jobs are becoming the norm. Since many of these workers are outside the purview of the regulatory framework, they enjoy neither protection nor job security. In the new and emerging knowledge sectors, the skill sets required in the labour market include professional and social skills of varying categories (Varghese and Khare, 2022). To address these crucial issues in the employability skills of the younger generation and to renovate the higher education scenario, government has been introducing various novel programmes since 2000.

To facilitate flexible pathways to higher learning, NEP 2020 envisages replacing the large number of small institutions with large multidisciplinary universities and colleges. There will be only three types of large-sized institutions -research universities, teaching universities, and autonomous colleges with a student strength of no less than 3,000. The vision of the NEP is 'to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen'. Highlighting the need for a holistic learning system, the policy envisages revitalizing and integrating vocational education. Among the important actionable points recommended are the following: (1) an innovative curricula of all HEIs with credit-based courses and projects in the areas of community engagement and service; (2) environmental education; (3) value-based education; (4) an identified set of skills and values to be incorporated at each stage of learning; (5) opportunities for internship with local industry, business, artists, crafts persons, and so on; and (6) research internships with faculty and researchers (ibid, 2022).

The University Grants Commission (UGC) is in the process of developing a National Higher Education Qualification Framework (NHEQF) whereby the levels of six and above will be brought under the post-secondary levels of education. The effort is to link the skills and higher-education curriculum and student assessment. The major question is how to link the skills indicated by the NSQF with the teaching learning process in higher-education institutions.

The primary role of higher education is to train students by enhancing their knowledge, skills, attitudes and abilities and to empower them as lifelong critical and reflective learners. This is similar to the perspective of the Skills plus Project who see concern for employability as supportive of good learning rather than in opposition to it (Bhola and Dhanawade,2012). Empowering learners is about giving students control over the educational process and their life after higher education. Employability depends on the knowledge, skills and attitude of the youth. The students have to apply the knowledge/skills to derive benefit and get the employment.

Producing employable graduates' is a part of the process of education. It encompasses the full educational spectrum of values from imparting knowledge and understanding to develop the skills and attributes. Employability skills are not as narrowly prescribed and

defined as in the past and generally, they are more 'service oriented', making information and social skills increasingly important. Transferable Skills such as Writing Skills, IT Skills, Personal Development, Presentation Skills, Team Work, Research Skills, Multiple skills are required; To ensure the students of higher education to get connected to employment: they must aware of various employment opportunities, have high aspirations, skills necessary to manage their careers, appropriate work experience, the ability to make effective applications for employment (Reddy, 2019).

Conclusion

Higher education and employment potentiality of the youth are inseparable. HEIs has a critical role in ensuring the employability of students. The Covid-19 pandemic and several other incidents poses varied threat to higher education scenario and to the quality of the fresh hands completed their higher education. This paper briefly analysed the major concerns in the higher education sector from this background. A report by the World Economic Forum pinpoints that by 2022 at least more than one-half of all employees will need reskilling and upskilling to adapt to changing work requirements. This means that our HEIs need a complete revamp to enhance the employability skills of the youth and to prepare them to handle multiple tasks apart from pursuing some sort of education. Government and higher authorities must take appropriate steps to impede the deepening crisis of graduate employability and to formulate innovative programmes for the younger generation for a better tomorrow.

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ADAPTATIONS IN POST-COVID SCENARIO AND THE TRANSPOSITION TOWARDS ONLINE EDUCATION

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Abstract

The corona virus pandemic has compelled students and educators all around the educational field to fastly imbibe online learning. The effect of this and the improvements required to make it work – could enduringly change how education is carried out. The COVID-19 pandemic has enforced the globe to engage in the widespread use of virtual learning. And while online and distance learning has been used before to sustain progression in education. Postulation has now also commenced about what the persisting of online education will be and how the face may change in the post COVID age. For some people, an instantaneous pull back to the traditions of the physical classroom is indispensable. But for other groups, the compelled change to online education is an instant of change and a time to reconceptualize how education could be disencumbered. Online education has conventionally been seen as an optional walkway, one that is especially well suited to elderly learners pursuing openings in higher education. However, the advent of the pandemic has forced the students and educators all around the educational field to tailor promptly to online courses. In certain scenarios, teaching moved online, then restored to the ordinary mode classroom, and then changed back online due to various waves in the pandemic. In some cases, teaching was delivered using an amalgamation of remote dispensation and face-to-face delivery which means the learners can attend directly or online. In either case, teachers just had to resolve its functioning regarding the procurance and restraints of the particular learning atmosphere to generate learning adventures that were viable and efficient. This paper aims at discussing the adaptations put forward by educational sector and dissolving the line between online and offline learning in the faster pace.

Introduction

Online education has conventionally been seen as an optional walkway, one that is especially well suited to elderly learners pursuing openings in higher education. However, the advent of the pandemic has forced the students and educators all around the educational field to tailor promptly to online courses. In certain scenarios, teaching moved online, then restored to the ordinary mode classroom, and then changed back online due to various waves in the pandemic. In some cases, teaching was delivered using an amalgamation of remote dispensation and face-to-face delivery which means the learners can attend directly or online.

The use of eclectic delivery styles does, in fact, have an elongated past in education. Since 1950's programmes of individualized learning were supplied by mechanical teaching machines. J. H. Skimner who suggested using technology to learn particular learners by meticulously tailored concatenations of directions with instantaneous feedback signifying the precision of their response. Skimner's novelties formed the first standardized depictions of programmes tailored experience in learning. Then, in the 1970s, Fred Keller

proposed an individualized system of directive in which learners primarily read allocated study materials on their own, followed by individual evaluative sessions with an educator, obtaining consent to go forward only after displaying proficiency of the instructional data. Intermittent class gatherings were held to converse about concepts, address the queries and give chances for public interaction. An Individualized system of manual was created on the ground that inceptive commitment with content could be done separately, then analyzed and put in the social circumstance of a classroom.

These forerunners to present online education influenced the main foundations of instructional pattern — the methodical mechanism of employing psychological foundations of personal learning to the formulation of efficient instructional explanations — to choose which approach (and their equivalent learning scenario) would efficiently enlist learners to gain the aimed outcomes of learning. They examine preference about the devising and exertion of the learning experience can point to learners' achievements. Such previous educational improvements laid the foundation for current online learning, which itself assimilated an array of instructional ways and blends of delivery forms.

Online Education in Pandemic

Quick ahead to 2020, and diverse other educational changes have happened to make the extensive acceptance of the possibility of remote learning. One main question is access. Hitherto, considerable issues persist, including the poor connectivity issues of internet in some places, especially in village areas, and the competitive requirement among the members of family for the operation of home electronics. Nevertheless, product resolutions have aroused to support learners and families with the materials and possessions essential to involve in and flourishingly accomplish the coursework. For instance, institutional vehicles have been utilized to supply mobile hotspots, and study materials have been sent by emails. It was also a year that has seen hike in opportunity acceptance of electronic resources and ventures that can now be unified into online learning adventures. Concomitant online conferencing platforms, such as Google Meet and Zoom have permitted the specialists all over the world can attend online classrooms and have permitted their presentations to be recorded for the students to view it in their convenient time. Additionally, the relevance of participatory learning has led the way to revolution such as virtual reality of labs and field trips. A scope to be in the service of all age group learners has now been efficiently entrenched, and the coming era of online learning can proceed from an endeavour that mainly cater adult learners and higher strata and adult learners to that progressively attends younger students, in lower classes and from ages 4 to 17. The pandemic has a long running effect on lesson plan. The curtailments of the pandemic created a chance for teachers to plan brand new policies to teach selected notion. Though reconsidering of teaching methodologies was compelled and fast, the experience has set out as a scarce prospect to rethink methodologies that fit the online learning within the utility and restraints of the online factors. In specific, larger changes in instructional and learning ventures will continue to interrogate the relevance of time a student has spent

attending a class as the level on which credits in education are grounded. Google Meet and lengthy Zoom sessions are never educationally obligatory and are not line up with the principles of psychology of student learning. Interactivity is foremost for education but compelled interactions of learners for the namesake interaction is not recommendable or useful. While the confounding of the border between distance and traditional learning has been acclaimed for many decagons, the COVID has fastened forward the deletion of these borders. Fewer individual, more assorted modes and thus more instructor selections is becoming the criterion due to upgraded infrastructure and improved skill sets that permit public to move transversely in various modes. The well-entrenched good practices of blended or hybrid modes of education have helped as a guiding force for new solutions of educational output that have grown as a reaction to the conversion to online learning. The service of various modes will remain, and it can be employed with students. Future emphasis of online learning will no longer be constrained to the methods of single instructor modes, as instructors can aid pedagogical path from a list of educational options, a blending that has been assisted by earlier generations of online learners. In reaction to the pandemic administrative and technological systems for executing virtual learning and the architecture that helps gateway and delivery had to suit fastly. While entry remains an important problem for many, comprehensive materials have been assigned and processes evolved to connect students with course exercises and study materials to equip interaction between teachers and learners and to direct the administration of virtual learning.

NEW EDUCATIONAL POLICY (NEP) 2020: A ROADMAP TO KNOWLEDGE ECONOMY IN INDIA

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Abstract

Education is a nation's greatest asset. The higher education system has a substantial impact on the country's overall growth, which includes industrial, social, and economic development. A developed country is invariably an educated country. After the United States and China, India has the world's third-largest higher education system. Since its independence, India has made a tremendous development in the sphere of education. Although there have been many problems to India's higher education system, there have also been many possibilities to overcome these challenges and make higher education far better. Greater openness and accountability are required, as is the role of colleges and universities in the new millennium, and increasing scientific study on how individuals learn. India requires highly qualified and educated individuals to propel our economy ahead. The current objective of Indian higher educational institutions, such as colleges and universities, is to empower young people for self-reliance and financial independence by providing quality-based education in education, research, and other areas. This research paper discusses the major difficulties that India is now dealing with in higher education, as well as some government efforts to solve those issues through the New Educational Policy (NEP) 2020.

Keywords: *Education, Higher Education Institution (HEI), Knowledge Economy, Ministry of Human Resource Development (MHRD), National Education Policy (NEP) 2020.*

Introduction

Next to China and the United States, India has the world's third-largest higher education system. India will one of the biggest centres for education in the future. Since India's independence, the number of universities, college-level institutions, and other higher education institutions has significantly increased. According to data, enrolment in schools in India has increased dramatically over the past four years as a result of the "Right to Education Act," which mandates free and compulsory education for all children between the ages of 6 and 14 years. The government has established numerous educational categories to take into account the nation's numerous communities and cultures, including education in the primary and secondary grades, higher education, adult education, and technical and vocational training, in an effort to meet those needs. The country is committed to providing all citizens with access to high-quality education. The country has built a very comprehensive educational system over the past 50 years, despite considerable financial and resource constraints, generating a sizable population of men and women who are highly talented in science and technology as well as in humanist and philosophical thought and creativity. Despite a sizable portion of the population lacking the requisite facilities, the bulk of those with the greatest levels of education leave the nation in search of career opportunities with higher income. Because it is a fundamental right, the Indian

government places a high priority on education and is doing everything in its power to guarantee that every child has access to it. This ensures that there are barriers to progress even as the rate of literacy rises. By 2030, India is expected to have the third-largest economy in the world, with a projected GDP of $10 trillion. It is clear that knowledge resources, not the nation's natural riches, will power the 10 trillion-dollar economy. The current administration made the decision to overhaul the Indian education system by announcing a comprehensive National Education Policy 2020 in order to foster the sector's growth. This is consistent with the recent appeal from the Prime Minister to use the Fourth Industrial Revolution to propel India to new heights. The recently unveiled National Education Policy 2020 envisions an education system focused on India that, by offering high quality education, directly contributes to the sustainable transformation of our country into an equal and thriving knowledge economy.

Discussion

Nation is becoming more concerned about the quality of programmes, public evaluations, and global rankings of higher education institutions as higher education systems expand and diversify. However, these comparisons frequently place an excessive emphasis on research, interpreting research output as a gauge of institutional worth. India has certainly provided the globe many remarkable personalities who serve as an inspiration to us all. One may feel that Indian education is not as advanced as that of other countries. India must therefore make gains over time if it wants to keep up in the drive for growth. We produce students who are less knowledgeable and latent because we keep using the same theory and exam style. The Indian educational system is now dealing with a variety of issues that are preventing students from developing and growing. The grading system, in particular, determines a student's IQ based on their academic performance. Despite their other skills, students are thus less confident. This approach disregards the idea that every individual is different and that it is illogical to judge someone solely based on a test score. The students try their hardest to perform well on the exam even though they might not fully grasp what they are writing. As a result, they are bookworms with little practical experience. Since they are competing and must perform well to move forward, they miss out on learning. Lack of practical knowledge has caused many students to lose their careers and their value in society. They are unable to find employment due to their credentials and education. Such occurrences imply that there will be a huge revolution in the educational system. Global transformation is being sparked by fresh and fascinating research on how the brain works and how individuals learn. It is seen to be crucial for students to learn the knowledge, but also the abilities, attitudes, and values that will help them succeed as people. If this is to happen, they must be motivated by their learning and actively engage in it. Since technology is evolving so quickly, even learning is functioning as a catalyst for change.

Students now have more options for connecting with people throughout the world. A single button click provides access to an almost infinite amount of information. The sole

source of knowledge cannot longer be the instructor. They are now referred to as "mentors," and they guide the students on how to pick, organise, expand, and use material effectively. Many educational systems throughout the world feel challenged by having to educate students for the quickly changing world of today. People throughout the world grapple with how to motivate students to pursue their academic goals. Through education or training, a student can learn the skills and knowledge required for the workplace of today and tomorrow.

Background of National Education Policy (NEP) 2020

According to the most recent All India Survey of Higher Education Report (AISHE 2019–20), its reach is vast: 1,043 universities, 42,343 colleges, and 11,779 stand-alone institutions along with 3.85 Crore students, 15.03 Lakh teachers, Gross Enrolment Ratio of 27.1, Gender Parity Index of 1.01 and Pupil Teacher Ratio of 26 making it one of the largest higher education sectors in the world. According to a significant 2019 research from the Brookings Institution, Reviving Higher Education in India, the number of institutions has increased by more than 400% since 2001, with much of the development taking place in the private education sector. According to the AISHE report for 2019–20, this growth persisted throughout that year. To accommodate India's sizable youth population and expanding college-age cohort, capacity is expanding quickly. The Gross Enrolment Ratio (GER), which calculates the total enrolment in education as a percentage of the population of school-age children that are eligible, is one important indicator. The Ministry of Education's goal of obtaining 32 percent by 2022 appears to be at risk of being missed given India's GER of 27.1 percent in 2019–20.

The first education policy in India was introduced in 1986, which is a very long time ago. The Indian government releases a new plan dubbed National Education Policy 2020 (NEP 2020) some 34 years later. Thus, NEP 2020 replaces the National Policy on Education from 1986. The programme marks a significant turning point for India's educational system, making India unquestionably a highly sought-after site for higher education. As a result of the Government of India's effort, the New Education Policy's actual consultation process was started in January 2015, and it was led by former Cabinet Secretary Shri. T. S. R. Subramanian.

Based on the committee's report from June 2017, a panel led by Dr. K. Kasturirangan, a former leader of the Indian Space Research Organization (ISRO), submitted the draught NEP in 2019. The Draft New Education Policy (DNEP) 2019 was subsequently unveiled by the Ministry of Human Resource Development (MHRD), and it was the focus of multiple public consultations. Following extensive deliberation, the Ministry developed the draught strategy. The Indian Union Cabinet revised, rewrote, and then accepted the new policy paper on July 29, 2020.

Knowledge Economy and NEP 2020

The constantly evolving international economy and society are driven by knowledge. An economy based on informed workers is referred to as a "knowledge economy" by Peter F. Drucker. These days, the phrase is frequently used to refer to the economy of high-tech industries, information technology, and advanced electronic communication methods. Extending this, a lot of people associate a knowledge society with e-literacy and perceive such an economy as being built on Information Technology (IT). The majority of policymakers believe that implementing IT-based communication, e-governance, and online commerce is enough to create a knowledge society and knowledge economy. Undoubtedly, IT plays a crucial role in the economy, but only as a tool. It is not just computer-automated information technology as an economy, but also a network of relationships and procedures that transform knowledge into a good or service.

Apart from the above concept, a system of consumption and production built on intellectual capital is also known as the knowledge economy. It specifically refers to the capacity to profit from scientific breakthroughs and applied research. Most highly developed economies have a sizable portion of their activities in the knowledge economy. In a knowledge economy, intangible assets like the knowledge of its workers or intellectual property may make up a sizeable portion of value. Higher education in particular and education in general are very nation-specific activities that are influenced by national priorities and culture. India's transformation into a knowledge-based, service-oriented economy has made its human capital a key strength and growth opportunity. India's rise has not been driven by manufacturing, in contrast to China or other Asian economic superpowers. Instead, India has been able to fast advance up the economic value chain in a number of knowledge-based businesses because to its pool of skilled individuals.

The goal of the New Educational Policy (NEP), 2020 policy is to establish an education system that is focused on India and directly aids in the country's long-term transition into a fair and vibrant knowledge economy. The programme provides a comprehensive foundation for education from early life through higher education in both rural and urban India. It also includes career training. Unmistakably supported and demanded by the strategy is a large rise in the amount of money that the federal government and state governments devote to education.

NEP 2020 aims to create an education system rooted in Indian culture that directly helps to transforming India into a sustainably egalitarian and thriving knowledge society in order to make it a global knowledge superpower. The policy states that our institutions' curricula and pedagogy must cultivate in students a deep respect for the Constitutional principles and Fundamental Duties, a sense of patriotism, and a conscious awareness of one's responsibilities in a changing world. The Policy's vision is to instil in educators a deep sense of pride in being Indian, not just in thought but also in spirit, intellect, and deeds, and to assist them in acquiring knowledge, skills, values, and dispositions that support a responsible commitment to upholding human rights, promoting sustainable

development and living, and promoting global well-being, thereby exemplifying what it means to be a truly global citizen.

Structure of NEP 2020

To better satisfy the interests and needs of students at various developmental phases, which correspond to the age groups of 3–8, 8–11, 11–14, and 14–18 years, respectively, the curriculum and pedagogy of the educational system will be reorganised as per New Education Policy 2020. As a result, the curriculum, methodology, and structure for school instruction will all be based on a 5+3+3+4 design. It is divided into four stages: the Foundational Stage (covering ages 3-8), the Preparatory Stage (Grades 3-5, covering ages 8-11), the Middle Stage (Grades 6-8, covering ages 11-14), and the Secondary Stage (Grades 9–12 in two phases, spanning ages 14–18; 9–10 in the first phase and 11–12 in the second). The structure of NEP 2020 is summarised in the table below.

Table 1: NEP 2020 Structure

NEP 2020 Structure: 5+3+3+4				
Type of the pedagogical and curricular structure	**Method of learning**	**Age**	**Class**	**Years of Schooling**
Foundational Stage	Multilevel, play/activity based learning	3 - 6	Pre-school/ Angawadi/ Balvatika	3
		6 - 8	1 - 2	2
Preparatory Stage	Play, discovery and activity based and interactive classroom learning	8 - 11	3 - 5	3
Middle Stage	Experiential learning in the sciences, mathematics, arts, social sciences and humanities	11 - 14	6 - 8	3
Secondary Stage	Multidisciplinary study, greater critical thinking, flexibility and student choice of subjects.	14 - 18	9 - 12	4

The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning using the Early Childhood Care and Education (ECCE) curriculum and pedagogy. The Preparatory Stage will be made up of three years of instruction that builds on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage. This will help students lay a solid foundation in a variety of subjects, including reading, writing, speaking, physical education, arts, languages, science, and mathematics. Additionally, it will begin to include some light textbooks as well as components of more formal yet engaging classroom instruction. The Preparatory Stage's

pedagogical and curriculum design will be continued in the Middle Stage, which will last three years of instruction. To help students study and explore the more abstract topics in each subject they will be prepared for at this point, including the sciences, mathematics, arts, social sciences, and humanities, subject teachers will be introduced. Experiential learning within each subject and research into the connections between many courses will be promoted and highlighted, despite the inclusion of more specialised disciplines and subject teachers. The Secondary Stage will be a four-year multidisciplinary programme that expands on the Middle Stage's subject-oriented pedagogy and curriculum but with a greater emphasis on in-depth study, critical thinking, and life objectives as well as greater subject flexibility and student choice. Students may choose to leave after Grade 10 and return in the succeeding phase to study any other courses or occupational training that are offered in Grades 11–12, including ones at a more specialised school, if they so want.

Table 2: NEP 2020 – After Secondary Stage

Under-Graduation Education Stage	Every subject will have three- or four-year undergraduate degrees with a variety of exit choices, such as a certificate after the first year, a diploma after the second year, or a bachelor's degree after the third. The four-year undergraduate programme with a major, minor, and research projects is preferred.
Post-Graduation Education Stage	The Master's degree is available as a one-year degree for students with a four-year bachelor's degree, a two-year degree for students with a three-year bachelor's degree, and an integrated five-year degree with an emphasis on quality research in the final year. To improve professional competence and prepare students for a research degree, the Master's degree will have a significant research component.
Research Stage	The Ph.D. research stage entails conducting quality research in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum of three to four years for full-time study and separately for part-time study. They should take an 8-credit course in teaching, education, or pedagogy that is linked to the Ph.D. subject they have chosen. The previous M.Phil programme of one year has been discontinued.
Lifelong learning	The NEP 2020 recommends lifelong learning and research to prevent people from losing the information, abilities, and experience necessary to lead pleasant lives in society. Education and study are thought to increase maturity for life happiness at any stage of life.

The National Education Policy 2020 aims to create an education system that is focused on India by taking into account its tradition, culture, values, and ethos in order to actively contribute to the transformation of the nation into a fair, sustainable, and thriving

knowledge economy. The entire Indian educational system is founded and built by taking cues from its vast and lengthy historical heritage and taking into account the contributions of many scholars to the world in diverse fields like mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc.

Highlights of NEP 2020

To this new education effort, which intends to mainstream more than 2 crore learners, the Government of India hopes to achieve 100% GER (Gross Enrolment Ratio) from pre-school through secondary schools by the end of 2030. The education system for schools and universities needs to be made more flexible, holistic, and multidisciplinary in order to maximise each student's unique skills if India is to become a "global knowledge superpower" as part of NEP 2020. The following is a summary of the significant reforms mentioned in NEP 2020:

- The current 10+2 system will be replaced by a 5+3+3+4 structure when it is implemented.
- The new system will consist of 12 years of formal education and three years of preschool/anganwadi using the Early Childhood Care and Education (ECCE) curriculum and pedagogy.
- According to the NEP 2020, pupils now take a school test that was given by the appropriate authority in Grades 3, 5, and 8. The board exams for grades 10 and 12 will still be administered, but they will be changed to place more of an emphasis on holistic growth.
- Till the fifth grade, this policy will give priority to instruction in the student's mother tongue, regional language, or local language.
- Students at all stages of secondary and postsecondary education will also have access to Sanskrit, a language that uses three linguistic formulas.
- No student will be required to learn any language, and they will have the option of reading literature in other classical languages or from India.
- Students will start to think mathematically and scientifically in the sixth grade. The student will start getting vocational education, which includes internships, in the sixth grade.
- Higher education will provide subject flexibility.
- The core elements of the curricula for each subject have been removed. By doing this, MHRD focuses on instruction that emphasises analysis, comprehensive learning strategies, critical thinking, discovery, inquiry, and conversation.
- There will be a minimal yet strong regulatory framework for higher education.
- PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic growth), a new national assessment platform, will be designed.
- There are several ways to enter and leave higher education with the right qualifications. With the proper certification, a three- or four-year undergraduate school may provide a number of exit alternatives. For instance, after one year, a certificate,

two years for an advanced diploma, three years for a degree, and four years for a bachelor's with research may be granted.

- Students' academic credit from multiple HEIs will be transferred to the Academic Bank of Credit (ABC), saved digitally, and used to their final degree.
- To achieve complete adult and youth literacy.
- Focus on e-learning to reduce students' reliance on textbooks.
- Each region or adjacent area should have at least one significant multidisciplinary HEI by 2030.
- NTA will administer a common entrance exam for admission to HEIs.
- The MHRD desired that all higher education institutions have at least 3000 students and be multidisciplinary by the year 2040.
- The National Scholarship Portal (NSP) will be improved to assist and motivate pupils while monitoring their development so they can qualify for scholarships. Private HEIs would be urged to offer their students various studentships and fellowships.
- Instead of being classified as extracurricular or co-curricular activities, curricular activities include yoga, sports, dance, music, sculpting, woodworking, gardening, and electrical work.
- In order to incorporate these subjects into the curriculum, the NCERT (National Council of Educational Research and Training) will create syllabi and textbooks in accordance with the NCF (National Curriculum Framework), which SCERTs (State Councils of Educational Research and Training) in states will edit, rewrite, and supplement as necessary.
- Under this comprehensive and inclusive national curriculum framework for teacher education, which will be designed by NCTE (National Council for Teacher Education) with aid from NCERT, the minimum qualification for teachers will be a four-year B.Ed. degree programme by the end of 2030.
- The importance of physical education will be emphasised throughout the entire curriculum, with a focus on what is entertaining and secure for each age group.
- Furthermore, because they want every student to have an equal chance to develop both skills, there is no clear separation between the "academic" and "vocational" streams.
- In 15 years, college affiliation will progressively disappear and be replaced with a system that grants institutions varied levels of autonomy. Furthermore, it is anticipated that each institution will eventually develop into a degree-granting entity that functions independently of a university.
- Except for medical and legal education, HECI (Higher Education Commission of India) will be the only organisation overseeing all higher education.
- Instead of the National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA), a strong National Certification Council (NAC) will be established.
- The four independent verticals that make up HECI are the National Higher Education Regulatory Council (NHERC), the Generation Education Council (GEC), the Higher Education Grants Council (HEGC), the National Accreditation Council (NAC), and the Higher Education Grants Council (HEGC).

In reality, the new plan envisions an education system that is centred on India and directly contributes to our nation's sustainable transformation into a just and prosperous knowledge economy by providing everyone with access to top-notch instruction.

Conclusion

Since education is the main driver of social and economic growth, any country needs to have a clearly defined, prospective education strategy. Based on their respective traditions and customs, several countries have adopted various educational systems. The New Education Policy 2020 seeks to provide everyone with access to high quality education in order to gradually transform our nation into a just and vibrant knowledge economy. This Policy proposes rewriting and reforming every aspect of the educational system, including its regulation and governance, in order to create a new one that is in keeping with the aspirational goals of 21st century education and builds upon India's traditions and value systems. It aims to create an education system that is focused on India by taking into account its tradition, culture, values, and ethos in order to actively contribute to the transformation of the nation into a fair, sustainable, and thriving knowledge economy with a lifelong learning opportunities.

NEP 2020 places a high focus on the development of each person's creative potential, as well as higher order cognitive abilities like problem-solving and critical thinking, as well as social, ethical, and emotional aptitudes and dispositions. Most importantly, this Policy was created with inspiration from the extensive body of traditional, age-old Indian wisdom. It is a start in the right direction that will trigger a paradigm shift in India's educational system and transform it into one that is modern, progressive, and egalitarian. The effectiveness of this new educational policy will depend on how it is implemented. Given that India has the youngest population in the world, it is reasonable to conclude that giving the children access to excellent educational opportunities will be crucial to India's future. India has a chance to successfully unlock the last remaining pockets of untapped potential throughout the nation if it can achieve the challenging objectives specified in the NEP and related plans. India can better satisfy the requirements of its own students and attract talent from around the world by capitalising on the strengths of its higher education system and recognising the areas in need of improvement.

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STUDY OF NEW EDUCATION POLICY OF INDIA 2020 – A DESCRIPTIVE ANALYSIS

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Abstract

Education is an important tool that imparts knowledge to enhance one's life. The process of education comprises various steps depending upon the standard of education. Improvement within the quality, efficiency, and equity of education, to a substantial extent, depends on the nexus of teaching and learning, which is successively influenced by the quality of education system in a country. Education, which plays a significant role in holding the ethics and culture of the society, has been taken into consideration by the government of India by introducing the NEP (new education policy) 2020. This paper mainly focuses on the New Education Policy 2020, which is indeed what India needed as we were following the previous pattern that is primarily related to mugging up of the books. The new policy so implemented on the whole is commendable and must be appreciated, the same has been explained in detail in this paper.

Keywords: *New Education Policy, Higher Education, Education System*

Introduction

The root word education is derived from the EDUCARE, EDUCERE, and EDUCATUM. Where the words Educare means to nourish, Educare means to lead froth and the latent EDUCATUM, which is again made up of two terms, E and DUCO means developing or progressing. Education is that the process of data, learning, skills, values, beliefs and habits of a gaggle of individuals are transferred to others, through storytelling, discussion, teaching, or training.

A. History of Education System in India

The history of the education system in India is quite interesting, the teaching began with the traditional elements, and the aim of this kind teaching is to understand the ideals of the society. The basic idea of education in ancient India was derived from epistemology, philosophy and life values prevailing in the country.

It was believed that within the old days, the education was imparted by the sages or by the scholars orally and the same was passed on from one generation to the other. After the development of letters, the writing form was started using the palm leaves and therefore the barks of trees. This also helped in spreading the written literature. The temples and the community centers so formed, performed the role of schools. Later, the education system known as the - Gurukul system came into existence. At the Gurukuls, the teacher imparted knowledge on various aspects of the faith, the scriptures, the philosophy, the literature, the

warfare, the statecraft, the medicine, others. This system is referred to as the oldest system and the effective system of education.

In the first millennium and therefore the few centuries preceding, there was a flourishing of higher education at Nalanda, Takshashila University, Ujjain, and Vikramshila Universities.

The present system of education was introduced and founded by the British in the 20th century, on the recommendations of Macaulay. It has western style and content. After independence, the education became the responsibility of the states and therefore the Central Government; both coordinated the technical and higher education by specifying the standards.

B. Education System in India

In order to conduct the education of a rustic, the country needs certain policies called education policies. Education policies are the principles and government policy-making within the educational sphere and includes collection of laws and rules that govern the operation of education systems. Education occurs in different forms for several purposes through different institutions. Some instances of which incorporates early childhood education, kindergarten through to 12th grade, two and 4-year colleges or universities, graduate and professional education, adult education and job training. Therefore, education policy can directly affect the education people engage in at any age.

The education policies were broadly classified into three categories:

- **Pre-British Period**

There are not any available literary sources for getting an authentic understanding of educational policies in ancient India. Literary sources of 1000A.D. and onwards provides a reasonably adequate knowledge of the policies that governed the traditional education system in India, the prominent sources being the Rigveda, the Aranyakas, the Upanishads, the Epics and therefore the Puranas.

In the ancient period the key objective of education was religion. There have been no significant efforts made to universalize education and include people from different groups. Particularly for many centuries education was continued monopolized by some groups, with 'caste' and 'gender' determining both access and utilization of educational opportunities.

- **Post British Period**

The introduction of western education was an occasion of great historical significance for the emergence of an education policy in India. The actual development of the modern system of education began with the Charter act 1813, which is considered as the turning point in the history of Indian education. After this act few more laws came into force, some of them are, namely - Lord Macaulay's Minute of 1835, The Wood Despatch 1854, The

Hunter Commission 1882, The National Council of Education which mainly focused to promote science and technology.

- **Post-Independence period**

The government of India took several initiatives to improve and promote education in the country. Indian Education System After Independence, which was exclusive to the elite, is now accessible to an outsized segment of society. The government took the initiative to set up various education committees to address the challenges of education, recommend comprehensive education policies and improve the education system in India.

Indian Education System Committees

The Central Advisory Board of India decided to create 2 committees, one answerable for university education and therefore the other for secondary education.

1. University Education Committee (1948)

The first committee for reforms in education, after independence, was the University Education Committee of 1948, under the chairmanship of **Dr. Radhakrishnan,** a noted educationist, to report on the status of Indian university education and propose improvements.

The committee aimed to form universities that provide knowledge and wisdom for the growth of the overall personality of a student.

2. The Committee of the Midget (1952-53)

In the domain of secondary education, the recommendations given by the **Mudaliar Committee** really occupies an important place in India after Independence. Some reforms have been introduced into **Indian Education System** on the idea of reports and suggestions, for instance, the introduction of higher secondary education curricula with a **three-year course** and also the opening of vocational schools and colleges.

Kothari Committee (1964-1966)

National education commission popularly known as Kothari commission, headed by D. Kothari. He has been mandated to affect all aspects and sectors of education and to advise the Government on the development of the Indian education system. It was established to examine all aspects of the educational sector in India. One of the main recommendations of the commission was standardization of educational system on 10+2+3 pattern, across the country.

Indian Education Policies

National Education Policy (1968)

On the recommendations of Kothari Committee, the 1968 National Education Policy was formulated. This was the most important development within the education sector. Employment of regional languages in secondary schools was encouraged to establish an

efficient relationship between teachers and pupils. Excellence was given to Indians as the way of education in schools.

There was a sense that education had the potential to act as a well-liked tool for social, economic and political change. Additionally, the government has established committees to study the development of education, especially since independence, has come to the conclusion that Indian education requires radical reconstruction, almost a revolution.

National Education Policy (1979)

The 1979 National Education Policy Project proposed the development of an education system that not only helps people improve their knowledge but also in their academic skills. Its aim was to teach students about ethics in order that they will develop a decent personality and become deserving citizens.

National Education Policy (1986)

The National Education Policy of 1986 emphasized scholarships for the poor, adult education, reorientation of the system to push gender equality, employment of teachers from oppressed groups, and disabled persons. Physical health, mental state and areas required special attention.

Modification of NPE 1986

In order be line with the changing times, the NPE 1986 was reviewed, by a committee called National Policy on Education Review Committee (NPERC) in 1990, under the Chairmanship of **Acharya Ramamurti**

Literature Review

- **Kapur, R. (2018).**

The paper talks about the problems in India education system with highlighting the issues, challenges, need and significance of India education. It further makes suggestions regarding the improvements which can be done in the India education system, which includes mobilization of resources, innovative practices, towards a learning society, and so on.

- **Sheikh, Y. A. (2017).**

The paper aims to highlight the challenges and points out the opportunities in the higher education system in India. It talked about the growth, challenges, enrolment, opportunities and other aspects of the higher education sector.

- **Gautam, M., Fartyal, G., Singh, S., Tiwari, A., & Arya, K. (2016).**

The paper aims to find out the loopholes in the Indian education system by using the capability approach. It has talked about various problems such as on the choice made on the type of education, more focus on the theoretical knowledge, cramming of concepts, restricted choices in selecting a subject of study by giving examples of the countries like US and European countries, also highlighted the problem of considering placement as the

main aim in the mindsets of students. Further suggested that both qualitative and quantitative aspects should be taken into consideration while formulating a National education policy.

- **Kurian, S. (2016).**

The paper highlights the problems in the higher education in the era of globalization by analyzing the data so collected. It has analyzed the growth in the in higher education by showing its growth in terms of number of universities, number of institutions, gross enrolment ratio, and other. It too highlights the issues and challenges by pointing out 5 major critical areas. Towards its end it pointed out some of the shortcomings in the higher education system such as low GER's in terms of backward casts and women, structural shortcomings, and others.

- **Chand, D. (2015).**

The paper aims to describe the ancient education system of India, elaborates the education system as mentioned in different periods like Upnishshadic, Bhudhist, Medieval, modern as well as the system being followed at ancient Universities like Taxila and Nalanda. The educational developments under the British rule have been investigated as well as the others including Lord Macaulay's Minute, Wood's Dispatch on Education, 1854, The Indian Education Commission 1882, The Indian University Act, 1904, has been investigated. Ranjan, R., Pandey, A., &Ranjan, V. (2014).

The paper is a compilation of the state of education prevailing during the pre-independence era of India. It elaborates the education system as mentioned in different Vedas as well as the system being followed at ancient Universities like Taxila and Nalanda. It further examines the education in Mughals period and the developments under British rule.

- **Soni, N. K., & Patel, T. P. (2014).**

The paper focuses on the teaching quality and higher education system in India. In its initial stage it provides a brief information that how the education is facing challenges in this growing world, moving further it highlighted that how quality teaching is so very important and gets more deeper into it by taking into consideration the methods of teaching evaluation, how teaching can be enhanced further, what are main requirements for improving the quality of teaching performance, and so on

- **N.C., & M.S. (2014).**

The paper aims on the higher education institutions in India and focuses on its effectiveness and competitiveness. It has talked about the education structure in India, types of degrees awarding universities, and different types of data has been used related to the division of enrolment ratio-graduate wise, postgraduate wise, state wise, year wise and so on.

- **Gupta, D., & Gupta, N. (2012).**

The paper focuses on the higher education in India by analyzing it through various data. Further examines the various challenges faced such as demand supply gap, research and development, faculty shortage and others. It also talked about the initiatives taken by

the government for improvement in higher education and recommends some ways in order to meet the challenges further.

- **Gakhar, K., &Kour, H. (2012).**

The paper talks about the education system in the Haryana City and also compares it with the neighbouring cities. Different data of the city of Haryana and its neighbouring cities has been used in order compare different aspects related to education such as gross enrolment ratio, group outs rates, number of recognized education institutions, performance of states and others. The paper also recommends some important points which can really help in the improvement of education system in Haryana, which includes more efforts are required in order to make people aware about the free education programmes, need for the up gradation of qualitative education, need of dedicated teachers to make learning effective and so on.

- **Desai, A, J. (2012).**

The papers focus on how the role of teaching learning has changed and has shifted towards student-centered classroom, thereby changing the role of teachers from an autocratic leader to a facilitator. The paper focuses on the shortcomings of the teacher's education and points out the loopholes in the same.

- **Kakkar, K., & Dash, M. (2011).**

The paper aims at higher education in India and includes comparative analyses of Indian higher education with different countries, which includes UK, USA, China, Brazil, and Australia. In its findings, it talked about how there has been tremendous growth in number of colleges and universities, the percentage growth in the GER ratio, India's HDI in comparison with other countries, and so on. Towards its end, the paper also suggested some ways to improve the Higher education system of India.

- **Pandey, S. (2011).**

The paper makes an analysis of the teacher education curriculum reforms in India, and its effectiveness in developing an identity and professionalizing teacher education system of the country independent of its colonial roots.

- **Saxena, V., Kulsrestha, S., Khan, B. (2010).**

The paper focuses on the expanding scope of higher education and the research scenario in India and also covers the government policies, has explained UGC and its funding, planning deeply. It too suggests some ways to boast the research in higher education.

- **Kingdon, G. G. (2007).**

The paper provides an overview of the school education in India. The paper first has compared the education of India with other countries, the second it talked about the school access in terms of gross enrolment, attendance rate and others. Third, the paper focuses on the role of private schools in India and also highlighted the role of public education initiatives.

Objectives of the Research

The objective of this paper is to understand the New Education Policy 2020 of Indian education system with its major highlights with respect to school education, higher education, teacher's education and others.

The New Education Policy 2020: A Descriptive Analysis

This is the first policy in the 21st century for education, which aims to deal with the growing developmental imperatives of our country. This Policy proposes the revision and focuses on all the aspects of the education structure, including its regulation and governance, to create altogether a system that is aligned with the aspirational goals of this century education, while following India's traditions and value systems. This policy lays importance on the development of the creative potential of each and every individual. The policy also focuses on the development of other capacities apart from the cognitive capacities-the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, some of them are problem solving, critical thinking and also social, emotional capacities, and ethical and dispositions including cultural awareness and empathy, perseverance and courage, teamwork and leadership, service and sacrifice, courtesy and sensitivity, oral and written communication, integrity and work ethics. This National Education Policy envisions an education system rooted in Indian ethos that contributes directly on to transforming India sustainably into a vibrant knowledge society, by providing high quality of education to everyone, thereby making India a worldwide knowledge superpower.

School Education

The policy has almost covered all the aspects, which are the required in today's world, it has focused on each and every age group of students so that they can be benefitted the most. These major changes are really going to help in the overall development of the students and are as follows:

- In the new education policy, the old format of 10 + 2 has been completely abolished. Till now the school curriculum in our country runs on the principle of 10 + 2 but now 5+ 3+ 3+ 4 will be followed. Which means that one part from the first to the second class, then the second part from the third to the fifth, the third part from the sixth to the eighth and the therefore last from the ninth to the 12th.
- This structure also includes, for the first time in education policy, EARLY CHILDHOOD CARE AND EDUCATION **(ECCE)**, which focuses on the brain development and growth of kids between 3-6years of age.
- For the age of three to six years children: Access to free, safe, good quality ECCE at Anganwadis /Pre-school / Balvatika.
- A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for kids up to the age of 8 years will be developed by NCERT in two parts, namely

I. From age 3-8years in ECCE

II. From age of 0-3years, before to the age of 5 years every child will move to a "Preparatory Class" or are referred to as "Balvatika".

- Medium of instruction up to grade 5, preferably till Grade 8 and beyond is going to be home or local or mother tongue language.
- Holistic progress card, a 360-degree approach will be adopted in which progress cards will include self-assessment, peer assessment, and teacher assessment.
- School students will be taught a vocation of their choice (informal internship) for 10 days.
- School Exams are going to be held just for 3 levels – Classes 3, 5 and 8. Assessment will now focus on formative style, which inspires higher-order thinking skills, critical thinking and conceptual clarity.
- There will be no rule of hard separation under various heads, which means under the heads-'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams there will be no hard separation. Also, the curriculum content is going to be reduced in each subject and only core essentials will be included, to give students some space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
- The formulation of a replacement and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, is going to be undertaken by the NCERT - is going to be made available altogether regional languages. The NCFSE document will be revisited and updated in every 5-10 years.
- Attaining foundational literacy and numeracy for all children.
- Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling, popularly known as 'NIOS', State Open Schools will be strengthened and expanded for meeting the learning needs of young people in India who are unable to attend a physical school due to some or the other reasons.
- An assessment centre-Performance Assessment, Review and Analysis of Knowledge for Holistic Development, called as "PARAKH" is going to be formed. Board exams will have less stakes and will be continued but these will be designed for holistic development. All students are going to be allowed to take Board Exams on up to 2 chances during a given academic year, one main examination and one for improvement, if desired.
- School children shall undergo regular health check-ups for 100% immunization in schools and also health cards are going to be issued to monitor the same.

Higher Education

The policy covers almost all from an undergraduate student to a researcher. It has targeted on different aspects, which in long term are going to benefit the students. Following are the major changes:

- The National Testing Agency is going to conduct a common college entrance exam twice a year. This will be implemented from the 2022 session.
- HEIs will have the pliability to supply different designs of Master's programmes: (a) there could also be a 2-year programme with the second year devoted entirely to research for those who have done the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there might be a 1-year Master's programme; and (c) there could also be an integrated 5-year Bachelor's/Master's programme. Eligibility for Ph.D. now will be either a Master's degree or a 4-year Bachelor's degree with Research. There will be different exit options under Bachelor's degree will be of 4 years, which are as follows:
  - Exit after 1 year: Certificate
  - Exit after 2 years: Diploma

Midterm dropouts are going to be given the choice to complete the degree after a break. Academic Bank of Credits will be created to facilitate Transfer of Credits.

- Bachelor's programmes are now going to be multidisciplinary in nature that is there'll be no rigid separation between arts and sciences. Institutions will have the choice to run Open Distance Learning (ODL) and online programmes, provided they're accredited to do so, so as to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning.
- Indian languages under the 'Ek Bharat Shrestha Bharat' initiative, arts and culture will be promoted at all levels.
- M.Phil Degree will be discontinued.
- The higher education institutions like IITs will become multidisciplinary, by 2040. There is going to be more inclusion of arts and humanities subjects for science students and vice-versa.
- The universities selected under the top 100 universities within the world are going to be facilitated to work in India.
- The system of affiliated colleges is going to be eliminated in 15 years and colleges are going to have greater autonomy and power to grant degrees. The deemed university status will end.
- HECI (Higher Education Commission of India) will be established and will act as one body for the entire higher education, excluding medical and legal education. HECI includes - NHERC (National Higher Education Regulatory Council) for regulation, HEGC (Higher Education Grants Council) for funding, General Education Council (GEC) for standard setting and National Accreditation Council (NAC) for accreditation. Public and private higher education institutions are going to be governed by the same norms.
- Multidisciplinary Education and Research Universities (MERUs) are going to be established.

- The National Scholarship Portal are going to be expanded in order to track the progress of students receiving scholarships.
- All Higher education institutions are going to be equipped with the basic infrastructure and facilities, including blackboards, clean drinking water, offices, teaching supplies, clean working toilets libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the newest educational technology that permits better learning experiences.

Teachers

The NEP 2020 covers the capacity building of teachers, which is very essential for implementation of the policy. The policy provides for setting up recruitment standards and a professional development path for teachers.

- The minimum qualification of teaching will be a four-year integrated B.Ed. degree. These B.Ed. programmes can also be suitably adapted as 1-year B.Ed. programme, to those who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty.
- Teachers are going to be provided continuous opportunities for self-improvement and to grasp the latest innovations and advances in their professions. These are going to be offered in multiple modes, which can be in the form of local, state, regional, national, and international workshops as well as online teacher development modules. Each teacher will be expected to participate in at least 50 hours of continuous professional development (CPD) opportunities every year for their own professional development, driven by their own interests.
- Teacher Eligibility Tests (TETs) will be strengthened further to inculcate better test material, in terms of pedagogy and content. The TETs will also be extended to cover teachers across all stages including Foundational, Preparatory, Middle and Secondary of school education.
- By 2021, a new Framework for Teacher Education, NCFTE 2021, is going to be created by the NCTE in consultation with NCERT, which will be based on the principles of this NEP 2020.
- A common guiding set of National Professional Standards for Teachers (NPST) are going to be developed by 2022, by the National Council for Teacher Education in its new form as a Professional Standard Setting Body (PSSB) under the GEC (General Education Council), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation, expert bodies in vocational education, and HEIs.

Others

Some of the other changes are as follows:

- NEP 2020 focuses on the Gross Enrolment Ratio (GER) to increase this ratio to 50% in higher education by 2035, besides adding 3.5 crore seats in higher education.

- The National Educational Technology Forum (NETF), an autonomous body, is going to be created, so as to provide a platform for the free exchange of ideas on the utilization of technology to build up assessment, planning, learning and administration, at both the school level and higher level.
- National education policy 2020 focuses on setting up of Gender Inclusion Fund, Special Education Zones (SEZ) for disadvantaged regions and groups
- A national repository of high-quality resources on foundational literacy and numeracy is going to be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA) and other online platforms like SWAYAM, MOOC, etc. will be extended further.
- The Centre and therefore the States is going to work together to increase the public investment within the Education sector to reach 6% of GDP as early as possible.
- The National Research Foundation (NRF) will be formed as an apex body, in order to provide a more stronger research culture and in building up research capacity across HE.
- The rejuvenated Central Advisory Board of Education (CABE) shall also be liable for developing, evaluating, articulating and revising the vision of education within the country on a continuous basis, in collaboration with Ministry of human resource development department of higher education (MHRD) and the corresponding apex bodies of States.
- Yearly progress regarding the implementation of the policy, according to the targets set for each action, is going to be conducted by designated teams constituted by MHRD and the States, and reviews are going to be shared with CABE. Within the decade of 2030-2040, the whole policy will be in an operational mode.

Major Recommendation

Though the policy is commendable but certain recommendations can be added further:

- Due to pandemic, there is need for stronger and immediate access is required for online classes.
- New ways of assessing students' need to be implemented at this hour.
- There should be proper programs for the old teachers, so that they can also build up their skills.
- Proper implementations of such a drastic policy needs to be more keenly observed, for that more authorities need to be added further.

Conclusion

The new education policy is a welcoming change; the changes so made are something that many educationists saw never coming. The policy is based on light but tight regulations, and has impacted the school and college education equally. The policy, for the first time, has rightly suggested solutions for early childhood and primary education. The way this policy is going to treat student is commendable in terms of more focus practical

knowledge rather than mere rote learning, the flexibility in choosing subjects, to promote critical thinking, others. All these measures will help the students to acquire a more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.

The most important point the NEP laid down is a multi-disciplinary higher education framework with portable credits and multiple exits with certificates, diplomas and degrees, this all would provide interested students with the flexibility to plan their education in accordance to their interests. This is a long-awaited policy change that all higher education institutes are looking for. Also, with rich and quality education, by the time students complete their higher education, they will become at par with the global standards. The Multidisciplinary Education and Research Universities (MERUs) will give the necessary impetus to research and development in India.

Any policy to sustain, we need good and dedicated teachers as they are the backbones of educational structure, the policy focuses on teaching skills will help in further improvement.

Though there are certain challenges on which the government need to pay more attention such as providing digital access to those children who are not able to access the basic education, talking about quality of education taught in schools, NEP has drafted out plans for shaping new teachers only but then how the capacity of old teachers will be build up? Also, the development infrastructure needs a huge number of resources, the resources so required is still a major area of concern. And implementing such huge changes smoothly in the education system will also be a greater challenge for the government of India.

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OUTCOME BASED LEARNING CURRICULUM

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Abstract

The term "outcomes of learning" refers to actions we can take as a result of learning. OBE is a method of teaching that places emphasis on goals, objectives, successes, and outcomes. The exit learning outcomes that students are expected to demonstrate at the conclusion of a program or course serve as the basis for all decisions regarding the curriculum, assessment, and instruction. The strategy for writing outcomes for general higher education programmes is presented in this paper. Program outcomes (POs), programme specific outcomes (PSOs), and course outcomes are the three levels at which outcomes for higher education programmes are established (COs). It should be observable and quantifiable as an outcome. These perform best when written within a clearly defined taxonomy of learning framework. The three learning domains identified by Bloom's taxonomy are cognitive, emotional, and psychomotor. Cognitive levels and knowledge categories are two elements of the revised Bloom taxonomy of cognitive domain. The structure of CO statements is suggested to be structured as follows: action, knowledge elements, conditions, and criteria. Calculating the attainment of COs, POs, and PSOs is made easier by associating COs with cognitive levels, POs, PSOs, and the amount of classroom hours associated.

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1.1 Learning Outcomes-Based Approach to Curriculum Planning and Development

The fundamental tenet of the learning outcomes-based approach to curriculum planning and development is that higher education credentials, like Bachelor's Degree programmes, are awarded based on the demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes, and values) and academic standards expected of graduates of a programme of study. Learning outcomes outline what graduates of a certain programme of study should know, understand, and be able to perform upon completion of that programme.

The expected learning outcomes are used as benchmarks to create graduate qualities, qualification descriptors, programme learning outcomes, and course learning outcomes, all of which are used to plan and develop curricula as well as to design, deliver, and evaluate learning experiences. They offer general guidelines for communicating the key lessons connected to study programmes and the courses within a programme. It should be noted that the learning outcomes-based curriculum framework is not meant to encourage the creation of a national common syllabus for a programme of study or the learning contents

of courses within each programme of study, nor is it meant to prescribe a set of methods for the evaluation of student learning levels and the teaching-learning process. Instead, they are meant to allow for creativity and flexibility in I programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes, and course learning outcomes.

The learning outcomes-based curriculum framework's overall goals are to:

- Assist in developing graduate characteristics, qualification descriptors, programme learning outcomes, and course learning outcomes that allow prospective students, parents, employers, and others to comprehend the nature and level of learning outcomes (knowledge, skills, attitudes, and values) or attributes a graduate of a programme should be capable of demonstrating upon successful completion of the programme of study.
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global cooperation.
- Providing higher education institutions with a crucial point of reference for developing teaching-learning strategies, evaluating student learning levels, and conducting periodic reviews of programmes and academic standards.

1.2 Key Outcomes Underpinning Curriculum Planning and Development

The learning outcomes-based curricular framework for undergraduate education is based on the academic standards and learning outcomes that are anticipated to be met by programme graduates and holders of credentials. Graduate Attributes, Qualification Descriptors, Programme Learning Results, and Course Learning Outcomes are the main outcomes that support curriculum planning and development at the undergraduate level:

1.2.1 Graduate Attributes

Graduating from a higher education institution (HEI), such as a college or university, is anticipated to have acquired the information, abilities, attitudes, and values that are reflected in the graduate attributes, which are specific qualities and features of an individual. The graduate traits include the capacity to broaden one's current knowledge base and skills, to acquire new knowledge and skills, to engage in further studies, to succeed in a chosen vocation, and to contribute positively as a responsible member of society. The graduate qualities represent a set of traits/competencies that are transferrable outside of the study of a specific subject area and the programme contexts in which they have been created. They also define the features of a student's university degree program(s). The graduate qualities comprise capacities that are supported by the whole college/university experiences, a process of critical and reflective thinking, and significant learning opportunities made available through the curriculum. The foundation of the

learning outcomes-based curriculum framework is the idea that each graduate and student is an individual. Each student or graduate has unique qualities in terms of their prior academic performance and life experiences, as well as their preferred learning methods and strategies for approaching future career-related tasks. When students attend higher education institutions, the calibre, depth, and breadth of the learning opportunities accessible to them aid in the development of their distinctive.

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The graduate qualities include generic skills, such as global competences, as well as disciplinary knowledge and understanding that students in all academic disciplines of study should acquire, accomplish, and exhibit.

The following are some of the distinguishing qualities that a graduate should exhibit:

- Having the ability to demonstrate thorough knowledge and grasp of one or more subjects included in an undergraduate programme of study.
- Communication Skills: The ability to effectively express thoughts and ideas in writing and orally; Communicate with others using appropriate media; confidently share one's views and express oneself; demonstrate the ability to listen intently, read and write analytically, and present complex information in a clear and concise manner to various groups.
- Critical thinking is the ability to apply analytical thought to a body of knowledge, analyse and evaluate claims, evidence, and beliefs based on empirical evidence, identify pertinent premises or implications, form cogent arguments, and critically assess theories, practises, and policies by using a scientific approach to knowledge development.
- Ability to extrapolate from what has been learnt and use one's rather than simply repeating curricular material information, students should develop their problem-solving skills and the ability to apply their knowledge to practical circumstances.
- Analytical reasoning is the capacity to assess the validity and applicability of evidence, to spot logical errors and gaps in others' arguments, to analyse and synthesise data from various sources, to draw valid conclusions and back them up with examples and evidence, and to engage with opposing viewpoints.
- Research-related abilities: A curiosity for learning and the capacity to ask.
- Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret, and draw conclusions from data, establish hypotheses, and predict cause-and-effect relationships; ability to plan, carry out, and report the results of an experiment or investigation. Relevant/appropriate questions, problematizing, synthesising, and articulating.
- Ability to encourage cooperative or coordinated effort on the part of a group, behave as a group or a team in the interests of a shared cause, and work successfully as a team member are all examples of cooperation/team work.

- Ability to analyse, interpret, and draw conclusions from quantitative and qualitative data as well as critically evaluate concepts, facts, and experiences from an unbiased and logical standpoint.
- Reflective thinking is the ability to respond critically to live events while also being aware of oneself and society as a whole.
- Information/digital literacy refers to the ability to use ICT in a variety of learning situations, to access, assess, and use a variety of relevant information sources, as well as to use the right software for data analysis.
- Self-directed learning: The capacity to work independently, recognise the proper resources needed for a project, and oversee the project from start to finish.
- Multicultural competence is the ability to effectively participate in a multicultural society and interact respectfully with diverse groups. It also includes knowledge of the values and beliefs of various cultures as well as a global perspective.
- Moral and ethical awareness/reasoning: Capacity to uphold moral/ethical principles in how one lives, to construct a position or argument regarding an ethical topic from several angles, and to utilise ethical practises in all work. capable of demonstrating the ability to recognise ethical issues that are relevant to one's work, refrain from unethical behaviour like fabricating, falsifying, or misrepresenting data or plagiarising, respect for environmental and sustainability issues, and taking objective, unbiased, and truthful actions in all facets of one's work.
- Leadership readiness/qualities: Capability to organise a team's or organization's tasks, set direction, create a team that can help realise the vision, inspire and motivate team members to participate with that goal, and use management abilities to lead people to success.
- Lifelong learning: The capacity to acquire knowledge and skills, including "learning how to learn," that are required for participating in learning activities throughout life. This capacity is attained through self-paced and self-directed learning aimed at personal growth, meeting economic, social, and cultural objectives, and adapting to changing trades and workplace demands through knowledge/skill development/reskilling.

1.2.2 Qualification Descriptors

In order to award a specific sort of qualification (such as a bachelor's degree or a bachelor's degree with honours), a qualification description lists the general outcomes and qualities required. The qualification descriptors also outline the academic requirements for a given qualification in terms of the levels of expertise, abilities, and values that holders of that qualification are expected to possess. These descriptions also serve to highlight the qualification's shared academic criteria and aid degree-awarding organisations in developing, approving, evaluating, and revising academic curricula. Every student should have the chance to attain the desired programme learning outcomes through the design of the learning experiences and evaluation methods. The qualification descriptions take into

account both generic skills, such as global competences, and disciplinary knowledge and understanding that students in all academic fields of study should learn, accomplish, and display.

Descriptions of the requirements for a bachelor's degree programme:

A bachelor's degree is given to students who finish a three-year, full-time undergraduate programme of study. Following are some examples of expected learning outcomes that a student should be able to demonstrate upon completion of a degree-level programme: Demonstrate (i) A fundamental/systematic or coherent understanding of an academic field of study, its various learning areas and applications, and its connections to related disciplinary areas or subject areas; (ii) Procedural knowledge that creates various types of professionals related to the disciplinary or subject area of study, including research and development, teaching, and government and public service; and (iii) Skills in areas related to one's specialisation and current development.

Use the necessary knowledge, understanding, and skills to identify problems and issues, collect pertinent quantitative and/or qualitative data from a variety of sources, and then apply, analyse, and evaluate that data using methodologies that are appropriate to the subject(s) in order to develop solutions and arguments that are supported by evidence.

Meet one's own learning needs by referring to a variety of current research and development work as well as professional materials; Accurately communicate the results of studies conducted in an academic field in a variety of various contexts.

Apply one's domain expertise and transferrable talents to novel or unfamiliar situations instead of duplicating curriculum core knowledge, use situations to identify and analyse concerns and problems, and use well-defined strategies to tackle complicated ones.

Showcase subject- and transferable-related talents that are pertinent to some career trades and employment prospects.

1.3 Programme Learning Outcomes

Students achieve the results and qualities listed in qualification descriptions through learning they acquire after completing a course of study. The complete course of study that students must undertake in order to achieve a qualification is referred to as a "programme." Each programme of study will have specified learning objectives that must be met in order to award a given certificate, diploma, or degree. The applicable certification descriptors and the programme learning outcomes are in line. Subject-specific and generic skills, as well as transferable global skills and competences, are included in the programme learning outcomes, which students in a certain programme of study must demonstrate in order to receive a certificate, diploma, or degree. The program's learning objectives would also emphasise information and abilities that would help students get ready for future education, the workforce, and citizenship. They provide a comprehensive picture of the level of competence of graduates of a particular programme of study and aid in ensuring comparability of learning levels and academic standards across colleges and

universities. A study plan could be inter-disciplinary, multi-disciplinary, or mono-disciplinary.

1.4 Course Learning Outcomes

The essential knowledge acquired upon completion of specific courses of study within a programme allows learners to achieve the programme learning outcomes. The word "course" refers to the various courses of study that make up a program's scheme of study. Course learning objectives are particular to the knowledge gained for a given course of study in a disciplinary, interdisciplinary, or multidisciplinary field. Some academic programmes are quite structured, with a carefully planned progression of required/core courses to be studied at specific learning phases or stages. Some programmes provide students much more latitude to combine courses of study in accordance with their personal tastes, which may differ greatly from those of another student enrolled in the same programme.

The programme learning outcomes will be in line with the course-level learning outcomes. The learning objectives for a course within a programme of study are unique to that course. The programme learning outcomes are attained when students meet the course-level learning objectives. Each course may contain linkages to some graduate traits at the course level, but not necessarily all of them are formed through the sum of a student's learning experiences over the course of their academic career. A course map would show the connections between each program's learning outcomes and the course learning outcomes.

1.5 Teaching – Learning Process

Using Learning Outcomes as the teaching-learning procedures must be focused on assisting students to achieve the set learning outcomes pertaining to the courses within a programme as part of the approach to curriculum development and transaction. The outcome-based approach necessitates a considerable transition from teacher-centric to learner-centric pedagogies, as well as from passive to active/participatory pedagogies, especially in the context of undergraduate study. There, lesson planning becomes crucial. Every course of study is conducive to the systematic and orderly accumulation of knowledge and skills. An essential component of the teaching-learning process will be the development of practical skills, particularly an understanding of the relationship between theory and experiment. According to such a framework, various teaching techniques could be used, such as lectures accompanied by group tutorial work, fieldwork and practicums, the use of required textbooks, and online learning. Open-ended project work, some of which may be team-based; activities intended to foster the development of general/transferable and subject-specific skills; internship; and trips to field sites, industrial or other research facilities, among other things.

1.6 Assessment Methods

Assessment of progress toward the course/program learning outcomes will be done using a number of assessment techniques that are suitable for a particular disciplinary/subject area and a programme of study. Formative evaluation will be given precedence. The following methods will be used to evaluate how well learning outcomes are being attained: time-constrained exams; closed-book and open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentations; viva voce interviews; computerised adaptive testing; peer and self-assessment, etc.

2.1 Outcome Based Education

When we are able to perform a task that we were previously unable to, learning has supposedly taken place. Learning sometimes entails combining many sorts of information in order to acquire new knowledge, actions, abilities, attitudes, preferences, or understanding. Kolb defines learning as the process through which knowledge is produced (knowledge creation) by transforming experience. The learner should perform the "learning outcomes" at the conclusion of an educational experience. Learning units are experiences that students have while enrolled in a formal higher education programme. A learning unit might be a few hours of self-directed or classroom instruction, a one-semester course, or a formal, two- to four-year programme. Additionally known as outcomes, learning outcomes, intended learning outcomes, behavioural objectives, performance objectives, terminal objectives, subordinate skills, subordinate objectives, general instructional objectives, specific learning outcomes, and competencies, learning outcomes are the results of learning. What a student should do after completing a programme, course, or instructional unit is an educational outcome. An effective ability, encompassing traits, abilities, and knowledge, to carry out a specific activity successfully is another definition of an outcome.

Working with outcome-based education has a number of benefits:

- A number of Relevance —Outcome-based education encourages training for capability and fitness for practise.
- Discourse (Controversy)—Determining institutional outcomes encourages debate of fundamental topics like what kind of graduates we hope to produce and what the key problems are.
- Clarity — An unambiguous statement of the goals of the educational process helps both students and teachers understand the curriculum and puts the emphasis on both teaching and learning.
- Provision of a Framework – An effective framework for integrating the curriculum is provided by outcome-based education. The results offer standards by which the curriculum can be evaluated.

- Accountability—Outcome-based education places a strong emphasis on accountability by clearly stating the objectives of the programme. The results include specifics which the curriculum's graduates can be evaluated in order to facilitate the quality assurance process.
- Self-Directed Learning – Students can take more ownership of their learning if they are clear on what they are expected to do. Thus, outcome-based education encourages a focus on the student in both teaching and learning.
- Flexibility – Outcome-based education does not prescribe instructional approaches or modes of instruction. The results that the pupils produce, not how they get there, are what matter. This method, which can accommodate many learning styles, makes innovation in teaching both possible and encouraged.
- Assessment Guide — The organisation of the exams is made clear because the outcomes are what are evaluated.

The framework for student assessments is provided by the results. Some teachers find it unacceptable and contrary to the essence of education for teaching-learning activities to be conducted in any framework. Any supplied framework is automatically referred to as a straight jacket. There is no need for a framework if the teacher is a "subject expert sage" and the students are extremely cognitively capable. Such a mix of sages and students is quite uncommon in Indian higher education institutes. Even highly regarded schools are obligated to adhere to positive discrimination policies and must take equity and access into consideration. OBE just requests that the instructor make clear to the class what abilities are expected of them at the start of the semester more than just a list of subjects at the conclusion of the semester (course results). It has been demonstrated via methodical research and field investigations that 13 | Page.

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Informing students of the course outcomes at the start of the semester has a major impact on their performance. The intellectual freedom of the teacher is unaffected by outcome-based learning. It only requests that the instructor give a course in accordance with a process. The process includes formulating course outcomes (what the students should be able to do), designing assessments (how to gauge students' ability to perform expectations), and providing instruction (how the instructor intends to help the students develop the ability to perform expectations to do). The teacher makes every choice in each of the procedure' three parts. That most definitely does not describe a straight jacket. All institutions must write their outcomes, communicate them to stakeholders, especially students, and assess their level of achievement, according to the accreditation agencies.

2.2 Cognitive Processes

Attention, perception, understanding, computation, judgement, encoding in memory, reasoning, retrieval from memory, learning, scheduling, problem-solving, self-awareness, and speech creation are all examples of cognitive processes. Knowledge retention and

intellectual abilities such as organising thoughts, digesting information, analysing and synthesising facts, applying knowledge, selecting the best option when solving a problem, and assessing ideas or actions are examples of cognitive learning. The majority of courses focus primarily on this area of knowledge acquisition and application. As per cognitive process the learning process is,

- Recall.
- Comprehend.
- Apply.
- Analyse.
- Evaluate.
- Create.
- Factual.
- Conceptual.
- Procedural.
- Metacognitive.

Each of these cognitive processes has a number of related sub processes. The applicable process category is Remember when the goal of education is to encourage retention of the material delivered in largely the same manner as it was taught. Retrieving pertinent information from long-term memory is a key component of memory. Recognition and memory are the two associated cognitive processes. As knowledge is applied to progressively difficult activities, it is crucial to retain it in order to learn meaningfully and solve problems. However, when educators put an emphasis on meaningful learning, recalling information is part of the bigger goal of creating new knowledge or resolving issues. Retrieving pertinent information from long-term memory and comparing it to the information being presented is the process of recognising. When recognising, a pupil looks in long-term memory for a piece of knowledge that is identical to or extremely similar to the information that was presented. Verification, matching, and forced-choice are the three main ways to offer a recognition challenge for evaluation. When students can infer meaning from instructional messages—oral, textual, and graphic—they are able to comprehend. Students are exposed to these messages during lectures, in books, or on computer screens. Laboratory demonstrations, observations made on field trips and role-playing exercises, the outcomes of computer simulations, as well as verbal, graphical, and symbolic representations on paper, are all examples of instructional messages. When students make connections between the new information they are learning and what they already know, they comprehend. Conceptual knowledge offers a foundation for understanding since concepts serve as the foundation for these schemas and frameworks.

2.3 Organizing and Implementing

Organizing entails figuring out how the components of a communication or situation fit together into a logical structure. In organising, a learner creates orderly and cogent links between the parts to the information offered. Differentiating frequently takes place

concurrently with organising. The learner determines the overall structure within which the elements fit after first identifying the pertinent or important elements. The focus is on figuring out the author's objective or point of view when organising takes place in conjunction with crediting. Structure, integration, coherence, outline, and parsing are other words for organising. The cognitive processes of understanding, analysing, and evaluating are interconnected and frequently employed recursively. However, it is crucial to keep them as distinct process categories at the same time. It's possible that someone who understands communication won't be able to fully analyse it. Similar to this, a skilled communicator may not evaluate a communication well.

When a student chooses and follows a procedure to carry out an unknown activity, this is known as implementing. Selection is necessary; thus, the learner must be aware of the several processes that can be used as well as the sort of problem that will be confronted. Implementing is thus used in conjunction with other categories of cognitive process, such as Understand and Create. The students are presented with an unfamiliar problem, so they are unsure of which of the available procedures to use right away. Additionally, no one method might be a "perfect fit" for the issue; some adjustments to the processes would be required. In contrast to using skills and algorithms, implementing is more typically connected with the application of techniques and approaches. Methods and techniques have two characteristics that make them especially amenable to predetermined order; in other words, the procedure might include "decision points" throughout. Second, even when the technique is followed exactly, there is frequently no one, predetermined answer that can be expected. The idea that there is no one right approach applies particularly to goals that require applying conceptual information, such as theories, models, and structures, for which no application processes have been created.

2.4. Knowledge

Specific labels and symbols, both verbal and nonverbal, are part of terminology (e.g., words, numerals, signs, pictures). There are numerous labels and symbols, both verbal and nonverbal, associated with every topic matter. They serve as the core language of the field and serve as a shorthand for professionals to communicate their knowledge. The beginner learner has to be aware of these labels and symbols as well as the commonly used referents that go along with them. The following are some examples of terminology:

- Knowledge of the alphabet and numbers;
- Knowledge of engineering or technical terms;
- Knowledge of physical and chemical constants;
- Knowledge of mathematical and graphic representations;
- Knowledge of specific details and elements, which includes knowledge of events, places, people, dates, information sources, and similar things.

It might contain precise information that is either descriptive or prescriptive, such as the precise date of an event or the precise size of a phenomena. Additionally, it might contain approximations of information, like the time frame of an event or the general scale

of the phenomena. In contrast to facts that can only be known in a larger context, specific facts can be isolated as distinct, discrete parts. This category includes knowledge of specific facts and the sources of facts on a particular issue. The overwhelming number of precise facts, however, pushes educators (curriculum, specialists, textbook authors, and teachers) to prioritise what is important to beginners against what is important to experts.

Conclusion

The main features of Outcomes Based Education and how it is used in different circumstances are summarised in this essay. The strategy is founded on fundamental educational concepts and offers students a strong framework to develop the requisite fitness for practise. Still relatively little is understood about OBE among educators. The educators must be familiar with the OBE system for the programme to be implemented successfully. All of a sudden, traditional methods shouldn't be abandoned; instead, they should be used to implement OBE. Teachers should alter or enhance the ways they instruct and access student work. Affiliating universities should design the curriculum, the students' evaluation system (the format of the exam questions), and the teaching methods so that the students understand the significance of OBE device. Finding strategies for putting each of the twelve graduate qualities into practise successfully is crucial. Additionally, all of the country's academic institutions should use the OBE system as the standard method for creating graduates. Only then can the significance of OBE be understood. Instead, then being a course-specific event, OBE is an educational strategy taken into account during the creation, implementation, and evaluation of curricula. It guarantees high levels of learning for all students based on the attainment of unmistakably obvious outcomes while taking into account each learner's developmental stage and ensuring active, experience-based learning. Before setting off on the voyage, it informs the student of the destination of the educational trip.

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AN OVERVIEW ON SYSTEMATIC REVIEW ON TEACHING AND LEARNING

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Abstract

A systematic review helps to identify the effectiveness of key factors influencing teaching and learning using existing technology and existing studies for better learning experiences for the learner. This paper discusses various research out-put which analysed factors such as a methodical and transparent evaluation of the methodological quality of intervention effectiveness research, a meta-analysis of the influences on academic success, Statistical methods for doing overviews and when research synthesises constitute the main components of teaching and learning, there are particular problems and opportunities. And covered the many tests, including those commonly used in systematic reviews of teaching and learning, such as diagnostic tests, formative tests, intermediate tests, summative tests, norm-referenced tests, and criterion-referenced tests. The paper suggests to creating a friendly relationship will yield more insightful information from learners rather than going rigid.

Keywords: *Systematic Review; Teaching and Learning*

Introduction

Teachers do have significant impact on students' academic performance, and some teachers are undoubtedly more successful than others in fostering desired educational outcomes [3]. Finding the characteristics that contribute to teacher effectiveness has been and will continue to be essential for the long-term goal of improving education [5]. Due to this, there has been a lot of interest in the past several decades in the empirical study of teacher traits that may be related to teacher effectiveness [1]. However, despite the fact that teaching is difficult and mentally taxing, research on teacher effectiveness has paid little attention to disparities in teachers' cognitive ability, or intelligence as it is popularly known. The strong correlations between intellect and work performance in a range of different occupations, however, are being highlighted by growing studies [10]. Overview of studies based on a variety of occupations, including clerical labour, computer programming, engineering, driving, petroleum work, management, typewriters, pilot, and police work [6]. It is necessary to thoroughly investigate the importance of intelligence for performance in the teaching area since intelligence has frequently been described as the primary factor of job performance [7]. It's important to note that this attempt is not about establishing (or disputing) past research' comparable assumptions that the greatest instructors are intelligent and that choosing teachers should thus significantly consider cognitive ability [18]. There is little question that more than merely strong cognitive talents are necessary for high-quality education. Conversely, it might be argued that speculation about the importance of intellect for teacher effectiveness is hindered by a lack of understanding of the relationship between these two traits [14].

Therefore, it is vital to summarise and synthesise the available information on the relationship between teachers' intelligence and teacher effectiveness in order to establish assertions based on evidence and to guide research on teacher effectiveness as well as educational practise [20]. Compared to studies on teachers' intelligence, there are far more studies on cognitive measures, such as the outcomes of basic skills tests or college admission examinations, which are frequently significantly connected with intelligence [5]. However, there are still many issues surrounding the proxies for teachers' cognitive abilities that have not yet been resolved. For instance, researchers are ignorant of the relative significance of various domains (verbal vs. numerical) [11].

Furthermore, systematic research syntheses on the reliability of studies on cognitive ability proxies and the extent to which study problems affect the validity of and implications taken from their findings have not yet been conducted [13]. Nevertheless, because proxies for cognitive abilities are frequently used in teacher selection processes around the world, it is crucial to supplement and advance our understanding of how these proxies relate to teachers' efficacy [12].

As a result, a undertook a comprehensive evaluation of empirical research looking at the relationship between teachers' cognitive abilities and effectiveness, both in terms of intelligence and proxy measures of cognitive abilities [23]. This chapter emphasised the following topics, including how to map cognitive abilities and which cognitive ability domains have been successful. This chapter providing an overview of the relationship between teachers' effectiveness and cognitive ability which catching up on some of the major important findings.

Teacher effectiveness

Effectiveness in the context of teaching often relates to the kinds of actions that result in or aid learning; nevertheless, other authors have stated that teaching is effective when it facilitates student learning [25]. In this article, researcher define teacher effectiveness as the impact of excellent instruction on students' academic growth. Creating, developing, modifying, and negotiating learning settings where all students are supported in endeavours that have a fair probability of enhancing learning is what researcher define as high quality teaching [14]. When this description is broken down into specific, quantifiable elements, teacher effectiveness may then be evaluated by looking at both the final result and the actions of the teachers that, generally speaking, should contribute to the final result [8]. Because of this, teacher effectiveness is frequently operationalized and evaluated in terms of improvements in students' achievement test scores or assessments of teachers' performance in the classroom by principals, supervising teachers, or other outside parties; the latter typically entails classroom observations of teachers or in-service teachers using standardised observation tools (such as the Classroom Assessment Scoring System) [2].

All evaluation tools for teachers undoubtedly has their limits. Critics warn against using VA measures because they could be skewed by Even though a recent systematic review suggests that sorting does not appear to significantly skew effect estimates,

especially when researchers include several years of data in the analyses, assigning better-performing (lower-performing) students to teachers and schools that are more (less) effective (27). The more successful teachers also created greater average student achievement development after the random assignment, as further evidenced by a study that used random assignment of students to various teachers [15]. However, failing to distinguish between teachers is one of the criticisms levelled at observations [26]. Since they are criterion-referenced measures, they may or may not result in a distribution of ratings; historically, the majority of teachers have received effective or highly effective ratings [24]. Others, however, have asserted that observations, provided certain conditions are satisfied, might be useful indicators of effectiveness [7]. Researcher accept the limits of the many metrics of teacher effectiveness in our systematic review. Nevertheless, researcher adopt other study synthesises in this field and regard each of the evaluations listed above as a sign of the challenging to define and much more challenging to measure construct known as teacher effectiveness [19].

Teacher's cognitive abilities and their relation to teacher effectiveness

The ability to reason, plan, solve problems, think abstractly, comprehend complicated ideas, pick up new information rapidly, and learn from experience is a fairly general mental talent known as intelligence or cognitive aptitude.[18]. Although there is still debate on the precise organisation of cognitive talents, a well-known viewpoint sees them as being hierarchically arranged [18]. This makes it possible to conceptualise intelligence in terms of both a general cognitive ability that permeates all intellectual tasks and specific cognitive skills that are specific to each individual intellectual work [17]. As a result, the specific talents are positioned below the general intelligence component at the top of the hierarchy of cognitive capacities. Large portions of g are carried by the specific cognitive talents, which include areas like spatial or quantitative reasoning [19]. Differentiating between fluid and crystallised skills is another method to describe the hierarchical structure of intelligence. Contrary to fluid abilities, which deal with the potential to tackle novel or abstract problems using general thinking approaches, crystallised abilities refer to one's general store of knowledge essential to adaptation in life, including skills like vocabulary. However, a number of academics have argued that may easily be used to represent fluid intelligence. Numerous studies have demonstrated a strong relationship between general intelligence and particular cognitive talents and job performance across a range of professions (clerical employees, sales, manager) [16].

The strongest correlations between cognitive skills and performance were observed in jobs requiring more complexity [20]. The demands and complexity of teaching are enormous. For instance, keep in mind that intelligence is defined as the capacity to "reason, plan, solve problems, think abstractly, grasp complicated ideas, learn rapidly, and learn from experience." Most people would concur that some, if not all, of the following qualities are necessary for effective teaching: Effective instructors, for instance, must react swiftly to tough events in the classroom and modify their instruction accordingly [20].

Additionally, in order to sustainably increase student learning and accomplishment, effective instructors must participate in (long-term) preparation both the subject matter and organisational design of their classes [19]. Furthermore, shouldn't the most likely candidates for highly effective teaching positions be those who can draw on their past experiences to inform their present-day methods, thereby building on their previous learning and continuing to develop as educators? Prior studies involving other professions and theoretical justifications linking aspects of intelligence to the demands of teaching serve as justifications for looking into the relationship between teachers' intelligence and performance as teachers. [7]. Early research on the relationships between teachers' cognitive ability as evaluated by IQ tests and their efficacy as teachers, however, produced results that are best characterised as conflicting. Studies finding both positive and (small) negative correlation values, to summarise research in the topic [21]. Researchers gave up on their investigation of this subject due to discrepancies in the findings of studies relating teachers' cognitive skills to assessments of their efficacy (in this case, as measured by principal evaluations). The limitations of this early corpus of research make it difficult to draw firm conclusions, particularly when it comes to methodological issues like small sample sizes and imprecise measurements of student success increases. Consequently, the discrepancy between contradictory earlier results [1].

On the other hand, theoretical hypotheses regarding the link between teacher intelligence and effective teaching, as well as meta-analytic findings regarding the importance of intelligence for other professions with a similar or even lower level of complexity than teaching, reinforce the need for additional research on how and whether teacher intelligence affects teacher effectiveness [22]. In recent years, the majority of research has focused on indicators of teachers' cognitive abilities, such as their basic academic skills (reading, writing, and math as part of the Praxis 1 test for candidates entering teacher education programmes) or their results on college entrance exams (Scholastic Aptitude Test [SAT], American College Test [ACT]), or measures that have strong associations with intelligence. As a result, numerous studies have examined the effects of various proxies for instructors' cognitive skills, and a meta-analysis of the research base's findings has been carried out. One such meta-analysis that focused on verbal abilities revealed that the effects of verbal college entrance exam results on instructor effectiveness were not significantly different from zero. Further meta-analysis that took into account teachers' scores on a test of fundamental academic skills revealed a marginally positive relationship between teacher effectiveness and scores on the fundamental skills test [23]. The preceding research, particularly the meta-analyses, on indicators of instructors' cognitive ability. By statistically synthesising study results, meta-analyses can answer the question "What is the evidence?" [16].

These methods are not intended to give additional in-depth insights, such as "how was this evidence derived?" or "what was the context of the study, and to what degree can researcher trust these conclusions," and therefore do not allow for those [1]. It is necessary to conduct a research synthesis that addresses these concerns because, in addition to the

combined results of the teacher basic skills tests and a separate study of verbal abilities, researchers are aware that the results of these particular tests show up to be rather unreliable indicators of teacher efficacy. Researchers are unsure, nevertheless, if this is true across all domains (of numerical ability) [24]. It is also crucial to have a clearer understanding of how cognitive abilities, which are mostly assessed in the context of teaching by using proxy measures, contribute to teacher effectiveness [10].

Different types of Assessments

Diagnostic assessments

This type of evaluation, in which the teacher assesses the students before instructing them or directing the class, is very beneficial [2]. The instructor will be able to gauge how much their kids already know, thanks to this pre-assessment. If you are teaching grammar, for instance, you could begin by asking the pupils to list only one grammatical rule and provide an example of it [15]. By doing so, you will be able to assess the pupils' current level of understanding of that particular idea. The instructor can then draw out a suitable action plan in light of this [26]. A desert plant would simply deteriorate over time if it were watered every day. To correctly care for the plant, you must comprehend what sort of nutrients it requires. Similar to this, getting to know your students by giving them a quick test or evaluation sheet before and after class will give you a clear picture of how much they already knew and how much they learnt [3].

Formative Assessment

The term "formative assessment" refers to a variety of evaluations or evaluation techniques that instructors employ to gauge their pupils' level of comprehension when they are still learning. Simply said, formative assessment is "for learning." It occurs often during the course, such as when students are asked to make a rapid road map of what they have learned, take a fast pop quiz as the subject is being taught, or sum up their learning at the end of a session [4].

Summative Assessment

Summative tests are administered at the end of a certain academic semester. Projects, examinations, quizzes, and other assignments are provided to students in order to evaluate their skill growth. This kind of examination yields either scores or grades as results. The progress or report card would then include this. Summative evaluations determine whether or not a student is qualified to advance to the following level [6].

Ipsative Assessment

Ipsative evaluations include monitoring a student's progress over time. Their prior homework, exams, and quizzes are compared. The development is evaluated. When students receive a comparison evaluation, they will be able to evaluate their development and, if their performance has declined, they may be aware of the situation and take the appropriate action. Teachers can benefit from this as well. Teachers may evaluate their methods and determine what is effective and what is not [16].

Norm-Referenced Assessment

Comparing a student's performance to that of another or a group of children who are the same age and ability is the major goal of this sort of evaluation. All of the pupils are examined in light of the inferred average score or norm [27]. Then, teachers may determine whether or not a particular kid needs further help based on their performance. Having said that, this evaluation might not be useful because each student has unique talents, and while it may be useful to get a broad sense of how pupils are doing, you cannot make a decision solely on this assumption. Regardless of academic achievement, all students must be treated equally. They must not be made to feel insignificant or unimportant [6].

Criterion-Referenced Assessment

As the title indicates, in this kind of evaluation, a set of standards is established, and the pupils are then evaluated in light of those standards. This list of preset standards may include assertions about what the students should know, what to expect from their responses, or guidelines for how to approach a topic or evaluation. For instance, there may be levels, regulations, and other requirements that must be met in order to win a game. Similar to that, the pupils in this form of evaluation would be evaluated in accordance with a predetermined set of guidelines [17].

Conclusion

Education is the one of the most important tools one must have in their life. It is the only wealth that can't be taken from one person to another at the same time it can be freely shared. In this chapter elaborately discussed various researches carried out all over the world in the background of systematic review on teaching pedagogy and evaluation. At present there are a number of ways to review and analyse the reachability of the teaching aids. The instructor or the mentor needs to carry out teaching and learning in such a way that no student should feel inferior or out of place as a result of the evaluation exam forms. People are taught how to perform better and what changes they would need to make in order to do so via assessments and evaluations. In order to know the learning experience by the students, some kind of review should be undertaken and find the gap by doing experiments with various study methods to speed their recovery because there is always space for improvement and opportunity for progress.

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A CRITICAL APPRAISAL ON NATIONAL EDUCATION POLICY 2020 WITH SPECIAL REFERENCE TO IT'S IMPACT ON THE LEGAL EDUCATION

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Abstract

National Education Policy 2020 was formulated by the Indian Government with the sole purpose to enhance the standard in the education system in India as well as to develop the education system in such a way that it can be internationally competitive. In 2020, during the time of Covid-19 pandemic, it was most important policy in India for bringing drastic change in the education i.e. to bring creative, analytical skills and to bring all the education and practical training for the industry requirement parts. This paper indicates the benefits and challenges of the policy in the future of legal education and how this policy will bring changes in this present legal education in India. As per the new policy, the Government has brought a proposal to combine all the professional education from different fields which includes technology and engineering, law, management, pharmaceutics, medicine and other fields with the mainstream educational courses, moreover creates a multidimensional educational ecosystem where each student participates at their own level from early childhood through all levels of school, including vocational courses and can able to understand in a much more better way in which field the student can grow and thus promotes decision making capacities. The NEP promotes institutions of higher education to promote diversity in their classes, i.e., to improve the quality of peer learning for students by providing literacy up to 50 students from economically disadvantaged sections. Additionally, before the NEP 2020 policy, there were numbers of challenges in our educational system which are discussed in this paper along with solutions for the tentative difficulties in implementing the provisions of the policy.

Keywords: *Higher education, Teacher, Stakeholders, legal education, India.*

Introduction

There has forever been an unmistakable qualification among expert and ordinary advanced education in India. Governments have always tried to raise educational standards in their countries under NEPs (NEP). The Indian government's NEP policy aims to raise education standards. This method works for primary education, higher education, and professional education in both urban and rural India. Aims of the National Education Policy for 2020 are: By providing everyone with a high-quality education, the National Education Policy 2020 envisions an education system centered on India that directly contributes to our nation's long-term transformation into a fair and knowledgeable society[1]. The Education Policy (NEP) 2020 aims to integrate widely available professional education in fields like agriculture, technology, law, pharmaceutics, and others with mainstream educational courses. It also aims to create a multifaceted educational

[1] Bajpai, G. (2021). Legal education in schools needs a holistic push,*The Tribune: https://www.tribuneindia.com/ news/comment/legal-education-in-schools-needs-a-holistic-push-351116*

ecosystem from early childhood through all stages of education, including vocational courses, where every person is independent and has the right to acquire education regardless of educational streams[2]. The objective is to provide a high-quality, all-encompassing, and interdisciplinary curriculum that is relevant to India's development objectives for the 21st century and high on global competence. The NEP 2020 is a possible document that outlines a wide range of possibilities for India's future higher education system. These possibilities include liberalizing and globalizing primary, middle, and higher education, as well as professional education[3]. The ambition of NEP 2020 and the untapped opportunities that this purpose-driven strategy wants to capitalize on are emphasized by this statement alone. This statement aims to present a very futuristic strategy that emphasizes the country's economic, social, and political development as well as globalization and education liberalization.

Research Questions

The study will be undertaken to testify answers of the following research questions for the study-

(a) What is the impact of NEP 2020 in the higher education in India?
(b) What are the challenges before the advent of NEP 2020?
(c) what is the motive behind formation of NEP 2020?

Objectives of the Study:

Following are the objectives taken for the purpose of study:

1. To analyze the impact of NEP 2020 on Legal Education.
2. To understand with results of NEP 2020 on Higher Education.
3. To be aware of the possible drawbacks of NEP 2020 on the Legal Education in India
4. To provide workable suggestions for facing the challenges of NEP 2020.

Research Problems

The emphasis is on the study of NEP 2020, to study the changes that has taken place right in legal education. Furthermore, the priorities given at these levels and the scope widened in the area of practical approach and job orientation. The previous education policies lay down a good visualization towards building the nation taking into account the prioritized areas of the society approaching towards a developed nation. There is a lot of change in the society now, when compared to 1986, which is having a variation of 34 years with vast modifications, improvements, transformation and many other changes w.r.t. technology, business, education, competition, attitudes of people towards job opportunities and so on. In this regard, the focus should be given to analyze the effect and outcomes of the New Education Policy – 2020.

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2 Ibid

3 Aithal, P. S.; Aithal, Shubhrajyotsna (2019). "Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges". *International Journal of Applied Engineering and Management Letters. 3 (2): 1–35. SSRN 3417517*

Literature Review

Ms.Sujatha Ramesh, Dr. K. Natarajan (2019) had compared the NEP(2019) with the American Education system. According to them the flexible approaches are same as the approach adopted by USA.

Kalervo N Gulson, Sam seller (2018), they come to one conclusion that allowing new private and public connections across policy topologies.

NikilGovind (2019) Aithal P.S, ShybhrajyotsnaAithal(2019) had analyzed the positive and negative side and suggested for further improvement in Education Policy.

National Education Policy (1966): In India, the commencement of Social Work Education was in the year 1936, with the establishment of Tata Institute of Social Sciences. Education was given prominence during post-independence reforms, education was given prominence. The first education policy was announced in India in year 1996. This was aimed at "Radical Restructuring" and at equal education opportunities in order to achieve complete education with national integration. This policy aimed at promoting the significance of both primary & secondary education among the Indians along with establishment of schools in both rural and urban areas were given priority.

National Education Policy (1986): The National Education Policy of 1986 aimed at promoting minority education, education for women equality, education of SC, ST and backward sections. The importance was given to equal education opportunity to all sections of the society. This new education policy has given highest priority in solving the problem of school dropouts and adopts an array of precisely formulated strategies based on micro planning and applied at the grassroot levels of all over the country.

Hypothesis

1) There is no significant effect of NEP on the legal education
2) There is significant effect of NEP on the legal education.

Data Collection

In the present study, data has been necessarily collected from secondary sources.

Research Methodology

The research that will be conducted is strictly analytical and Doctrinal Research.

Scope and limitations of the study

Following are the scope and limitations of the study: -

(a) This research is limited to significant effect of NEP on the legal education.
(b) In this study, no primary data has been collected in the form of questionnaire.

Salient features of NEP related to Legal Education

1)Globalization and liberalization - The most important aspects of NEP 2020 are globalization and liberalization. This approach has welcomed the best unfamiliar

regulation colleges to set up grounds in India. The inclusion of this particular provision in NEP 2020 aims to both attract the best international talent and provide Indian students with access to standardized, high-quality education and exposure[4]. An additional objective is to raise the standard of education provided by national, state, and private universities.

2)Multilingual Education: In the past, India taught English as the primary language. We are all aware, however, that India is a diverse nation with numerous languages. The constitution of India states that there are 22 official languages. This makes it clear how important language is in India. NEP 2020 has included a bilingual option with this in mind. This is a crucial aspect that was not aggressively incorporated into prior policies.

3)Equitable Quality Education: Through scholarships for up to 50% of students from economically disadvantaged backgrounds, the NEP encourages higher education institutions to promote diversity in their classrooms in order to improve the quality of peer learning for students. In order to provide scholarships to up to fifty percent of students who are members of "Socially and Economically Disadvantaged Groups" (SEDGs)[5], the National Endowment for the Arts (NEP) encourages such institutions to actively seek funding from charitable and corporate sources.

In addition to the well-known provisions for equity and inclusion, NEP 2020 has precisely expanded the scope of disadvantage to include multiple additional categories, such as migrant children, abandoned children, urban poor, students from territorially disadvantaged regions like hilly and remote areas, and more. These provisions are referred to as the "Socially and Economically Disadvantaged Groups (SEDGs)[6]."

1. The creation of exclusive education zones, particularly in rural areas, to compensate for geographic disadvantages[7];
2. The option for higher education institutions to provide higher education in Indian official languages.
3. A "Gender-Inclusion Fund" to tackle the widespread dropouts of women in all categories[8].

Vocational Education: According to the twelfth five-year plan (2012–2017), only about 5% of the workforce in India who are between the ages of 19 and 24 have completed formal vocational education. The National Education Plan encourages colleges and universities to teach students analytical reasoning, problem-solving abilities, communication, and other skills. The best way to accomplish this is to investigate alternative teaching methods and practices, such as cooperative learning, learning by doing, and incorporating vocational education into conventional educational settings. In addition to creating jobs and contributing to economic expansion, vocational education offered by HEIs has the potential to bring them closer to communities and businesses. There will be a lot of

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4 Id -34-36
5 Ibid
6 Nandini, ed. (2020). "New Education Policy 2020 Highlights: School and higher education to see major changes". *Hindustan Times*.
7 Ibid
8 Dixit, A. K. (2009). Methods of Communication.Delhi: Aman Publication.

opportunities to offer vocational training in relevant fields as a result of the numerous legal issues that arise from the digital economy, particularly the gig economy. The BCI has addressed paralegal and vocational education in its most recent Circular [BCI 2021] on expanding access to justice and expediting its delivery[9].

With the assistance of the Bar Council of India (BCI), which was established by the University Grants Commission (UGC) in 2013, the 1-year LL.M. degree's overall goal was to concentrate on teaching, research, and specialization, as well as to educate teaching faculty for careers in legal education and to focus significantly on activities related to teaching and research. Post-graduate Education, Research, and Initial Teacher Preparation: The Masters in Law had been regulated as a 2-year Master's degree course in this policy. Following the recommendation of the one-year Master' degree by an expert committee headed by Prof. Madhava Menon, it was discovered that it did not accomplish its goal of preparing competent faculty and staff during these years. Even though teaching requires an LL.M., the future will show whether the two-year LL.M. will provide aspiring faculty members with adequate starting preparation or whether its length will make teaching even less appealing than it already is[10].

The idea of certification and autonomy, which encourages the transition from Accredited Colleges to Autonomous Institutions, is one of the important aspects of NEP 2020.Aspirations are given more weight by the decision to establish Multidisciplinary Education and Research Universities (MERUs)[11].The establishment of the National Testing Agency (NTA) as a prominent and independent testing body for UG and PG admissions in Higher Learning Institutions is another significant development in NEP 2020.NTA testing services would enable the majority of universities to have these standard entry exams rather than each university producing their own, easing the mental and financial burden on students, universities, and colleges. Each college and university will be responsible for deciding whether or not to use NTA exams in their admissions procedures. Additionally, it makes it simpler for students to send their credentials and certificates to universities in other nations.

NEP's Impact on Legal Education

Regulatory System for Higher Education: The NEP 2020 calls for the Higher Education Commission of India (HECI) to be established as a regulatory body for higher education, with the exception of medical and legal education. The HECI initiative aims to restructure higher education by separating the academic and financial aspects of the business. This raises the question of what will happen to existing organizations like the UGC and AICTE. Under the new policy, HECI will no longer be able to regulate money because it will no longer have any economic capabilities. The financial procedures that were initially settled by the University Grants Commission (UGC) will now be handled by the Ministry of

9 Ibid
10 Rizvi, F., & Lingard, B. (2009). Globalising Education Policy. Routledge.
11 Ibid

Education, formerly known as the Ministry of Human Resource Development (MHRD). This change will result in a redesign of the regulatory maze that is India's higher education system. The National Higher Education Regulatory Council (NHERC) is in charge of regulating higher education. HECI has its own four verticals[12]. The (Draft National Education Policy) DNEP 2019 has granted institutions and faculty members complete autonomy based on a crucial accreditation system. The GEC is in charge of standard-setting, the 2020 Higher Education Grants Council (HEGC) is in charge of funding, and the National Accreditation Council (NAC) is in charge of accreditation. NEP 2020 has taken a more cautious approach by offering autonomy in stages, with academic autonomy being the first. They will be able to improve their faculty, encourage research, improve their current programs, create, and launch new courses with the help of graded autonomy. They will also be able to march toward excellence and international standards. In addition, NEP 2020 has ensured that these autonomous higher education institutions are governed by Boards comprised of prominent individuals and former students who are committed to the institution and to providing a high-quality education[13]. This ensures that Vice-Chancellors receive the best possible academic and administrative support to increase innovation and realize their shared vision for the institution.

Over 10,000 stand-alone Teachers Training Colleges, according to the J. S. Verma Commission of the Supreme Court of India, are selling degrees for a price rather than offering genuine teacher education. The unintended result of regulatory systems' failure to reduce systemic corruption or enforce fundamental quality standards has been to stifle the development of quality and innovation in this field. Recognizing the significance of academics in the educational system, the NEP-2020 has emphasized the role that teachers play as well as the qualities that are desirable for the purpose of nation-building. Under this program, teachers have been placed in the middle of the most urgently required fundamental changes to the educational system. According to the policy, teachers of all levels have been reinstated as the most valuable and crucial segments of the population because they shape the nation's future generation. In addition, the NEP-2020 has emphasized the open recruitment of qualified teachers in order to provide teachers with autonomy and instil a sense of duty and responsibility in them all. This policy focuses on these important issues and tries to solve them in a positive way. The policy stipulates that HEIs offering teacher education programs must provide specialized courses as well as a wide range of experts in education and related fields. Each HEI will collaborate closely with a network of state and private schools, where prospective teachers will simultaneously participate in volunteer work, adult and technical education, and other activities. PhD applicants must also have completed a certain number of actual classroom teaching hours, which can be obtained through teaching fellowships or other means[14].In

12 NEP 2020 and its impact on legal education - *The Daily Guardian, from thedailyguardian.com: https://thedailyguardian.com/hits-and-misses-of-nep-*

13 Ibid

14 Wadia, D. I. (2020). Challenges and opportunities for Legal Education in India in a Globalised world:Leveraging NEP 2020.

order to accomplish this objective, Ph.D. programs at universities throughout the state will be altered[15].

Technology Application and Integration India is a world leader in ICT infrastructure as well as other important fields like space exploration. The Digital India Campaign is contributing to India's transformation into a digital economy and society. Technology plays a significant role in enhancing educational procedures due to the significance of education in this transformation[16].Consequently, education programs and technology interact in both directions. The education sector is anticipated to receive the majority of the benefits from this policy, which places an emphasis on technology use. This policy encourages the use and incorporation of technologies to improve a variety of educational facets. The National Educational Technology Forum (NETF), a self-governing organization, was established to bring together educators and other stakeholders who are interested in discussing how technology can improve education HRD Ministry[17].During the Covid-19 lockdown, when a new digital paradigm for education was implemented and technology played a significant role in educating students about digital media, the influence and increased use of technology were evident. Currently, a hybrid paradigm for education delivery has been developed, combining traditional and online methods of instruction.

Opportunities of NEP 2020

Before NEP 2020 arrangement, there had been many difficulties in our school system. Among these difficulties were:

- University Ecosystem in Pieces
- Students' inadequate cognitive skill development and educational outcomes
- Rigid and uncompromising discipline separation
- In socioeconomically disadvantaged areas, there is a lack of high-quality higher education
- Institutions and faculties lack autonomy[18]
- Career progression and plans for faculty and institution leadership are inadequate
- Insufficient funding for research across the board[19]
- Subordinate leadership and governance at the university[20]
- Inadequate regulatory systems that impede the growth of exceptional and innovative institutions

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15 Percy, W. H., Kostere, K., & Kostere, S. (2015). *The Qualitative Report, 20(2), 76–85. http://nsuworks.nova.edu/tqr85.%5Cnhttp://nsuworks.nova.edu/tqr/vol20/iss2/7*

16 Silova, I., Rappleye, J., & Auld, E. (2020).Beyond the western horizon: rethinking education, values, and policy transfer. *In Handbook of Education Policy Studies (pp. 3-29). Springer,Singapore.*

17 Ibid

18 Ibid

19 Dixit, A. K. (2006). Press Laws and Media Ethics. Delhi: Reference Press.India's New Education Policy 2020: Highlights and opportunities . (2020, August 24).*from British Council: https://education-services.britishcouncil.org/insights-blog/india%E2%80%99s-new-education-policy-2020-highlights-and-opportunitieskurien,*

20 Supra Note 16

- Low academic achievement results from excessive partnerships with numerous universities;

The multidisciplinary approach that NEP 2020 attempted to use to address these issues "Access, Equity, Quality, Affordability, and Accountability" form the foundation of this policy, which will help India become a thriving knowledge hub with new opportunities. Certain transitions are made possible by this regulation[21].

These adjustments are: the development of a system of large, multidisciplinary higher education institutions; the transition from a rigorous university curriculum to a broader educational experience;

- Give institutions and faculty independence[22]
- Improving student experiences by updating the curriculum, teaching methods, evaluation, and scholar support
- Faculty and institution leaders whose merit-based appointments and advancement opportunities have demonstrated their worth should be recognized and rewarded
- Increase the effectiveness of independent, highly qualified councils in managing educational establishments
- a single authority's establishment of a "light but tight" regulatory framework for higher education

Challenges in Implementation of NEP 2020

Under NEP 2020, private and self-governed institutions are moving away from being viewed as connected and toward becoming more autonomous. Groups and institutions will now be granted economic and educational autonomy by this "autonomy.[23]" If organizations do not receive support from government agencies, they will eventually turn to students. Under the guise of such autonomy and structure, a significant increase in university tuition would be observed. Because students now have so many options and won't be able to stay focused on any one stream, multiple departure options at universities may increase drop-out rates, further splinter already splintered institutions, and make students less committed to the courses they choose. As a result, students are likely to be sluggish and careless about their education, and the variety of learning options may cause them to become confused[24].

Despite declaring that it intends to support higher education's independence and integrity, the administration has dismantled the University Grants Commission (referred to as "UGC"), a significant institution and regulator in the field. As a result, education will

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21 Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3(2), 77-101.*

22 Id-102

23 Chima, J. S. (2020). Are participants in ethnonationalist movements rational-choosers, socially-embedded actors, or psychologically-instinctive beings?: motivations and worldviews of Sikh separatists from India. *Studies in Conflict and Terrorism, 0(0), 1–22. https://doi.org/10.1080/1057610X.2020.1711604*

24 Supra Note 10

become more centralized and commoditized[25]. The Atal Bihari Vajpayee government tried to make similar changes, but there was a lot of opposition[26].The current changes to education are only in place because they were implemented behind closed doors without the approval of parliament or a suitable behaviour code. Experts should be ready to manage changing conditions as one of the main cures as a component of the whole advanced education framework, experts need to find out about morals, the significance of cultural reason, trans disciplinary thinking and smart examination, public discourse, development and exploration to take on the position of their callings. If professional training does not stifle a person's natural talents, they can grow.

All universities, including agricultural, medical, technical, and law schools, should strive to be multipurpose educational institutions. Also, improving the English language is a very important problem that needs to be fixed if India wants to keep its global prominence and be able to communicate with people from other Indian states. English would only be taught at the secondary level under the proposed plan. Abandoning English as the primary medium of instruction and learning in nations where English is the primary or first language could hinder global competition. Career advancement, outsourced technical support, and talents are hegemonic in Western nations, where English is the language of instruction. There is a lack of taught teachers who are both acquainted with the expansiveness of the regulations and ready to improve on them in a manner that is reasonable to the overall population[27]. A new breed of teachers who can effectively convey legal knowledge to students while also piquing their interest and encouraging their creativity must be trained[28]. Employing recent law school graduates as adjunct professors to supplement the primary teaching staff can improve outcomes at legal education institutions[29]. There is a claim that this policy favours centralization because it specifies the establishment of a new teacher's training board for all types of teachers nationwide, with the restriction that no state may alter it. In order to accurately portray sociocultural situations, the legal studies curriculum must therefore incorporate evidence-based methodologies, history, legal principles, and jurisprudence[30].When providing legal education to students, it is important to take into account the language of the state in which the institution is situated. Students at the National Education Program (NEP) and the National Law Universities (NLU) can benefit from a multidisciplinary institute, which is one of the policy's main recommendations, by networking with scholars and students from various fields and learning from them. However, due to a lack of physical space and financial support for such an institute, this recommendation may not be practical. On the

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25 A., & Chandramana, S. B. (2020). Impact of New Education Policy 2020 on Higher Education. Atma Nirbhar Bharat: A Roadmap to Self-reliant IndiaAt: Thiruvalla.*Ministry of Education. (2020).from education.gov.in: https://www.education.gov.in/en/nep-new*

26 Ibid

27 Alhojailan, M. I. (2012). Thematic analysis : a critical review of its process and evaluation. *West East Journal of Social Sciences, 1(1), 8–21.*

28 Id -22

29 Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research, 26(13), 1802-1811.*

30 Supra Note 16

other hand, the majority of NLUs already have capacity issues and are unable to accommodate the current student body[31].To operate them, only a small financial contribution from state and local governments is required. If they have to set up new departments in this case, there is a chance that costs will go up and access will be restricted. One of the policy's main recommendations is to increase multilingual education at state law schools, which is commendable but has some drawbacks[32].The policy, which is aimed at state institutions of higher learning, can help legal education at NLUs. This only partially removes the language barrier for NLU students. Although it has benefits for students who are already enrolled in an NLU in his area, it does not accommodate applicants who might be interested in applying elsewhere. The solution to improving legal education is not to substitute regional languages for English. In addition to providing bilingual education across the board, additional English classes and courses are required to address this issue because English is the primary language used in the legal field. Faculty and institution leaders whose merit-based appointments and advancement opportunities have demonstrated their worth should be recognized and rewarded[33]. Several times, the government has expressed its desire to revive Hindu beliefs and practices. Considering this, the utilization of old stories, folklore, and custom in conversations on lawful training makes a troublesome situation. The document also stated that classical writings and law should be studied and that law cannot exist without culture. It is unclear from some of the most well-known policy documents how the current and historical educational systems will complement one another in the present[34]. In an educational setting, revisiting these writings could have negative effects and do more harm than good to legal education. With this assertion, it is true that law is a memory that must draw from its past[35]; However, some recollections cannot be used as a text for law study; rather, they can only serve as a reminder of the need to move forward. It is important to note that the policy does not recommend making laws that would make schools more thorough when it comes to legal education. It maintains a calm attitude toward caste and gender issues in graduate and postgraduate studies. Issues could be made worse by its suggestions. As with all of its other ideas, the NEP's approach to legal education is, in general, akin to a fantasy that is unlikely to be realized. It does make things better academically and conceptually, but it will be hard to put them into practice[36].

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31 Vardhan, S. (2020)Hits and misses of 2020-and-its-impact-on-legal-education/

32 Ibid

33 Ibid

34 Jebaraj, Priscilla (2020). "The Hindu Explains | What has the National Education Policy 2020 proposed?". *The Hindu. ISSN 0971-751X New Education Policy a analysis report https://www.studyiq.com/blog/new-education-policy-2020-complete-analysis-free-pdf/*

35 Ibid

36 Govt. of India (1968). *National Education Policy, 1968. https://web.archive.org/web/20090731002808/ http://www.education.nic.in/policy/npe-1968.pdf*

Conclusion

By networking with researchers and students from a variety of fields and learning from them, students can benefit from a multidisciplinary institute, which is one of the policy's primary recommendations. However, due to a lack of physical space and financial support for such an institute, this recommendation may not be practical. On the other hand, the majority of NLUs already have capacity issues and cannot accommodate the current student body. The state and municipal governments only need a small amount of money to run them. In this situation, having to set up new departments could make it harder for them to get to and cost more. NEP 2020 places the interest of students at the forefront of all decision-making, aims to provide them with high-quality academic opportunities that are significant to them, and aims to prepare them for a world that is rapidly changing. It aims to usher in a new era of social change within the context of creating a vibrant and multifaceted information society. Every stakeholder in education needs to understand the significance of this revolution and respond by accepting responsibility for it and putting it into practice consistently and completely. If implemented correctly, the NEP 2020 plans to change legal education could give the field unprecedented energy and creativity. The NEP is able to assist in recruiting the brightest and best to educate at all levels by providing a living wage, respect, decency, and independence, as well as incorporating quality assurance and reporting standards into the system. Although the new education strategy has a worthy goal, its success will depend on how well it integrates with other government policies to bring about a complete structural transformation. Education policy can ensure India's expertise in collaborating more proactively with business to build vocational and technical education and make it successful thanks to policy interconnections.

OPEN AND DISTANCE EDUCATION: UPCOMING CHANGES IN HIGHER EDUCATION SECTOR UNDER NEW EDUCATION POLICY, 2020

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Abstract

Distance Education, Online Education, Open Universities, Virtual Classrooms, etc. are some of the terms that are being discussed a lot in the field of education today. Educational institutions were the first to be closed after the outbreak of the Covid-19 pandemic in India. NEP 2020 is intended to be implemented before this. This article discusses how Open and Distance learning is going to fulfil the aim of New Education Policy, 2020. The impact of Distance Education is going to be seen in the field of higher education. According to the new policy, there is a need to discuss whether the General Enrolment Ratio will be increased along with flexibility of study methods in the higher education sector. It should be understood that many people are reluctant to enrol in courses through Distance Education as there is still a lingering doubt whether Distance Education is considered at par with other regular courses. Open Universities provide learning opportunities for those who have stopped halfway through their studies regardless of age. This article also discusses its possibilities. The purpose of this article is to present the matter in brief based on the above points.

Keywords: *Distance Education, Open Universities, Virtual Classrooms, Online Education, Higher education.*

Introduction

The education system is changing and so are the learning styles. Many teaching-learning methods are available today which are technological and alternative, away from the age-old education system. NEP 2020 vehemently promotes alternative education. This policy was approved on 29th July 2020. Distance Education plays a vital role in ensuring equitable and flexible education for the people who are unable to go the regular educational institutions, thus ensuring inclusive education. Therefore, everyone gets the opportunity to study and complete the course regardless of age in the field of adult education.

Role of NEP 2020 in Online Education

Before having a discussion on Open and Distance Education, it is inevitable to talk about the importance of Online Education. When the lockdown was announced due to Covid-19 pandemic, we were all necessitated to use virtual classrooms and online learning platforms. We understand its endless possibilities. NEP 2020 gives plenteous importance to digitalization in education sector. It aims at the technological interventions in teaching-learning activities, evaluation process and enhancing educational access. According to NEP 2020, students can use their theoretical knowledge practically through virtual labs. Artificial Intelligence 3D/7D virtual reality has emerged. NEP 2020 emphasises the

extensive research on Artificial Intelligence, Machine Learning, Blockchains, Smart Boards, Handheld computing devices, and Adaptive computer testing. Online platforms like DIKSHA (Digital Infrastructure for Knowledge Sharing) and SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) can be used for uploading the Teaching-learning e-content. The wide variety of educational software in all major Indian languages will be made accessible to *Divyang* students. NEP 2020 offers many such digital possibilities. It is hoped that all these things will be implemented at school and university level.

Open and Distance Learning in NEP 2020

In education, the word 'open' and the word 'distance' refer to non-formal education. As mentioned earlier, Distance Education is the best choice for those who cannot access formal education. According to NEP 2020, it can be understood that through Open and Distance Learning (ODL), education access can be brought to more people, Gross Enrolment Ratio (GER) in higher education can be increased and learning can be done at any time regardless of age. It is said that any ODL programme that facilitates degree or diploma courses will be equivalent to a programme run by a higher education institute. Accredited institutions do not have to limit the number of students admitted through ODL. Parallel to that, Open universities also have an admission system which is very pliable. The operation of Open and Distance Learning in regular institutions and learning opportunities through Open Universities encourage more people to enrol in higher education. It can be assumed that such a move will bring a drastic change in the higher education sector as the student enrolment was low when Distance Education did not have equal importance with other regular degree courses. As flexible as distance education is, considering its drawbacks, it remains to be seen whether more people will opt for ODL. The policy targets to increase the Gross Enrolment Ratio by 2035. Open universities, which offer more courses cost-effectively than universities and colleges that provides regular courses, can provide equal quality education. Thus, Open and Distance Learning has a significant role in increasing GER rate.

In 1992, when the NEP 1986 was amended, every state had to start an Open University and IGNOU offered the technical and consultancy support. So, in 1991, IGNOU started a Distance Education Council (DEC). In 2012, UGC withdrew it and started Distance Education Bureau (DEB). However, it is doubtful whether the states have implemented this properly. According to the 2020 policy, higher education institutions are allowed to implement Open and Distance Learning, but there is no specific plan for Open Universities. So, it remains to be seen how successful it will be in providing an inclusive and quality education.

On a personal note, if the New Education Policy is to be implemented effectively, it needs adequate fund allocation and human resources. Interventions of veteran professionals will be needed in the field of higher education. There is no doubt that the enrolment ratio will increase if ODL can be effectively implemented, using innovative, that

is, modern technology. It needs to be ensured that people from different strata of society get access to the emerging technology. ODL is intended to be implemented in established institutions, but care should be taken to provide quality education to those from the rural area.

Multidisciplinary Approach and Globalisation of Education System in India

NEP declared to set up campuses of around 100 famous foreign colleges in India. It has an indispensable role in globalisation of education system in India. If Open and Distance Learning benefits the laymen, this will help the students get an international standard of education. Regarding the multidisciplinary subjects, opportunities will open up for students to study more than one subject, and they can specialize in more than one area while not being confined to just one subject. Hopefully, by 2030 there shall be at least one multidisciplinary higher education institution in every district and all Higher Education Institutions (HEI) will aim to be multidisciplinary by 2040. It is also said that Science, Technology, Engineering and Mathematics (STEM) will be included in the under-graduation category along with Arts and Humanities. By doing so, multiple skills of a person can be nurtured. It will be beneficial in developing logical thinking and communication skills along with critical thinking and social awareness. As we are all part of a competitive world, it is inexorable for us to have knowledge in numerous fields and to enhance our skills. Multidisciplinary approach is not only academic but also a way to enhance all our skills, thus it is a holistic approach. In addition to this, the new education system also allows a person to discontinue a course. That is, in contrast to the current system of education, if it is a four-year UG course, if you stop after three years you will get a certificate of bachelor's degree, and if you stop after two years, you will get a diploma. Even if students discontinue after one year the certificate will be provided. Thus, NEP targets flexible curriculum replacing the existing rigid system of education.

Conclusion

Expectations are high when a policy on education is brought to India after 34 long years. As mentioned above government of India has put forward a policy that gives equal importance to formal and non-formal education. We can expect financial aid and full support for students belonging to Socio-Economic Disadvantaged Groups (SEDGs). It is inevitable for such students to have opportunities to learn like any other children. India is looking forward to the fact that by allowing Open and Distance Learning to start in many educational institutions, more people will enrol in education and it will create giant strides. It is understood that people can choose more than one course simultaneously is a positive approach of this policy.

Another factor is not to compromise on the quality of Open and Distance Learning. Open and Distance Learning should get the same quality as regular courses. For ODL to be successful, skilled and experienced human resources are needed.

It can be firmly believed that multidisciplinary education will lead to another revolution. The gap between Science, Arts and Commerce is trying to straddle from the

school level. This will help the children to choose subjects according to their interest. Their path is not narrowed down by learning more than one subject.

This third policy on education will be crucial. Technology has grown so much that changes need to be implemented quickly and efficiently. There is no doubt that if the above changes can be brought in distance education, it will be a great success for the Indian education system.

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METAMORPHOSES OF EDUCATION: AN ANALYSIS OF THE GROWTH OF EDUCATIONAL CULTURE IN KERALA

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Abstract

Educational culture is not static but dynamic. If we trace back to the trajectory of the Education sector in Kerala, we can understand that it always metamorphosed by adapting to the changes from time to time. The current educational system in Kerala started when Raja's free school for English was established by the government in 1834. The Christian missionaries started Ezhuthu Pallikoodam, which paved the path for the new era. Next change was the computerization in the schools of Kerala. With time internet and online education become an integral part of our educational system. The information came to us just a click away. Internet was that magical door from our room that opens the door to the world unknown. Another face of the education sector was unveiled during the pandemic in 2020. The pandemic has forced the aspirants to find a path and the emergence of online platforms like Coursera, enabled knowledge acquisition easier when were locked inside. These platforms were providing free education with the help of foreign universities. The current scenario is demanding a change here in our state. Students are migrating abroad, for higher studies. If our universities and colleges could provide our students with a "blended education" through collaboration with international universities, it will be a leap to the future.

This paper is an analysis of changes that happened and the ongoing metamorphosis of the educational system, how the computerization and internet changed the educational culture.

Keywords: *Educational Culture in Kerala, Social Reformers, Government Plans, Online Teaching, Distance Learning - Pandemic, University Education.*

Educational culture is not static but dynamic, if we trace back to the trajectory of the Education sector in Kerala, we can understand that it always metamorphosed by adapting to the changes from time to time. During the pandemic, we witnessed the next face of this sector.

The current educational system in Kerala started when Raja's free school for English was established by the government in 1834. English education got its prominence when maharaja of Travancore declared in the year 1844, that "those who trained in English school would be given preference in public services"

During British rule, the Christian missionaries started Ezhuthu Pallikoodam", which paved the path for the new era. Benjamin Bailey and Henry Baker who belonged to the Christian missionary Society were prominent names and they contributed a lot to Kerala's educational sector. They set up a grammar school at Kottayam and a school for girls in Alappuzha. Christian missionary society was active during 1813- 1930 popularizing education across Kerala. The Christian missionaries were the first to promote woman's education in the state of Kerala and 1917 opened 1st women's college in Kottayam.

Major Reformers who Changed the Educational Culture: -

Kuriakose Elias Chavara - The great Christian priest who dared to start a Sanskrit College in the year 1846 at Mannanamand admitted untouchables to School. He is a great

reformer of the society who lived in the early 19th century. He challenged the social evils and he was against the social bans based on cast & religion. He also started school in a village called Arpookara. There he built a chapel and school for the converts from Pulaya caste. It was during that time; a circular was issued by Bishop Bernadine Baccinelly. Father Kuriakose Chavara was the one who convinced the bishop to issue such a circular which included a warning that each parish should establish an educational institution otherwise they will be debarred from the communion. He was a great visionary who wanted everyone' right to education to be fulfilled.

Ayyankali and education for Underprivileged Class:

Mahatma Ayyankali is a Dalit reformist and he did bring a great change in the field of education for Dalits. In 1904, he opened the first school for pulayas and other untouchable castes at venganoor. It was the first school in Kerala that was only for the education of Dalits.

His organization 'sadhu Jana paripalana Sangham was focused on the proper management of the Dalit movement for education and their rights. Ayyankali himself was not educated but he did not want his future generation deprived of education

Puthuvayil Narayana Panicker, Father of Library movement in Kerla:

In 1945 he formed Travancore Library association (Travancore Grandma Shalasangham) and opened 47 libraries. The slogan was " Read and Grow" and they aimed at popularizing the habit of reading. This movement played an important role in Kerala becoming the first fully literate state in India. After 1956. The Trvancore grand has hala sangham renamed as Kerala Grandhas hala sangham

Ayyankali, Sree Narayana Guru, Kuriakose Elias Chavara, P N Panicker, all are important names who brought changes to the sector of education in Kerala. Kerala was declared a fully literate state in the year 1991. These social reformers were one major reason for that achievement.

Government Policies to Improve the Educational System:

Various government policies helped this sector to achieve its goals. Former prime minister Sri. Manmohan Singh addressed the 11th five-year plan as "India's Educational Plan". It was during the period of between 2007 - 12 the 11th five-year plan was implemented. The plan was focused on reducing poverty, economic and agricultural development, and strengthening the education sector as a whole. This five-year plan proposes to raise the level of investment in education, research, and development to at least 6 percent of GDP.

As a part of strengthening the educational sector and providing education, the Government introduced the OSMS (Online Scholarship Management System) in the year 2011 for pre-Metricand post-metric students from minority communities. According to the

officials, this scheme will support students from schools to professional education. More than one Core student got this scholarship.

University education in Kerala:

There are sixteen state universities, five Deemed universities and one central university in Kerala.

In 1937, Kerala university was established as a multidisciplinary university. Later on, in 1968 Calicut university, 1971 Cochin University of Science and Technology, MG university in 1983, and Kannur university in 1997 Various other universities were established in the state of Kerala. The Central university of Kerala was opened in the year 2009 at Kasargod. Kerala Kalamandalam for performing arts was established in the year 1930 and became a deemed university in the year 2006. The National Institute of Technology, the Indian Institute of Management in Kozhikode, and the Indian Institute of Space Science and Technology in Thiruvananthapuram are also included in the list of deemed universities in Kerala.

Computerization and next-generation learning - the Internet was born in 1983 and VSNL (Videsh Sanchar Nikham Limited.) made it accessible to the common man in 1995. VSNL was a government telecommunication company that was founded in the year 1986. It was privatized in 2002 and renamed ' TATA Communications.

Computerization in the schools of Kerala: It was in 2001, as a project of the Department of General Education, the Government of Kerala Started IT education in schools. In 2002-3 period, computerization was done in the schools of Kerala. With time internet and online education become an integral part of our educational system. The Internet has brought a drastic change in the field of education. Technological advances, the invention of smart phones, and other gadgets made knowledge acquiring easier. You can listen to the class even when you are doing something else. Technological advancements made the multitasking an easier one. Even if one student couldn't attempt the live session, he or she has a provision to listen the recorded class. This revolutionary change made knowledge easy to access, anytime, anywhere, just a click away. The Internet is that magical window from our room that opens to the world unknown.

Another face of the education sector was unveiled during the pandemic in 2020. It was together that the words Google Classroom, Google Meeting, zoom meeting, started and became indispensable in the lives of students and teachers. Even the people who have only limited knowledge embraced the change and improved themselves. On the other hand, the pandemic has opened new doors to aspirants. Distance learning upgraded itself with the help of the internet.

The pandemic was an unexpected blow on the lives of people. Every sector has frozen. All of the people were forced to live inside home. The dream of studying in foreign universities faded. Then the aspirants found their path by the help of online platforms like Coursera. The emergence of online platforms like Coursera, Skill share, Lynda.com (now LinkedIn Learning), etc. enabled knowledge acquisition easier when we were locked

inside. These platforms were providing free education with the help of foreign universities. The famous institutions like University of Pennsylvania and Imperial College London were there among those universities. SWAYAM is an Indian MOOC (Massive Open Online Courses) platform. One of the valuable educational programs by the government of India which helped learners to acquire additional certificate courses which can be transferred to the academic record of the learner. SWAYAM is an acronym for Study Webs of Active-Learning for Young Aspiring Minds. And it covers subjects from high school to higher education and includes skill based courses to ensure every student benefit from learning with ICT tools. SWAYAM is providing more than 2200 courses with the help of approximately 1300 instructors. More than 203 Indian universities are offering courses in this MOOC platform.

The educational culture of our state was always Changed from time to time. It is evolving according to the cycle of time. The Government of Kerala has appointed a panel of seven members to analyse the current scenario of the higher education sector of our state. The current GERHE (Gross Enrolment Rate in Higher Education) of our state is 38 %. The seven-member commission has recommended a drastic restructuring of our Educational system. The goal is to improve our GERHE of 38 % to 60 % by 2030.

GER is the percentage of students belonging to the eligible age group of 18- 23 years, enrolled in higher education. Kerala is ranked sixth in 2019-20. There are Tamil Nadu (51.4%), Delhi (48%), Puducherry (46%), Uttarakhand (41%), Himachal Pradesh (40%) above the state of Kerala.

The education system seen today has evolved and is still evolving. The current scenario is demanding a change here in our state. Students are migrating abroad, for higher studies. That may put our higher education sector in a problem. India is one of the major cultural centres across the world. We have our own language, art and literature to offer for the foreign students. We have performing arts and martial arts. We can improve our higher education system by collaborating with international colleges and universities through student exchange programs. Kerala Kalamandalam is a perfect example for the foreign interest in our culture and art forms. So, in this modern era, if our universities and colleges could provide our students with a “blended education" through collaboration with international universities and colleges, it will be a great step toward the future.

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TRANSFORMATIONAL ROLE OF TEACHERS IN THE CONTEXT OF NEP – 2020

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Abstract

Teachers really do have an impact on the future of our children and, by extension, the future of our country. In India, the teacher was regarded as the most honourable member of society because of this highest function. Since the requirements for teacher quality and motivation are not being met, there is a lack of quality in teacher education, recruiting, deployment, working conditions, and empowerment. In order to encourage the best people to enter the teaching profession, the high regard for teachers and the high standing of the teaching profession must be restored. To ensure the finest future for our students and for our country, teachers must be inspired and empowered. In order to better prepare students for the future, the National Education Policy (NEP), which went into effect in 2020, calls for a complete overhaul of the Indian educational system. It places a special emphasis on 21st-century skills as well as basic literacy and numeracy. Although it offers the alterations and revisions, it also emphasises that the success of much of the Policy depends on the skill of the instructors who would be implementing the reforms. This paper looks at the changing role of teachers regarding the New Education Policy – 2020

Keywords: *NEP-2020, Transformational role, Change in role of Teachers*

Introduction

The National Education Policy (NEP), which went into effect in 2020, calls for a total overhaul of the educational system in India with a focus on fundamental reading, numeracy, and 21st-century skills to better prepare students for the future. Although it proposes the alterations and revisions, it also emphasises the fact that a huge portion of the Policy's success depends on the skill of the teachers who will be carrying out the reforms. The future of our students, and thus, the future of our country, is actually shaped by their teachers. The teacher was the most revered person of society in India because of this highest responsibility. Only the smartest and best educated people became teachers. Since the requirements for teacher quality and motivation are not being met, there is a lack of quality in teacher education, recruiting, deployment, working conditions, and empowerment. In order to attract the best people to enter the teaching profession, the high regard for teachers and the high standing of the teaching profession must be restored. To ensure the finest future for our students and for our country, teachers must be inspired and empowered.

Objectives of the Study

1. To study the changing role of teachers in NEP
2. To understand the implications in NEP related with Teacher's role.

Review of Literature

The Kothari Commission, (1966) said, 'all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.' Ramesh Pohkriyal, Union Education Minister (2021) opinioned in his article 'Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognised for novel approaches to teaching that improve learning outcomes in their classrooms'.

Research Methodology

A scoping review approach was used to examine our broad research question by systematically identifying and summarizing existing literature and was reported. We try to figure out the changing role of teachers in the background of NEP implementation. Our study solely based on secondary data and document analysis.

Change in Role of Teachers at a Glance

The New Education Policy recognize and identifies teachers are the heart of learning process. The policy will empower teachers of India and list out various reforms for their recruitment, continuous professional development, service conditions etc.

Woking Environment and Efficiency

Raising teachers' abilities to their highest possible level will enable them to perform their jobs efficiently. It will also guarantee that teachers become a part of an inclusive community of students, parents, principal teachers, and other supporting staff, with the sole purpose of being learners.

Without focusing on the construction of a school complex or school building, state or union territory governments can embrace a progressive model through efficient school administration, resource partnerships, and community building.

Recruitment and deployment

Merit-Based Scholarships	Numerous merit-based scholarships will be established around the nation for study at top 4-year integrated B.Ed. programmes in order to guarantee that the best students—especially those from rural areas—enter the teaching profession. The neighbourhood.

Incentives for Outstanding Teachers	For students to have continuity in both their role models and their educational surroundings, teachers must invest in and develop relationships with their communities. Excessive teacher transfers will cease.
Strengthening Teacher Eligibility Tests (TETs)	The Teacher Eligibility Tests (TETs) will be strengthened to better test content and pedagogy related to being exceptional teachers. The teacher interviews determine the candidates' comfort level and level of language proficiency in teaching in the local language
Ensuring adequate number of teachers across subjects	A sufficient number of teachers across subject areas – particularly in art, physical education, vocational education, and language education – could be hired to a school/school complex, and sharing of teachers across schools can be considered in accordance with the grouping of school's format adopted by state/local governments.
Focus on Local Hiring	To promote local knowledge and expertise, schools/school complexes will be encouraged and indeed will be supported with suitable resources to hire local eminent persons or experts as 'specialized instructors' in various subjects
Hiring with a purpose of Inclusion and Equity	The new National Education Policy also addresses the issue of teacher availability and capacity development in order to promote inclusive and equitable education.
Projecting Future Vacancies for Teacher Recruitment	Each State will carry out a technology-based comprehensive teacher-requirement planning forecasting exercise to determine anticipated subject-wise teacher shortages over the recent two decades.

Continuous Professional Development

NEP places a strong emphasis on Continuous Professional Development (CPD) for teachers to improve their skills and learn the most recent advancements in their fields through a variety of modes, including local, regional, state, national, and international workshops as well as online teacher development modules. Each teacher is expected to take part in at least 50 hours of Continuing Professional Development (CPD) opportunities each year for their own professional growth, motivated by their own interests, covering the most recent pedagogies for foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

Career Advancement and Management

To encourage all teachers to perform at their highest level, great teachers must be honoured, promoted, and given pay increases. Therefore, a strong merit-based tenure, promotion, and remuneration structure with numerous levels within each teacher stage will be created in order to reward and encourage exceptional teachers. Vertical teacher mobility based on merit will also be crucial; exceptional teachers with proven leadership and management abilities will be taught over time to assume academic leadership roles in schools, school complexes, BRCs, CRCs, BITEs, DIETs, as well as key government agencies.

Teacher Education Approach

By 2030, such multidisciplinary HEIs' 4-year integrated B.Ed. programme will be the required degree for teachers in schools. A number of specialists in education, related fields, and specialised subjects will be made available by HEIs with teacher education programmes. Each higher education institution will collaborate closely with a network of public and private schools where future teachers will student teach in addition to taking part in other activities like community service, adult and vocational education, etc. During their Ph.D training time, all new Ph.D. applicants, regardless of discipline, will be expected to complete credit-based courses in teaching, education, pedagogy, and writing pertaining to their chosen Ph.D. subject. Since a large number of research scholars will go on to become teachers or public representatives/communicators of their chosen subjects, exposure to pedagogical techniques, curriculum design, reliable evaluation systems, communication, and other related topics will be ensured. Ph.D. programmes at colleges across the nation will be reoriented. College and University teachers will continue to receive in-service continuous professional development through current institutional arrangements and ongoing initiatives. In order to deliver standardised training programmes to a large number of teachers in a short amount of time, the usage of technological platforms like SWAYAM/DIKSHA for online teacher training will be encouraged.

Professional Standards

By 2022, the National Council for Teacher Education in its newly reorganised new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organisations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would include the competences necessary for each stage as well as expectations for the role of the teacher at various levels of expertise. Additionally, it will include requirements for performance evaluations that will be conducted periodically at each level and for each standard. Programs for pre-service teacher education will also be influenced by the NPST. State governments might embrace this and use it to decide on tenure, professional development initiatives, pay increases, promotions, and other recognitions for teachers, among other

areas of career management. Promotions and pay raises will only be given based on this appraisal, not on seniority or duration of service. The professional standards will be examined and amended in 2030 and then every 10 years after a careful empirical evaluation of the system's effectiveness.

Findings

- Teachers will have more discretion in selecting the finer points of pedagogy, allowing them to instruct in the way they believe is best for the students in their classrooms and communities.
- The teaching-learning process and transitional classrooms will now place more emphasis on conceptual development.
- Themeasures, such as 4year integrated B.Ed. Degree, policies on teacher education will help to developing best teachers and emerge as global leaders.
- Teachers will constantly have the chance to advance themselves and learn about the newest developments in their field.
- The NEP 2020 discusses raising the bar on teachers' performance by clearly defining the role of the teacher at various levels of expertise/stages and the competences needed for each stage.
- In order to integrate into the digital learning processes, teachers will also need to receive digital training.

Conclusion

The centre of the significant changes to the educational system must be the teacher. Because they actually mould our next generation of citizens, the new education strategy must assist in re-establishing teachers as the most revered and significant members of our society at all levels. NEP places special emphasis on the contributions, sacrifices, and efforts made by teachers to protect the honour, respect, and dignity of their profession. In order to attract young, intelligent, and creative minds to this profession, policymakers should be flexible in their approach while providing them with all the rewards and facilities. Moreover, they should be strict when monitoring them to ensure that the desired results are achieved and that they are held accountable and responsible. As the NEP is put into practise, the teaching community must collaborate, get along well, and be motivated by a desire to transform students' lives by helping them improve their character and talents.

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MATERIALIZING NEP 2020s POTENTIAL: TRANSFORMING EDUCATION THROUGH TECHNOLOGY

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Abstract

The National Education Policy 2020 has delivered a masterstroke in policy reform. It can lead Indians into a new reality in which employment opportunities will be aplenty. It aims to deliver on equity and inclusion, while emphasizing on conceptual understanding over rote learning and a personalized learning experience in contrast to a one-size-fits-all approach. It will now be up to the educational ecosystem to support it through to actualization. The new technology may be acting as a stimulus for enhancing learning among young learners. Digital Initiative by Ministry of Human Resource development has further utilized technology in the most constructive ways and has revolutionized the Education system with advanced pedagogical methods and Information and communication technology. Digitization has made it possible to reach every nook and corner of the country and globally too with the use of technology and keep the pace of teaching-learning process going on. This paper explores how NEP 2020s potential can be materialized by technology which can make teaching learning process effective and innovative. It is the only tool which helped the young learners to remain normal, feel normal and behave normally during the lockdown and in combating the pandemic stress in their own way. This tool kept them connected and helped them to accept the new normal. It is not the technology that are responsible but the person or student himself. Willpower and self-control are the two things that most of the students of this generation lack. They don't know when to stop. This is the reason why they get distracted and instead of studying or using that time positively in something that would help them in their future or help them give a head start to their career, they end up wasting it. Ordinarily, training is one among the last enterprises to roll out broad improvement, clutching out of date strategies and practices. In this paper, the different pattern in modern education system framework is examined.

Introduction

NEP 2020 has the potential to ensure that India turns out students of a higher quality, equipped to take on professions and start businesses almost as soon as they graduate. Internships beginning in standard 6, continuous assessment and complete freedom to design an educational path can remove restrictive practices of choosing a stream and then having to stick with it for years. Such intelligent exercises can be combined with frameworks that make it natural for under studies to address questions and participate in exercises. nep 2020 provides a way towards a change in a way toward utilizing advances to form new or adjust existing teaching-learning cycles, culture, and student encounters to satisfy changing market necessities. This reconsidering of change within the computerized age is advanced change. It transcends standard positions like arrangements, advancing, and student teacher relationships. All things considered, computerized change starts and finishes with how you contemplate, and attract with, students. As we move from paper to book keeping pages to keen applications for handling our business, we get the chance to

rethink how we work together how we attract our students with computerized innovation on our side. Instructors from all grade-levels are coming to grasp the benefits of innovation within the homeroom. Ordinarily, training is one among the last enterprises to roll out broad improvement, clutching out of date strategies and practices. This tool kept them connected and helped them to accept the new normal. It is not the technology that are responsible but the person or student himself. Students feel like they have been studying for hours and that might be true in some cases but that is only the duration of hours, one cannot measure and assess the quality of learning occurred during those hours. Studies have found that if a student tries to study after playing a game for some time or after watching a movie, their concentration level is much lower than what it should be. That is why studies also show that studying in the morning is more productive than studying at night. Students may feel sleepy if they start studying just after they wake up but studying in the morning is more productive because students don't have anything running in the back of their mind, so they can fully concentrate on what they need to study.

Emerging Trends in Education Technology

Learning in collaboration: In spite of the fact that eLearning is very mainstream, it incorporates cooperation with highlights to share and talk about. In a conventional showing model, an educator enters a homeroom, represents around 30 minutes, and leaves when the chime rings. However, today, innovation has overcome any issues among instructors and understudies. Instructors are undeniably more open now and go about as coaches to help understudies in their general turn of events. This community learning approach assists understudies with cooperating with their friends and assemble their relational abilities.

Learning Outside the Classroom Environment: Versatile based gadgets have taken learning outside of the study hall. With mobile Learning and eLearning filling in prevalence, understudies can learn at their own speed and time. This pattern is relied upon to keep up as it is a helpful technique for conveying just as getting the schooling. Planning portable first responsive substance assists understudies with going through their courses whenever and any place. Web association is presently not an issue with disconnected understanding abilities.

Social Media in Learning: With kids as youthful as eleven having online media profiles on different stages, you can't actually hope to get them far from web-based media for a really long time. Instructors permit the utilization of web-based media as a component of the learning model since it assists understudies with remaining intrigued by their course and expands commitment. Online media is staying put and fusing it into learning modules will assemble a culture of joint effort and sharing, prompting a further developed learning experience. Interactivity in Classroom: Carrying innovation into the study hall has made homerooms exuberant and intuitive. With eBooks, the course content can be inserted with recordings, increased reality, sound documents and so forth in contrast to a printed book, eBook considers more connection to occur in the study hall. The flipped study hall model

has permitted understudies to do all the learning at home and all the down to earth work at school.

Data Management & Analytics: Overseeing information has gotten helpful and significant with the coming of innovation in the schooling framework. This sort of computerization in homeroom exercises has empowered instructors to zero in additional on their course modules and offer inside and out direction. Investigation has become a significant piece of any internet learning model as it empowers the estimation of a kid's commitment and scholarly execution.

Immersive Learning with AR and VR: With the presentation of expanded reality and augmented reality into the instruction framework, the study hall learning experience has gone through a colossal change. The expanded and computer-generated reality patterns in training innovation are making learning a convincing encounter. While expanded reality gives an improved perspective on a genuine picture, computer generated reality gives a bogus impression of reality around them. Both these procedures have taken Gamification in Education: Gamification boosts understudies to learn and work on, further developing the general learning measure. Along these lines, educators use gamification as a way to build commitment, support inspiration and establish an intuitive homeroom climate.

Cybersecurity: The requirement for information security is at an unsurpassed high. While distributed storage has become the standard nowadays, it could demonstrate sad now and again. Individuals and foundations incline toward distributed storage since it is a common climate and it makes getting to information simple for everybody.

Benefits of Technology

Even though Technology has a lot of cons but Technology have now become a necessary evil. A student without Technology is limited to only few options. A person with Technology who knows how to use it wisely will always be a mile concentration level of students, it is something they very much require in their daily life.

Students will have all the time in the world to devote to studies and also will have time for entertainment. This will change the very way we perceive things. If students spend their time on something productive like online courses and skills like language learning or so, instead of killing their time with games like Candy Crush, the new generation will be really benefitted. In this technology savvy world, one can easily acquire a Technology with great specifications by only spending a small amount of money. Technology is now the need of the hour. These days, students attend various coaching classes along with their school to perform better in both school and competitive exams. Coaching institutes like Allen and Aakash which are very famous in India for Medical and Engineering have their own smartphone app where a student can watch a video to better understand a concept or if he missed a class. Thus, blended learning has provided learning experiences and environment both as per the need.

The children born in this world can only be taught in innovative, interesting ways of using technology. The entire classroom education is substituted by virtual learning

medium. Technology made it possible for this smooth sail in hard times and accept this new normal in Education sector. Massive Open Online Courses MOOCs have connected the world of education. Students can enrol in any course of their choice and can select any university across the world. They can study at their own pace through flexible timings and durations. Students also get weightage on completion of the course. The New Education Policy, 2020 has clearly stated for Choice Based Credit System and flexibility for multi-disciplinary education. The student has a variety of courses to choose from as per his interest and aptitude. Due weightage of credits will be awarded as well for such efforts. This has opened the door for learners in global scenario as well.

Social Isolation and Loneliness

Social isolation is increasing due to personal computer technology like smartphones and laptops. Both teens and youngsters spend more time on social media, Internet surfing, playing video games, and ignoring their real lives. Social media is designed to help us to find friends and chat with them. But the dialogues happen only on the screen of a smartphone or computer begin to feel embarrassed about acquaintances in reality. Even some feel uncomfortable in conversations and become less sensitive to others. It is easy to interact with 100 virtual online friends. But, they don't go outside and feel to make real friends, leading to depression and loneliness at a later stage. Technology has replaced our old way of interacting and meeting people.

Job Loss – Low Value of Human Workers

Modern technology has replaced many human jobs; machines and robots are doing the same work that humans do. Many firms have used automated machines and robots in their production houses to improve productivity and efficiency. These technological advances with more features are in rapid growth led to a risk to conventional jobs of human workers and indirectly less value to human work. Largely automated robots can do the work and process of ten people at the same time with efficiency. So, companies might not need to hire so many human workers to get the job done to save their money.

The advancement of technology is good news for businesses to make more money and serve customers, while terrible news for employees as they become redundant. Science fiction book predicts that manufacturing will become more and more automated, which gradually leads to a decrease in the number of jobs. This disadvantage of technology leads to unemployment for many common and regular professions.

Negative Impact on Students

Technology can be a blessing or a curse depending upon its usage. Studies have shown that gadgets like smart phones and computers distract children and teens from moral and educational values. In educational organizations, there are a lot of electronic educational resources available, and educators must make students correctly understand and use, instead of copying and duplicating the whole thing without proper info. Technology is a

tool that can significantly improve the quality of the learning process with interactive models, simulators, and other educational and methodological materials but not an end in itself.

Weapons and Mass Destruction

The modern and advanced generation of computer technology has been a great ally in the growth and persistence of many conflicts and wars between the communities in the history of the world.

Technology helps manufacture artillery, military weapons, and the latest combat weapons that require testing. Thus, when these weapons fall into the hands of unnecessary criminals, they can use them for revenge and selfish reasons, causing great harm to innocent people in society.

The modern and latest technology has been the main reason for the increase in the number of wars. Such disadvantages of technology help the production of lethal weapons and explosions. In addition, these weapons can cause severe damage to the nature of the Earth, rendering some areas uninhabited.

Addiction

As a society of the 21st century, people have begun to rely more on Internet technology in their everyday life. It has made humans dependent on digital computers and gadgets such as smart phones, laptops, video games, computers, etc., leading to addiction; all this makes us lazy day by day.

Including children who are addicted to playing games on smart phones and computers. They stopped roaming and playing outside. At a very young age, they develop various diseases such as obesity, depression, sleep disturbances, blood pressure, lack of physical activity, strain on the eyes, etc. Also, fewer communication skills between people Virtual reality have burst into our lives rapidly, computer games have become more realistic and brighter, educational simulators have appeared to actual conditions. At the same time, experts are sure that extreme addiction to such games can cause psychological, mental disorders, or worse situations.

On average, people spend several hours every day interacting with their smart phones instead of performing their responsibilities. Consequently, as we progress with technology, our lifespan has become unstable.

This dependence on technology puts people at a significant disadvantage as they become less self-sufficient and may worsen in the future.

Procrastination

Digital entertainment is affordable. Because it is effortless to drop your work, tasks, and responsibilities for launching your favourite game, either grab a smartphone and stick in chats with friends or watch movies and series and to keep yourself avoiding such procrastination, it will take hard willpower, a dedication which not everyone has. An

increase in reliance on modern tools like smartphones and calculators has reduced thinking power. Such things can be clearly seen in both young people and adults. For instance, you can't solve a simple math equation immediately without the help of a calculator.

The dependency on digital gadgets not only causes health problems but also reduces the ability to imagine something different, creative and social communication skills. This affects how people use their brains and reduces their creativity and out-of-the-box thinking ability. Therefore, as a new generation, we have to independent ourselves with the wise use of technology to progress and lead healthy lives. Thus, we will make a better platform for future generations.

Degradation of Memory

We use different tools and software like grammar and spelling checkers, as it may struggle with writing even essential words without an editor to check every word.

All these tools help us to be more effective; we can over-rely on them. But at the same time, it reduces our writing and learning capability. Modern technology and its gadgets do strange things to our memory power. Many tools like time and task manager are designed to help us to remind everything that we want. Also, social networks remind you when a friend comments, likes, or tags, also when our friends have birthdays. Similarly, Google maps will always help you find the correct address, even if it has faded from your memory. All this is very convenient but not specifically suitable for the brain.

Research shows that gadget addiction significantly reduces brain activity leads to no mental exercise. We assign too many tasks using different devices, which is convenient but not very beneficial to the brain. Things and practices like imagination and spatial thinking are left behind.

Time Disburse

We spend a lot of time with our convenient technology. But if you give up all gadgets for at least some time, you will be amazed at how much time you will save. Saved time can be used in a productive manner, such as for physical sports and exercise, meditations spending time with beloved ones.

Many people sit at their computers until dark light. Reading posts on social networks or liking photos on Instagram for the coming sleep on their smartphones. Forcing yourself to put down the gadget until night can cause insomnia, one of the common disadvantages of technology.

Distractions and Accidents

As per the report, more people have died from selfies than shark attacks in a particular year. Each year many people die because of smartphones. It sounds, of course, unusual, but it is true.

Carried away by looking at a smartphone, one can easily get hit by a vehicle or fall off a cliff. If you use gadgets while driving a car, you endanger yourself and the people around you. As soon as you finally focus on some essential tasks and responsibility.

Privacy and Insecurity

Advancement in technology has contributed to strong security, as well as connection to internet privacy. But our financial accounts, our personal photos, the details of our car, our details on the mobile phone, all of these will affect the Internet someday.

Dependency on Technology

The question of how technology is changing our lives should be considered from the other side. Through technology, we can learn new things, develop mankind, whatever we need. Smartphones, tablets, and other gadgets help us in everyday life at work. Technology allows you to train and exercise your brain, increase your thinking and intellectual abilities. When we have a little free time, anywhere, we can do helpful developmental exercises directly from our mobile devices.

Discussion

These days, understudies become increasingly more associated with shaping their own schooling. In 10 years, understudies will fuse such a lot of freedom into their learning interaction, that tutoring will become crucial to understudy achievement. Furthermore, instructors will frame an essential issue in the wilderness of data that understudies will clear their direction through. I truly accept that the fate of innovation in instruction is tied in with adjusting to the quick evolving world, offering understudies a chance to pick their own specific manner of getting the hang of, joining hypothesis and practice, continually considering the current interest of the market. Despite the fact that there is still vulnerability in the training area, thorough advances are being taken to smooth out the interaction and make schooling available to understudies having a place with all social and gatherings of people. There is likewise a positive change in the course of fairness and variety. With innovation offering arrangements at a colossal speed, it seems as though things will just improve from here.

Findings and Suggestions

With over 250 million school-going children in the country, and 1.5 million schools, facilitating such deep-rooted and far-reaching change is a tall order. It requires more than just policy-change, such as serious infrastructure and facilitation for NEP 2020 to make good on its potential. There will be the need for networked schools, vibrant communication flows and a reconsideration of the medium of instruction. Although persistent work on technology-driven devices causes mental fatigue and lowers the level of concentration, it affects the general health of the students. It has rather enslaved them by affecting their retention, memory, and attention as well. But still, digital initiative and this

advanced technology in the classroom have made it possible to reach to the masses and create awareness and awaken them without actually attending the brick and mortar buildings. Technology has advanced in a tremendous way and it has resulted in numerous innovations in the field of education, but is no substitute and can never replace the knowledge and wisdom of traditional teaching and teacher. The classrooms and the educational institutions will always remain to be the sacred places of formal education. Students might educate themselves and enhance their learning using digital resources but still, to inculcate values and imbibe them with life skills, it is imperative that technology remain in a supportive role rather than dominate and create hazards.

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NATIONAL EDUCATION POLICY: A DERIVATIONAL ANALYSIS BETWEEN KNOWLEDGE AND PEACE WITH A FOCUS ON HIGHER EDUCATION POLICY FRAMEWORK

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Abstract

National Education Policy (NEP) 2020 is a watershed moment in the history of Indian subcontinent since independence. The earlier policies on education emphasised more on quantitative outcomes and provided measures to rectify the historical wrongs. The NEP 2020 is a guiding document that seeks holistic and advantageous policy guidelines especially to constructively coordinate demographic dividend of India as well as enrich human beings with ideals of compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. The improvement in qualitative aspects in human beings is highly critical as population all around the world is significantly contributing to the scarcity question. As the resources are getting reduced by both intrinsic and extrinsic reasons, a sound understanding of behavioural factors would facilitate optimum utilization of precious resources. Such an environment augments the peace and happiness. This paper argues that higher education has an imminent underpinning on resource utilization that directly affects peace and happiness. The paper uses an approach of common but derivational analysis between knowledge and peace. The basic propositions are argued in this paper closely aligned with various policy directives related to higher education as outlined by the NEP 2020. The integral proposition here is the instructive and transformational nature of ideas related to higher education is to have a congruent and cogent effect on peace. The study proposes qualitative framework inclusive of insightful comprehensions especially from secondary data.

Keywords: *Higher education, Knowledge and peace, Derivational analysis*

Introduction

Education is the realization of the best in man - body, soul and spirit and education must be based on ethics and morality [(1)]. The earlier policy frameworks on education in India were more focussed on quantitative outcomes. In its opening paragraphs, the report of the Kothari Commission on Education observed that "the destiny of India is now being shaped in her classrooms. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people" (Report of the Education Commission 1964-66. Vol. 1) [(2)]. The first step towards a systematic overview of education culminated in National Policy on Education 1968[(3)]. The next important step was in 1986. The Government of India initiated the National Policy on Education in 1986. Its major objective was to provide education to all sections of society, with a particular focus on scheduled castes, scheduled tribes, other backward classes and women, who were deprived of educational opportunities for

centuries. In order to fulfil these objectives, the National Policy on Education (1986) stressed on the provision of fellowships for the poor, imparting adult education, recruiting teachers from oppressed groups and also developing new schools and colleges. The policy focused more on providing primary education to students. Further it also gave importance for the establishment of open universities by setting up the Indira Gandhi National Open University (IGNOU) at Delhi. The policy had recommended that education be given to rural people in consonance with the Gandhian philosophy. It also set the stage for the emergence of information technology in education, besides opening up the technical education sector in a rather big way to private enterprise [4].

National Education Policy 2020(NEP 2020) was clearly marking a qualitative shift from earlier approaches. It aims at holistic and advantageous policy guidelines especially to constructively coordinate demographic dividend of India as well as enrich human beings with ideals of compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values[5]. The NEP 2020 is a flexible document that point towards a skilful population with qualitative mind-set. The guidelines related to higher education specifies this understanding. The arguments for multi-disciplinary education and introduction of liberal arts (it's not incorrect to say re-introduction of liberal arts in Indian education environment) in educational institutions will necessarily bring a qualitative focus and flexible outlook rather the current specialist-narrow pedagogical instructional mechanisms. These revolutionary changes would encourage to a shift towards human resource from a human capital centred on facts-reproducing system. As population starts to think on a communitarian basis, the population and scarcity question as posed by Ricardo and other classical economists would get an amicable and futuristic resolution [5]. 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 [6]. In such an environment people will cooperate each other as every one's efforts contribute to harmony. The integral proposition here is the instructive and transformational nature of ideas related to higher education is to have a congruent and cogent effect on peace.

2. Literature Review

Education and happiness is highly related. Various studies highlight this complex yet thoughtful mechanism. There is suggestive evidence that people with higher education are more likely to be happier, on average, than their less educated counterparts starting in their early to mid-30s (Nikolaev and Rusakov,2015)[7]. Another analysis stated that higher education is not a dominant priority to feed the happiness for others, but a mission to personal contentment revealed through realising student potentialities for them and so recognising their limitations, as part of seeking an atonement to contentment (Gibbs,2014)[8]. Educationalists emphasize post-secondary education's ability to shape engaged and discriminating citizens; economists typically underscore the influence of education on earnings and prosperity (McMahon and Oketch, 2013; Nussbaum, 1997) [9] &

[10]. Indeed, when the impacts of education are researched empirically, they often measure economic productivity rather than quality of life (Gouthro, 2010) [11] – an intangible demand-side factor that is largely ignored (Seeberg, 2011)[12]. It is found that people with a higher education level have higher income levels and a higher probability of being employed, and thus, report higher levels of happiness and after controlling by income, labour status and other socio-economic variables; it is revealed that education has a positive impact on happiness [13].

3. Common But Derivational Analysis

In this paper a method of derivational analysis is used. Derivational analysis is commonly employed in pure sciences. Here the derivation is suggested as following

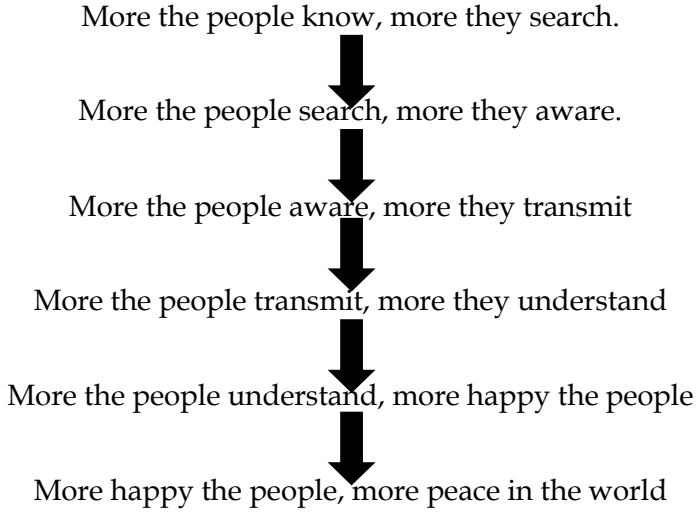

Figure: 1

The basic propositions here are – amount and quality of knowledge, awareness and transmission of knowledge lead to happiness and peace. The various approaches as laid in NEP 2020 related to higher education are reviewed aforesaid propositions.

3.1 Amount and quality of knowledge

Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knowers. In organisations, it often becomes embedded not only in documents or repositories but also in organisational routines, processes, practices, and norms (Davenport and Prusak, 1998,) [14]. So, knowledge is an unending continuum, by recognizing this NEP 2020 finds the suitability of revamping the higher education system, create world class institutions across the country – increase Gross Enrolment Ratio to at least 50% by 2035[15]. Here the focus is not only on number of avenues for knowledge delivery systems. The traditional system that made the narrow structures is going to be replaced by advanced pedagogical modes of

learning avenues. The new higher education architecture shall create large, well-resourced, vibrant and autonomous multidisciplinary institutions for teaching and research, significantly expanding reach and capacity while building strong educational communities. All higher education institutions will become multidisciplinary institutions, with teaching programmes across disciplines and fields. There will be three types of institutions based on a difference in focus - all will be of high quality

- Type 1 which focus on world-class research and high-quality teaching across all disciplines
- Type 2 which focus on high quality teaching across disciplines with significant contribution to research
- Type 3 which focus on high quality teaching across disciplines focused on undergraduate education

Along with these thoughtful changes NEP also reintroducing the culture of liberal arts education. The notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) [16]. The liberal arts education enables people to build everlasting skills that are in high demand, regardless of past educational or professional backgrounds and their future goals: collaboration, communication, problem-solving, critical thinking, and leadership. Unlike STEM-based learning, liberal arts do not focus on a specialised subject. Students not only learn about their civic responsibilities but also develop creative ways to solve societal challenges.

Two important statements of industry leaders that would highlight importance of liberal arts-

"It's in Apple's DNA that technology alone is not enough. It's technology married with liberal arts, married with the humanities, that yields the results that make our hearts sing."

— Steve Jobs (1995-2011), former CEO of Apple, Inc [17].

"I've seen many an actuary and many an engineer who are brilliant, but they fail in their ability to communicate or commercialize an idea because they can't relate to the people they're dealing with. The major I'm less concerned about; it's the set of skills that people come into work with."

— Mark Bertolini, CEO of Aetna, Inc. (Wall Street Journal, 10 June 2013) [18]. Four out of five employers who prefer new graduates who have an education grounded in the liberal arts, according to a study by the Association of American Colleges and Universities [19].

3.2 Awareness and Transmission of Knowledge

The NEP, in entirety re-engineered the education environment in India. The following comparison would lead to understand how old and new regimes in education play the role in awareness and transmission.

Table 1: Source (NEP 2020)

Before NEP 2020	After NEP 2020
A severely fragmented higher educational ecosystem and less emphasis on the development of cognitive skills and learning outcomes.	Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages.
A rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;	Moving towards a more multidisciplinary undergraduate education
Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages and limited teacher and institutional autonomy	Moving towards faculty and institutional autonomy and revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences
Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders	Reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service
Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines	Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges
Suboptimal governance and leadership of HEIs and an ineffective regulatory system	Governance of HEIs by high qualified independent boards having academic and administrative autonomy and the "light but tight" regulation by a single regulator for higher education
Large affiliating universities resulting in low standards of undergraduate education.	Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

3.3 Happiness and Peace

Knowledge plays a pivotal role in happiness and peace. The NEP 2020 suggest that with right amount and quality of knowledge with appropriate structures in place happiness and peace is highly probable. To understand whether there is 'any kind of relationship between happiness and knowledge, it is worth to know the status of happiest countries in the world. It is found that the top 150 universities of 200 universities in the world are situated in world's top happiest countries-

Table: 2 (Source: World Happiness Report 2022 and QS World University Rankings 2022)
World's Happiest Countries 2022 & World Top Universities based on QS ranking 2022

Sl. No	Countries	Total Universities
1	Finland	2
2	Denmark	2
3	Iceland	0
4	Switzerland	7
5	Netherlands	8
6	Luxembourg*	0
7	Sweden	5
8	Norway	2
9	Israel	1
10	New Zealand	4
11	Austria	2
12	Australia	12
13	Ireland	3
14	Germany	12
15	Canada	8
16	United States	50
17	United Kingdom	25
18	Czechia	0

4. Conclusion

The National Education Policy is highly acclaimed for venturing new and insightful approaches in higher educations. The basic characteristics of the guidelines proposed in higher education are not only to effectively utilize rising demographic dividend but to qualitatively shape the future generations. The Universities and other higher educational institutions are not meant to be the producers of un-acknowledged and passive certificate bearers rather torchbearers of development and thinking. Again, the NEP proposes the idea that more the knowledge among populace more the happiness and peace in the world.

5. Limitations and Future Directions

Even though this study suggests most of the arguments of past and present literature provide a much-needed insights about the relationship between knowledge and certain limitations need to be noted. Firstly, the scope of this study is limited to two years from the announcement of NEP 2020. The practical over sights and empirical results are yet to validate the arguments presented here. Secondly more primary data is required to universalize the opinions forwarded, still NEP requires at least a decade long implementation and all states should appropriately re-design existing frameworks related to higher education, then a much-nuanced analysis can be made.

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STUDENTS' IMPACT AND QUALITY OF ONLINE EDUCATION: A VIRTUAL TEACHER

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Abstract

The most effective method to guarantee the nature of web-based learning in foundations of advanced education has been a developing concern for quite a while. While a few investigations have zeroed in on the impression of staff and managers, there has been a lack of examination directed at understudies' insights toward the nature of online instruction. This study used subjective strategies to research the impression of understudies from two colleges and one junior college in regard to the nature of online schooling in the light of their own web-based opportunities for growth. Meetings and perceptions were led by three understudies. Different reports were gathered, advanced, and printed. Positive and negative encounters with understudies were analyzed. Factors that add to those encounters were likewise recognized. The discoveries of this examination uncovered that adaptability, cost-adequacy, electronic exploration accessibility, simplicity of association with the Web, and very much planned class point of interaction were understudies' positive encounters. The understudies' negative encounters were brought about by deferred criticism from educators, inaccessible specialized help from educators, absence of self-guideline and self-inspiration, the feeling of confinement, dreary educational strategies, and ineffectively planned courses happy the discoveries can be utilized by educators to comprehend understudies' discernments respecting internet learning, and eventually work on their web-based informative practices. Years after the fact, the advancement of radio as a correspondence medium during The Second Great War opened.

The entryway for involving that innovation for distance training in universities and schools, for example, the School of the Air laid out in Wisconsin during the 1920s. With the ubiquity of TV during the 1950s, visual guidance became feasible interestingly among educators and understudies who were not in something very similar areas. As PC and messaging innovation bloomed during the 1970s and 1980s, distance instruction started to decisively extend. The primary completely online course was presented in 1981, and the first web-based program was laid out by the Western Conduct Sciences Establishment in the accompanying year. During the 1980s, primary internet-based under grad and graduate courses were started by a few colleges and schools. In the last part of the 1980s, because of a lack of educators in math, science, unknown dialects, and so on, a few K-12 schools went to business courses advertised through the then-new satellite innovation, which enormously prodded still quicker development of distance schooling.

Keywords: *Online learning, Education, Examination, Meeting, Virtual Teacher, Internet.*

I. Introduction

Over the course of the past ten years, the arrangement of online instruction has developed dramatically. On the web advancing in the scholarly community has gone from an exploratory curiosity to an almost pervasive educating device. Today, north of 3/4 of school presidents (77%) report that their organization currently offers online courses (Taylor, Parker, Lenhart and Moore, 2011), web-based learning enlistments are growing multiple times quicker than customary enlistments, and 31 percent of all higher schooling understudies currently take something like one course (Allen and Sailor, 2010). Given the development of web-based learning, all things considered, both current and future workforce will be taking part in some type of web-based advancement eventually in their vocation.

Since the serious financial emergency of 2008, government and state subsidizing for training in the US have been declining. Because of the great degrees of sombreness, an ever-increasing number of colleges and schools seem to have shown expanding interest in web-based training. How has on-the-web instruction advanced? Has it been fruitful? In what ways has it been demonstrated viable? Also, how actually still needs to be made more prominent progress in educating and learning in a web-based climate? These inquiries have spurred us to lead this review - evaluating research and concentrating on internet-based instruction. As of now, fewer examinations on internet-based schooling have zeroed in on looking at past exploration and review, and we have directed an extensive survey review attempting to give a foundation of conversations to teachers and strategy producers on the best way to create and convey viable internet-based programs. Online courses and degrees have been broadly taken on by advanced education foundations as one more strategy to substitute conventional homeroom guidance. The paper finishes up with a conversation about the exploration commitments of the work and investigates potential open doors for additional work around here.

II. Online Learning

There is an extensive improvement in training, where the method of guidance has been changed from educator-focused instruction to understudy-focused schooling. In educator-focused instruction, the educator assumes a part as the wellspring of training, and understudies are beneficiaries of his/her insight. Conversely, student-centered schooling underscores the job of understudies in information creation in the class. In an understudy-focused approach, the educators' job goes to "partner to understudies who lay out and authorize their own principles. Educators answer understudy tasks and what's more, urge them to give elective/extra reactions. Understudy-focused guidance has presently helped quite a large number new innovations by utilizing the web and other high-level innovative apparatuses to share, move, and broaden information". Web-based learning has turned into a piece of the 21st century as it utilizes online stages. E-learning is characterized as utilizing the web stage innovations and the Web to upgrade learning and furnish clients with admittance to online administrations and administrations. Web and training have

been coordinated to furnish clients with important abilities later on. A concentrate by Stec et al., 2020 showed that web-based instructing has three fundamental methodologies, to be specific, improved, mixed learning, and furthermore, online methodology. Upgraded learning utilizes the serious use of innovation to guarantee inventive and intelligent guidance. Mixed learning blends both up close and personal and online training. The internet-based approach shows that course satisfaction is conveyed on the web. Online training is helpful for understudies, as they can get to online materials. On the web, instruction goes schooling to be understudy focused, where understudies partake in the educational experience, and educators fill in as managers, what's more, guides for understudies. Online stages have various devices to work with leading online intelligent classes to diminish understudies' misfortune. On the web, instruction stages are intended to share data and coordinate class exercises. There are generally well-known conspicuous intelligent on the web devices: DingTalk (intelligent web-based stage planned by Alibaba Bunch), Home bases Meet (video calls apparatus), Groups (talk, intuitive gatherings, video, and sound calls), Skype (video and sound calls), WeChat Work (video sharing and calls intended for the Chinese), WhatsApp (video and sound calls, talk, and content offer), and Zoom (video and sound calls, and cooperation highlights) (UNESCO, 2020).

III. Purpose of Study

Albeit the writing in regards to online schooling is extending, concentrates on connected with the nature of on-the-web training are restricted. Among those inspected, barely any specialists have analyzed the nature of online instruction from the understudies' viewpoint. Hence, there is a need to explore understudies' discernments towards the nature of on-the-web instruction. The motivation behind this study was to look at the nature of existing web-based schooling courses that use the Web as the essential educational conveyance technique. The focal point of this study was to analyze understudies' insights into the nature of online instruction. The discoveries of this study might add to the writing of online training in terms of value confirmation. The outcomes ought to ideally empower foundations offering on-the-web instruction to assess their projects in light of the discoveries and suggestions in this review.

IV. Way of Learning

4.1 Weakness of Online Learning

Postpone correspondence is one shortcoming of web-based discovery that is accounted for by numerous specialists. As indicated by the concentration by Howland and Moore (2002), the correspondence among understudies and among understudies and teachers was a basic issue. The non-appearance of up close and personal cooperation between understudies and teachers added to a pessimistic view of numerous understudies. Understudies felt unconfident in direction when the criticism from the teacher was deferred. Also, in Howland and Moore's review (2002), they found that numerous understudies detailed that it was challenging to get explanations on tasks, and so forth

because of the absence of correspondence between understudy and teacher. The overall impression of correspondence between understudies was additionally negative. The message board was the primary correspondence passage among understudies and teachers. Every understudy was expected to make a posting on the message board every week. The understudies frequently detailed that the message board posting was inadequate and they were frustrated with the level and nature of correspondence (Howland and Moore, 2002). Petride's (2002) concentrate on students' points of view on electronic advancement additionally revealed that a few members felt an absence of promptness in reactions in the web-based setting in contrast with what could regularly happen in an organized eye-to-eye class conversation. This seems, by all accounts, to be particularly clear in offbeat web-based conversations, at the point when understudies need to trust that others will peruse and answer back to their postings or email messages. Hara and Kling (1999) did a subjective contextual investigation of an online distance training course at a significant U.S. college. Their members revealed the absence of quickness in getting reactions back from the teacher, and subsequently, they felt disappointed. Ongoing investigations demonstrate comparable outcomes. For instance, in Wonderwell's (2003) study, one revealed impediment of an internet-based course was the deferral of prompt criticism from the educator. One member expressed, "It could require hours, perhaps a day or so before you find a solution back for the inquiry"

Absence of a feeling of the online local area and the sensations of disengagement were other shortcomings that students have announced in their web-based opportunities for growth. Wonderwall (2003) announced that web-based learning members showed an absence of association with the teacher, particularly a "one-on-one" relationship with the educator. Vonderwell uncovered that one member expressed, "I actually feel like I know a smidgen about my teacher, yet not the same way that I would in the event that I was in a class. I have barely any familiarity with her character by any means" (p.83). Different examinations have been viewed as comparative results. For instance, Woods (2002) in his concentrate on the web-based correspondence among teachers and students detailed that web-based students announced feeling segregated from staff as well as different students in the web-based courses they had taken.

4.2 Factors Influenced Online Learning

There are many elements that will impact understudies' web-based opportunities for growth. Melody, Singleton, Slope and overview concentrate on 76 alumni understudies' view of helpful and testing parts of learning online detailed that the absence of local area, trouble grasping informative objectives, and specialized issues were challenges in their web-based opportunities for growth. A few different elements distinguished by different specialists are student attributes and the plan of the learning climate. Student qualities impact the manner in which online students learn and their web-based opportunities for growth. Howland and Moore (2002) concentrate on understudies' discernment as distance students in Web-based courses uncovered that understudies who were the best in their

view of online learning were those with credits reliable with constructivist students. The best understudies were freer, more proactive, and more liable for their learning. Conversely, the understudies who detailed a bad view of their online opportunity for growth had similar assumptions for construction and data as they accomplished for an in-class design. Those understudies with negative insights communicated the requirement for more input from the teacher as well as more construction. These understudies revealed the absence of input and correspondence from the teacher as relinquishment. One more review led by Post, Cleveland-Innes, and Fung (2004) on web-based understudies' job 866 change proposed that understudies truly do see a distinction in the growing experience and a requirement for their job change also, the web-based learning ought to be seen as more mental or inside arranged. Post et. al (2004) additionally pointed out that web-based students should assume greater liability, conform to another environment, acclimate to a new setting, blend thoughts, figure out how to take part, incorporate thoughts, apply thoughts or ideas, and invigorate their own interest to be effective in web-based class.

V. Methodology

5.1 Participants of the Learning

The number of inhabitants in the review was educators and understudies at both undergrad and postgraduate levels. Fifty employees furthermore, 280 understudies were chosen haphazardly from this populace, which is considered important to give valuable criticism on both personnel's and understudies' impression of web-based learning. The review utilized two internet-based overviews, which are conveyed to members. The internet-based two overviews were made Google Structures and shipped off to the staff and understudies through messages, Facebook Courier, WhatsApp messages, and LinkedIn to have social separation. 34 male and fifteen female individuals from the Staff took part in the study.

5.2 Data Gathering Requirements

Two internet-based studies were made by Google Docs. The personnel study comprised three sections, for example, sociodemographic, web instruction preparation, and the workforce's view of educating on web availability. Then again, the understudies' study comprised four sections, specifically, sociodemographic, understudies' insight into internet learning's viability, benefits, and difficulties of web-based learning. The study was planned in a Likert Scale design for rating proclamations. Two teachers assessed the two reviews, and legitimate changes were made prior to scattering the two overviews of the members. Cooperation in the review was wilful, and individual data was not accumulated. Information was brought into Succeed to work with the SPSS examination utilizing 25 renditions.

5.3 Validity and Reliability

Two specialists inspected the two studies cross out to approve the study's plan. Their remarks are considered of excluding things from the study because of their unimportance.

As for unwavering quality, Cronbach's alpha was utilized as a proportion of inner consistency to demonstrate how things are firmly related. The consequence of the test showed that the things of the two overviews are reliable. For the staff study, the alpha coefficient for the 26 things is 0.889 for the personnel's overview and 0.896 for the understudies' study, recommending that the things have moderately high inside consistency. An unwavering quality coefficient of 0.70 or higher is thought of as "adequate" in most sociology research circumstances.

5.4 Benefits

Members were found out if their internet-based courses combined with residency or potential advancement, and whether online courses were considered much as their up close and personal courses for residency, advancement, and for course load. Just two members answered that their internet instructing execution didn't figure in with their assessment, basically on the grounds that educating was not their essential movement. The two educators turned out to be proficient educational originators accountable for offering help to the staff who educate on the web. In spite of the fact that they were not expected to do as such, they were both shown on the web courses since they accepted it gave them believability and informed their training as informative planners. The seven excess members showed that their internet-based course combined with residency what's more, advancement and, for the four members who trained both on the web and eye to eye routinely, that their establishment saw no difference between the two modalities. What's more, seven out of nine members worked for organizations that had deep-rooted web-based programs. Somewhere around three of those foundations had gotten critical financing to foster their internet-based contributions and had solid connections to Sloan-C, the biggest web-based learning association in North America. Only one member communicated the view that the innovative and instructive help accessible at his organization was not acceptable. Another demonstrated that for some staff at her school, web instructing was as yet viewed as auxiliary to eye-to-eye educating.

VI. Cognitive and Teaching Presence

Members were found out if their web-based courses figured in with residency and additional advancement, and whether online courses were considered much as their eye-to-eye courses for residency, advancement, and for course load. Just two members answered that their internet education execution didn't figure in with their assessment, basically on the grounds that educating was not their essential movement. The two educators turned out to be proficient educational fashioners responsible for offering help to the workforce who educate on the web. In spite of the fact that they were not expected to do as such, they were both shown on the web courses since they accepted it gave them believability and informed. Involving Dewey's idea of intelligent reasoning in the speculation of schooling, Post and partners (2000) proposed that mental presence is a cycle Locally of Request (CoI) where members build, investigate, resolve, and affirm

implications through joint effort, what's more, reflect. In such a cycle, the question stays on the most proficient method to move the request to the goal. Keengwe and Kidd (2010) recognized mental errands as "answering inquiries; altering questions and reactions; thinking, thinking, and breaking down data; and aiding understudies to take part in rehearing and recovering data during the time spent conveying on the web courses". In view of his web based showing experience and activity research, Petlz (2008) made sense of at extraordinary length how to coordinate realities, ideas, speculations, and information into learning and conversations in the improvement of mental presence, with solid accentuation on the significance of the source, clearness, exactness, and exhaustiveness of information in showing mental presence. After nine years, subsequent to presenting the three existences - social presence, mental presence, showing presence - as essential components for effective internet-based schooling, Post, Anderson, and Bowman (2009) further inspected the nature and nature of mental presence by dissecting nonconcurrent text-based PC meeting records. Utilizing the hypothesis of decisive reasoning, they contended that its result can be best decided by viable request that incorporated a setting off occasion, investigation, reconciliation, and goal. The setting off occasion is the main request at which point an issue or an issue is distinguished for additional examination. The subsequent request is investigation where students analyze, through reflection, talk, issues or issues. The following stage is mix, in which students keep on analyzing what they have gained from investigation and foster thoughts and build implications. The last step is the goal where a clear not entirely set in stone and new information is applied (Post et al., 2009; Post and Arbaugh, 2007; Kopczynski, Wiesenmayer, and McCluskey, 2010). The concentrate by Post and his associates (2009) gives a solid device to surveying mental presence and the mental idea of educating and learning in a nonconcurrent, text-based climate. The consequences of the review have imparted trust in scientists that higher-request learning in online-training climate can be achieved through working with mental presence (Post et al., 2009). Then again, Ke (2010), in his investigation of online grown-up learning, called attention to that mental presence in grown-up students was about how they saw their learning fulfilment. His review showed that "most grown-up understudies detailed profound advancing as the predominant learning approach". He examined individualistic advancing as a prevailing methodology in grown-up students' mental learning exercises, demonstrating that grown-up students had blended sentiments about web-based conversations. In their view, the viability of online conversation generally relied upon who partook in the conversation, and significant and important conversation were grounded on whether the taking part peers were "garrulous and chatty." They were worried that lopsided conversation exhibitions among their friends would extraordinarily sabotage the nature of online conversation. Seeing showing presence as a critical variable to effective internet-based training, Post and his associates (2009) investigated builds of showing presence, including educational plan, talk assistance, and direct guidance. The informative plan zeroed in on arranging, organizing, handling, connecting, and assessing the web courses. Its exercises incorporate, yet are not restricted to, making on-the-web introductions, addressing notes, and sound/video smaller than usual talks, individual or

gathering movement tasks with planned cut-off times, and giving direction on the most proficient method to utilize the innovation on the course site. The talk assistance comprised of teachers drawing in understudies in happy materials, auditing and answering understudies' posts, clarifying some pressing issues or communicating perceptions relating to understudies' conversations, keeping course conversations moving in the correct heading, connecting with individual understudies who need additional directions and consideration. For immediate guidance, the teacher gave scholarly and insightful administration, which might incorporate deciding whether understudies grasp specific substances, giving extra assets and data about the course, offering ideal criticism on understudies' conversations, and rousing them toward higher-request learning and information. Pelz (2008), drawing upon his activity research, has organized advances that educators and understudies can add to work with the conversation, including (a) recognizing areas of understanding and conflict; (b) trying to arrive at agreement/grasping; (c) empowering, recognizing, and supporting understudies' commitments; (d) setting an environment for learning; (e) attracting members/inciting conversation; (f) surveying the viability of the interaction (p. 114). Likewise, Pelz organized what ought to be remembered for the interaction, for example, (a) introducing items and questions; (b) centering the conversation; (c) summing up the conversation; (d) affirming grasping; e) diagnosing misperceptions; (f) infusing information from assorted sources; g) answering specialized concerns. Ke(2010) in his investigation of grown-up learning underlined the significance of the web plan for course locales, contents, online conversations, online assessments, and connecting. A web-based learning local area gives a potential climate that empowers understudies to learn actually through the development of instructing, mental, and social presence. (Social presence is momentarily characterized as understudies' support.) Every presence plays an unmistakable part to play, yet they are entwined and tradable. Showing presence is crucial for balancing mental and social presence (Post et al. 2000). Ke's (2010) subjective and quantitative discoveries showed that showing presence assumes the focal part and "that showing presence ought to be the impetus that starts the local area advancement process". Be that as it may, he raised his interest in the web-based conversation for grown-up students as to the mental presence, contending that web-based conversation infused uncertainty in the support of mental presence and ought to be assessed further utilizing different information assets and techniques. To online students, mental presence furthermore, epistemic commitment can happen just while instructing and social presence are advanced, what's more, the advancement of social presence is subject to how well the showing presence has been laid out. He likewise highlighted the relationship among mental and social presence, recommended.

VII. **Conclusion**

The reason for this study was to acquire a comprehension of understudies' impression of web-based learning. Subjective exploration strategies utilized in this study were appropriate to accomplish this objective. The profundity of data acquired through the

investigation of meetings, perceptions, and documented information has given a degree of grasping that the quantitative approach could never have. While getting on the web training, members acquired both positive and negative encounters, in spite of the fact that their encounters would in general be more certain. The adaptability of class interest time and independent review, the cost-effectiveness of online class, electronic exploration accessibility, all-around planned course design, ease of association of the Web, simple route of the internet-based class point of interaction, and knowledge of the educator added to members' positive encounters. Factors that added to the understudy's negative encounters were: postponed input from the teacher; inaccessible specialized help from the educator, absence of self-guideline and self-motivation, feeling of disconnection, dull informative strategies, and ineffectively planned course happiness. This study was led by understudies from two colleges and one junior college in the south. Accommodation testing, instead of another examining strategy was utilized. In the event that an alternate testing method had been picked, the outcomes could be unique. Subsequently, the future examinations should be possible with a homogeneous gathering of understudies, utilizing a bigger example size; remembering more colleges and universities for the review.

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OBSERVING THE PARADIGM SHIFT IN TEACHER EDUCATION VIA THE PRISM OF NEP 2020

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Abstract

The National Education Policy 2020 advocates for adjustments to teacher preparation in the following areas. At multidisciplinary colleges, integrated Bachelor of Education programmes in stages and subjects, the creation of NCFTE-2021, The prerequisite for teaching is a four-year integrated bachelor's degree in education. Strict action against unlicensed independent teacher-education institutions, Launch of the National Mentoring Mission. The four goals of the current study are to understand the core elements of NEP 2020, examine the peculiarities of NEP 2020, understand the role of teachers, and propose strategies for teacher education under NEP 2020. Flexibility, the importance of formative evaluation, and other key elements of teacher education under NEP 2020 been adequately covered. The study does an adequate job of covering subjects including building a culture of teacher empowerment, training future teachers, hiring and recruiting teachers, career and professionalism in teaching, and more. Additionally, the difficulties of teacher education have been emphasised, along with ideas for improvement under the NEP. The study's conclusion states that NEP 2020 is doing some of the best attempts to reform teacher education, but significant changes won't occur unless society as a whole respect and works with teachers and it is also achievable with political will.

Keywords: *Paradigm shift, NEP 2020, Teacher Education, Professionalism, Universal respect.*

Introduction

Dr. A.P.J. Abdul Kalam used to say, "*The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers.*" In line with his assertion, the New Education Policy seeks to produce better citizens, workers, and students for the country.

The New Education Policy, a historic choice made by the Union Cabinet, was made known to the Indian Educational System on July 29, 2020. On this date, the Ministry of Education unveiled the fundamental changes to the educational system that would be implemented as part of the recently established National Education Policy (NEP) 2020.

The NEP is the first holistic, integrative, and inclusive method to reshaping the current educational system. This new education policy 2020 takes into account a variety of factors, including experiences, empirical research, stakeholder comments, and learning from best practises.

It is a forward-thinking change that, if carried out according to plan, may put India on an equal footing with the world's top nations in terms of educational attainment.

The New Education Policy is built upon **five key pillars** to address the educational demands of students in the twenty-first century:

Access

- Equity
- Quality
- Affordability
- Accountability

The National Education Policy 2020 focuses on the following areas and calls for changes to teacher education:

1. Integrated stage specific, subject specific Bachelor of Education at multi-disciplinary institutions.
2. Development of NCFTE-2021.
3. A four-year integrated Bachelor of Education is the required degree for teaching.
4. Strict action against unregulated stand-alone establishments for teacher education.
5. Launch of the National Mission for Mentoring.

The study's objectives

1. Being aware of the fundamental NEP-2020 components pertaining to teacher preparation.
2. To go over NEP 2020's elements as they relate to teacher preparation.
3. To talk about how teacher preparation fits into NEP 2020.
4. To make suggestions for enhancing teacher preparation in line with NEP 2020.
5. This conceptual paper was created with the main goal mentioned above in mind.

Fundamental NEP-2020 components pertaining to Teacher Education

1) **By educating parents and teachers** to support each student's holistic development in both academic and extracurricular areas, we may recognise, identify, and nurture their particular abilities.
2) **Giving all pupils' attainment of Foundational Literacy and Numeracy** by Grade 3 the utmost importance.
3) **Flexibility**, allowing students to select their educational pathways and programmes and, in turn, chart their own course in life in accordance with their interests and talents;
4) **No strict divisions** between the arts and sciences, extracurricular and curricular activities, academic and vocational streams, etc., in order to remove damaging hierarchies and silos between various fields of study.
5) The **unification and integrity of all knowledge** through multidisciplinary and a comprehensive education encompassing the social sciences, humanities, arts, and sports for a multidisciplinary world;
6) A **focus on conceptual comprehension** rather than memorization and studying for exams.
7) **Innovative thinking and creativity** that are supported by critical thinking.
8) Morality, humanism, and constitutional principles such as justice, liberty, responsibility, pluralism, equality, and empathy.

9) **Highlighting linguistic diversity** and its benefits.
10) **Life abilities** like resilience, cooperation, teamwork, and communication.
11) Place more emphasis on consistent **formative assessment** for learning as opposed to summative evaluation, which supports the "coaching culture" of today.
12) **Substantial use of technology** in educational planning and management, language barrier removal, improving access for Divyang students, and teaching and learning.
13) Recognising that education is a contemporaneous subject, **respecting diversity and the local** context in every curriculum, pedagogy, and policy.
14) To ensure that all children may succeed in the educational system, true **equity and inclusion** must serve as the cornerstone of all educational decisions.
15) **Curricular harmony** throughout all educational levels, from pre-kindergarten through higher education, from schools to colleges.
16) **Teachers and faculty are the centre of the educational process;** they should be hired, continually developed professionally, and provided with favourable working and service conditions.
17) A **"light but tight" regulatory structure** to protect the educational system's honesty, openness, and resourcefulness through audit and public exposure while fostering innovation and unconventional thinking through freedom, responsible leadership, and empowerment.
18) **Exceptional research** as a prerequisite for exceptional learning and development.
19) **Frequent evaluation of progress** based on in-depth research and analysis from educational professionals.
20) **A sense of pride and rootedness in India**, its rich, diverse, old and new knowledge systems, and customs.
21) **Education is a public good,** and every child should have access to a high-quality education as a fundamental right.
22) **Significant investment** in a robust, energetic public education system as well as the promotion and support of genuine charitable private and community involvement.

Examining NEP 2020 components

- A significant overhaul of the teacher education curriculum is required, such as the addition of preparing students' profiles to analyse co-curricular and academic areas.
- It is urgently necessary to revamp teaching programmes like NTT and D.El.Ed to concentrate on teaching fundamental literacy and numeracy skills to children by grade 3.
- Interdisciplinary teaching methods must be emphasised in teacher education programmes. All areas of the school curriculum must receive equal attention in teaching strategies.
- Rather than having students memorise the material, teachers must be prepared to teach all disciplines by conceptually clarifying concepts.

- Without placing more emphasis on areas related to physical science, it is imperative to instil in students the idea that all subjects are equally important.
- Students' creative and original thinking must be fostered through effective teaching strategies.
- There is an urgent need to instil human values in children and teenagers, and a competent humane teacher is the only one who can achieve this.
- Respect for regional linguistic diversity and the development of life skills like teamwork, cooperation etc. must be emphasised in teacher education curricula.
- Formative assessment must be the main focus of student evaluation because it emphasises assessment while learning.
- A pandemic like COVID-19 has forced educators to get conversant with contemporary educational technology, and curricula for teacher education should reflect this.
- Education needs to be recognised as a cross-cutting subject and integrated into all courses if we want to produce better teachers.
- To enable teachers to see a connection between the curriculum of preschool teaching courses and higher education teaching courses, teacher education must be of a harmonic type.
- All teacher education institutions must perform an academic audit as a requirement of NEP 2020 in order to ensure quality.
- It is urgently necessary to do thorough research in the field of teacher education if we are to stay current with developments at the worldwide level in this field.
- A component to help instructors feel pride toward India's rich and diverse culture must be included in the curriculum for teacher education.
- Only education for teachers can provide pupils with a better quality of education, hence teacher preparation requires a large investment.

NEP 2020: Advancing Teachers' Power

With the exception of the present emphasis on 21st century skills, there are many similarities between the National Education Policy 2020 and the venerable Kothari Commission report, which was largely approved as the first National Policy on Education in 1968. Does this suggest that Indian education has not advanced since that time, that our socioeconomic problems are insurmountable, or even that we are ineffective at putting plans and programmes into action? The nation's current "worry" is the successful implementation of NEP 2020 across India's diverse range of educational institutions, including large and small, public and private, urban and rural, academic and vocational, schools and colleges, IITs and ITIs, etc.

The Strength of One

There is one common factor that can change the course and lead the Indian education system out of its current quagmire of aimlessness and inflexibility to become a progressive,

flexible, multidisciplinary, skill-focused education system with the capacity to produce competent, creative, skilled, employable, and ethical learners. Our demographic size and variables may prove to be our downfall. The Teacher is the uniting element.

"*Of all the numerous aspects which determine the quality of education and its contribution to national development, the quality, ability, and character of teachers are without a question the most significant,"* the Kothari Commission stated in 1966. The NEP 2020 further urges, "*Teachers actually shape the future of our children – and, consequently, the future of our nation*," suggesting that teachers play the most significant role in nation-building through developing high-quality human resources in their classrooms.

The reality on the ground is very different from the image of an empowered teacher, which has the power to move mountains. A 2012 report by the Justice JS Verma Committee stated that *"a broken teacher education sector is putting over 370 million children at risk."* It also stated that *"upon inspection scores of private Teacher Education Institutes (TEI) were found to have only a foundation stone in the name of infrastructure and 99% passing rate."* The Central Teacher Eligibility Test, a post-qualification competency test, reported in the study, was unsuccessful by an average of 85% of teachers (C-TET). The challenges and issues post-employment range from exploitative employment conditions, characterised by adhocism and low salaries, on the one hand, to absenteeism, out-of-date teacher knowledge & skills, lack of teacher professionalism and commitment, and teacher knowledge and skills that are outdated on the other.

The NEP 2020 holds these inadequate conditions of teacher education, recruiting, deployment, and service conditions accountable for the lack of teacher quality and motivation rather than blaming teachers for the poor learning results in Indian classrooms. Recognizing the "*power of the teacher*," NEP 2020 has implemented systemic changes that will aid in making "*teaching*" an appealing career choice for bright and gifted young minds. In the hope that it will eventually entice the brightest brains and most talented individuals to choose teaching as their career, it suggests a number of reforms to strengthen teachers and *"return the high esteem and status"* to this profession.

Training for Future Teachers

A National Curriculum Framework for Teacher Education, NCFTE 2021, has been created to direct all teacher education, both pre-service and in-service, for teachers working in the academic, vocational, and special education streams. It is based on the recommendations of NEP 2020 on teacher education and training.

- The minimum degree requirement for teachers is the 4-year integrated B.Ed., which is designed as a multidisciplinary and integrated dual-major bachelor's degree in Education and a specialist field. The National Testing Agency will administer appropriate academic and aptitude exams for admission to this degree (NTA).
- The establishment of an education department and the operation of B.Ed. programmes in conjunction with other departments, including those of psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education,

science, and mathematics, have been mandated for all multidisciplinary universities. In order to improve the quality of their B.Ed. programme, they will also conduct cutting-edge research in a variety of educational areas.

- A wide variety of knowledge content, pedagogy, and a strong practicum are all taught as part of the B.Ed. degree. Additionally, the curriculum will cover effective pedagogical methods for teaching basic literacy and numeracy skills, multi-level instruction and assessment, teaching youngsters with disabilities or who have unique interests or talents, utilising educational technology, and learner-cantered and collaborative learning.
- For career advancement of teachers who wish to move into more specialised teaching fields, into leadership and management positions in the educational system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages, shorter post-B.Ed. certification courses will also be made available.
- All new Ph.D. applicants will be required to take credit-based courses in teaching, education, pedagogy, and writing related to their chosen Ph.D. subject during their doctoral training period, including actual teaching experience obtained through teaching assistantships. This requirement has the potential to significantly increase respectability and acceptance of the teaching profession.

Recruiting and Hiring of Teachers

The teacher must pass the TET, demonstrate their teaching abilities in a class, succeed in the interview, and be fluent in the local language in order to be hired in a private or public school (s). The NEP 2020 offers:

- The scope of Teacher Eligibility Tests (TETs) will now be expanded to include teachers in the new stages of schooling (Foundational, Preparatory, Middle, and Secondary).
- TET and NTA test results in the relevant disciplines will also be taken into consideration when hiring subject teachers.
- In order to address the shortage of teachers in particular for music, dance, arts, craft, counsellors, coaches, vocational education trainers, classical language teachers, social workers, technical and maintenance staff, NEP 2020 advocates for hiring teachers to a school complex and sharing them across the group of schools.
- In order to fill the shortage of teachers needed to teach the newly introduced classical languages and vocational and skill subjects, the NEP 2020 also encourages school complexes to employ local eminent individuals or experts as *"master instructors"* in various subjects, including traditional local arts, vocational crafts, entrepreneurship, agriculture, etc.

Career and Professionalism in Teaching

The development of performance criteria for educators is mandated by NEP 2020, and they explicitly define each stage's essential competencies as well as the teacher's responsibility at each degree of expertise.

- All elements of managing a teacher's career, such as tenure, ongoing professional development initiatives, pay increases, promotions, and other recognitions, will be governed by a set of National Professional Standards for Teachers (NPST) starting in 2022.
- Additionally, NEP 2020 mentions periodic teacher audits or performance evaluations. These performance evaluation criteria will also be developed. Promotions and pay increases will henceforth exclusively be based on such appraisals, rather than seniority or duration of service.
- Every year, school teachers are required to complete 50 hours of CPD opportunities, which can be fulfilled by participating in seminars or online teacher development programmes.
- Also required for CPD are modules on leadership, school administration, and implementing competency-based learning for school principals.
- Additionally, NCERT would research, identify, and suggest international pedagogical techniques for integration into Indian pedagogical practises through CPD.

Developing a Culture of Teacher Empowerment

Giving teachers the authority to make professional decisions about what and how to teach as well as to take part in setting school goals and regulations is known as "*empowerment of the teacher*." (Bolin, 1989) Teachers require autonomy and authority over their own work when they are actively participating in reform. They become more committed to their students as a result, feel more empowered, and are inspired to work harder.

- The NEP 2020 gives teachers autonomy in selecting the best pedagogy and encourages them to also ensure socio-emotional learning of their students, which is an essential component of holistic development. This is done in recognition of the contribution teachers can make in reforming pedagogy to improve the learning outcomes.
- Teachers' use of novel teaching techniques to enhance student learning results will be acknowledged, documented, and widely disseminated as best practises.
- It is advised that schools within a School Complex work closely together since this will lessen the isolation that teachers in smaller schools often feel and foster lively teacher communities that collaborate and share best practises.
- The school managements have been instructed to provide all teachers and students with access to adequate and safe infrastructure, basic amenities and hygiene, computing devices, internet, libraries, and sporting and recreational resources in order to assist schools and school complexes in evolving into vibrant, caring, and inclusive communities of teachers, students, parents, and principals.

Challenges to Teacher Education under NEP 2020

1) It will be difficult to move teacher education into multidisciplinary colleges at our universities given the time constraints and lack of funding if all of the subpar teacher training institutions and individual programmes are closed.
2) It will need considerable forethought and bravery to change the current system of teacher education and take strict measures to eliminate the inadequate teacher education institutes as indicated.
3) The restricted availability of local schools for practise teaching is one of the most important challenges in teacher training institutions. Nevertheless, NEP suggests a rigorous practicum that involves teaching in a classroom at a nearby school.
4) For the purpose of achieving the goals of the NEP, teachers must undergo digital training, which will take some time. Another important aspect of teacher education that requires attention is the lack of digital infrastructure as well as experience in developing curricula and evaluating transactional data.
5) The implementation process may also be delayed by a lack of coordination and cooperation between the various implementing bodies (University, HEC, NCTE, NCERT) and stakeholders.
6) A programme of action always accompanies new national education policies. NEP 2020 implementation, however, will be the subject of a different programme of action.
7) Throughout order to advance teacher education in the nation, the report suggests private philanthropicpartnerships. Privatization, according to research, encourages commercialization.
8) NEP 2020 advised applicants to apply to the department of education even if they lacked a PhD but had exceptional field experience. However, one needs a master's or doctoral degree in mathematics to work as a math professor. We must adhere to the standards of core discipline qualification.
9) Many DIETs and CTEs in our country have been involved in elementary teacher education programmes leading to D.El.Ed degrees. The destiny of these institutions is not mentioned in the paper, how will the teachers who work for these institutions fare in the future?
10) It has not been stated by whom the monitoring method would be executed.
11) As suggested in the current framework, the student teacher will be assigned to an internship for several months.
12) The principal difficulties of teacher education under NEP 2020 would be:
    - Aspire to lifelong learning;
    - Keeping up with discipline knowledge is important because students can acquire the most recent material online;
    - Since every equipment is updated every several months, regularly learn new technology;
    - Performance will be more important than degrees;
    - Compete with the world's educators to stay current.

Suggestions

- Apprentice teacher education has, in some organisations, merely evolved into a formality. Digitalization is therefore urgently needed.
- Courses in teacher education are professional courses. More in-depth and clearly defined hands-on activities are required.
- A theoretical component should be included in the curriculum to complement the practicum.
- Knowledge should follow from competence, attitude, and values.
- Graduates and postgraduates can enrol in the bed programme.
- They ought to be handled like mature students.
- More self-learning should be incorporated into the theoretical inputs. Less lecturing and more sharing during class time.
- To conduct curriculum, andragogy and digigogy principles should be adhered to.
- The government's timely fund allocation will continue to be a key component of the suggestions' quick and painless implementation.
- To guarantee the quality of teacher education institutions, mandatory NAAC accreditation is desperately needed.

Conclusion

Any nation's population has a potential level that is only limited by their teachers. It is wrong that there should be a serious scenario about the position of teachers in a nation where there is a culture of giving primacy to the guru and the guru in Govind. The NEP 2020 clearly acknowledges that teachers are the only people who can help children develop traits like knowledge, sensitivity, human values, conceptuality, creativity, and curiosity.

While NEP 2020 is doing its best to entice young, qualified individuals to enter the teaching profession by eliminating the Para teacher system, Shiksha Mitra, etc., relieving teachers of the burden of transfers, and awarding scholarships to deserving individuals, a teaching career requires much more than this.

According to NEP 2020, a teacher should be dedicated to his profession, children, society, and the country. He or she should also be passionate, educated, hardworking, and properly trained. Only until teachers have universal respect and collaboration will this be achievable. They should be given the proper chances to advance their education and training. The knowledge of the students' social, economic, and cultural contexts should be required of all teachers.

It is the responsibility of society, the system, and the government to establish settings in which teachers can be proud of what they do. It's not the case today. Teachers endure a variety of forms of humiliation in addition to having to scurry around for minor administrative jobs in government buildings. If even one teacher in the nation had to scavenge for his pension after retirement, there should be outrage. By using new technology and following the regulations, many embarrassing situations can be avoided.

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NEW ROADMAP FOR ACADEMIC EXCELLENCE THROUGH PROSPECTIVE BINARY NAAC ACCREDITATION

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Abstract

By providing an opportunity for institutions to participate in an introspective process and to evaluate their performance vis-à-vis set parameters, National Assessment and Accreditation Council (NAAC) facilitates volunteering institutions' assessment of their performance. Even after almost two decades of its implementation, NAAC accredited institutes are almost 1/3rd of the total. To address shortcomings and limitations, a new policy under NEP, has been proposed by the NAAC in the form of a white paper on draft "Re-imaging assessment and accreditation in higher education in India," which says that it will only accredit educational institutions in binary terms - either as accredited or as yet unaccredited. It aims to remove the stigma associated with the NAAC accreditation process and turn it into a tool to enable all educational institutions to thrive for excellence. The present paper reviews the current practice for NAAC accreditation and highlight it's pro and cons for the academic excellence. A search is done for reported problems that are being felt by all stakeholders during accreditation procedure. Hence, a suggestive roadmap is proposed for the prospective binary accreditation as announced by Honourable chairman NAAC, Prof. Bhushan Patwardhan while addressing an accreditation conference in Mumbai, titled 'Accreditation: The Way Ahead', that was held on November 11, 2022.

Keywords: *Suggestive study, Binary accreditation, Literature survey and review.*

Review of current accreditation procedure

Education is important for national development. Both quantity (increased access) and quality (relevance and excellence of academic programs) of higher education are valued. The NAAC was created to help volunteer institutions assess their performance using introspection and a participatory process. All institutions across the country had to be accredited by the UGC by the middle of year 2022, in order to qualify for government grants. An institution must fulfil requirements in order to be accredited by the NAAC or be recognized as among the best in the NIRF rankings. It must have at least two graduating classes or six years of continuous operation before it can submit an application for accreditation. Higher education institutions are divided into University, Autonomous, and Affiliated categories by the NAAC. The Higher Education Institution (HEI) must register on the NAAC website before the NAAC accreditation procedure may begin. However, using a valid AISHE (All India Survey on Higher Education) reference code, the HEI first completes the registration process. This is more akin to creating an institution's profile. Although this step is required, you may be a member of autonomous colleges, private universities, or connected constituent colleges. Any organization submitting an application for the Assessment and Accreditation (A&A) procedure must have the AISHE reference code. The connected institutions, on the other hand, must provide a self-declaration that

clearly states their current affiliation status. The NAAC validates and verifies the registration form when the HEIs have finished it. The NAAC sends the HEI the login credentials so that it can access the portal. NAAC accreditation consists of three stages: Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR), Data Validation and Verification (DVV) and Prequalified Score/Preparation for Student Satisfaction Survey (SSS), and Onsite Peer Visit for Assessment.

IIQA submission

The HEI enters the portal using legitimate login credentials, completes the IIQA (Institutional Information for Quality Assessment) form, and makes an online payment for the IIQA Fee. There are numerous documents that must be uploaded online in the correct format in this case. The two Windows system powers IIQA. The most recent upgrade in accordance with the Revised Accreditation Framework is this new two-window arrangement. It is only available during those two times of the year for institutions to submit their applications. To be more specific, the window system takes applications from May through June and from November through December.

SSR submission

The institution begins to prepare the SSR submission after receiving the IIQA acceptance. They complete the SSR form, upload any required paperwork. They then upload data for each quantitative and qualitative metric, add relevant documents, and select metrics that are not applicable. At this point, institutes are not required to publish the SSR in hard copy. If you need more assistance, you can also use the NAAC website, which offers clear instructions for making an online submission.

Data validation & verification (DVV) process

The DVV procedure involves a lot of clarification. The institutions should not be asked for clarifications if they provided inaccurate records or data for the quantitative indicators. Formally, a deviation report could be forwarded to the institutions in question. At this stage, the organization will not only be disqualified from the accreditation process but also dealt with legally if it is discovered that it supplied false figures or data. It should be noted that the entire DVV procedure has no set schedule. But at the DVV clarification stage, the establishments are required to respond in the allotted time given by the DVV team with clarity. The NAAC will review the supplied data one last time, consider the magnitude of the departure, and determine a pre-qualifier grade. Pre-qualifier scores must be at least 30% to be eligible for the SSR. Those with less than 30% should reapply through the IIQA for the A&A process. In this way, they are forced to start over and pay all of the expenses once more, but with one restriction. They might be able to submit an application six months following the declaration of the prequalification.

Student Satisfaction Survey (SSS)

Concurrently, this procedure proceeds along the DVV. The online SSR filing process includes the full submission of the students' statistics. In the course of the quality control process, they converse with college students. The aggregate CGPA may include the SSS ranks in its calculation. The organization should have provided the SSS with information on each student's enrolment, including their name, number, programme, year of study, phone number, and email address. The NAAC is all too aware that student organizations are one of the crucial stakeholders in the entire evaluation process. Therefore, that is a crucial phase for A&A.

Onsite-peer visit by NAAC

This stage of the NAAC accreditation procedure is crucial. The visiting crew's evaluation of the job site is always a peer review. All of the given records are evaluated by the team using qualitative metrics. Eminent academicians, researchers, and senior administrators are all members of the team, and they all work in the educational sector. They implement a programme called Assessors Orientation that trains them to be excellent Peer Team Members. The quantitative and qualitative measures were allocated by NAAC in proportions of roughly two-thirds and one-third, respectively. It is expected that HEIs will publish their data and records online in the forms mentioned.

Announcement of NAAC institutional grade

NAAC Accreditation status and the Institutional Grade are then announced following approval of the final results by the Executive Council of NAAC.

Analyzing NAAC Accreditation procedure

The NAAC's evaluation and accreditation procedure is extremely distinctive. It has created a strong evaluation mechanism focused on quality, assessments, promotions, and sustainability to grade institutes. NAAC supports colleges in evaluating their advantages, weaknesses, and strengths following a thorough analysis. Besides that, it also benefits public at large including students, parents, HEI, peer HEIs, etc.

Affirmative indicator

One advantage of NAAC accreditation is that it gives students the assurance they need that they will receive top-notch instruction and guidance throughout their academic careers. Additionally, parents obtain the same amount of confidence that their kids will attend a school that will support their whole development and help them learn things as effectively as possible.

SWOT analysis

To assess their performance, all educational institutions in India can use the NAAC's grading and accreditation system. After receiving the rating, the institute has the chance to evaluate its advantages, disadvantages, possibilities, and threats. As a result, the institute

has a whole academic year to improve its weaknesses, revitalize its strengths, seize chances, and get rid of or mitigate threats in order to improve its standing and maintain its high level.

Enhanced teaching quality

Educational institutions have been urged to raise the calibre of faculty teaching methods ever since the NAAC accreditation system was formed. After all, there are other ways to learn in a classroom besides taking notes and remembering them. Given that an institution's reputation is founded in part on how well it performs on the NAAC, one advantage of NAAC accreditation is that it encourages institutions to enhance their teaching strategies and work to raise their teaching success rates. The quality of instruction will undoubtedly increase if new educational technology is used, and students will be able to become exceptional thinkers.

Variety of career options

Achieving a high rating is a goal for institutions due to the advantages of NAAC accreditation. This naturally suggests that these prestigious universities are seeing a larger influx of students. Increased student admissions will lead to a rise in demand for various streams. Students will have a larger selection of career possibilities as a result.

Access to foreign universities

When a student applies to a foreign university for further study after graduating from a NAAC-accredited college, their chances of being accepted are increased. The brand value of their prior university informs international universities about the calibre of their students' academic performance. This element will help to shape their future as time goes on.

As higher education institutions develop their educational administration and academic governance, the NAAC accreditation system became more popular and sought after.

NAAC requirements

It takes a lot of work for a higher education institution to obtain NAAC certification. The institution must adhere to the NAAC procedures and submit perfect application materials. The institution is then assessed using a number of criteria, and the results from several years are analyzed. The accreditation request is approved if all requirements are met. Higher education institutions are expected to raise their standards every year as the nation's educational system develops. In addition, NAAC accreditation is a challenging process and higher educational institutions face many obstacles. Following are some of the most common obstacles that higher education institutions face.

1. *Documentation:* The required format is to be followed when completing any application paperwork. Applications for accreditation may be rejected or given a lengthier turnaround time due to incomplete or faulty documentation.
2. *Bridging curriculum gaps:* The industry's skills and attitudes is analysed by higher education institutions, and the curriculum need to be updated accordingly. Academicians are required to be well-versed in current business trends. To ensure that the curriculum satisfies the demands of the market, they should recognize and fill any gaps.
3. *Monitoring student performance:* A strong procedures are needed to be in place at HEIs with NAAC accreditation to monitor a student's performance throughout the whole academic year, not only during final exams. Every student progress in a different way, thus the institution should provide opportunities for them to meet their objectives at their own speed.
4. *Monitoring faculty performance:* Higher education employees who are academics should receive periodic evaluations and comments on their performance as professors. Faculty members should be motivated and encouraged to conduct additional research in their areas of expertise.
5. *Study resources:* Every program's curriculum, study materials, and lessons should adhere to the requirements established by NAAC. The institution must adhere to the protocol for curriculum creation and delivery that is laid out by the regulatory body.
6. *Learner's feedback:* Getting comments from learners regarding their experiences as students in higher education institutions. Student thoughts about the HEI's facilities, faculty, and infrastructure are included in these feedback types.
7. *Course evaluation:* The effectiveness of the institute's administration and student performance are taken into account when evaluating course evaluations.
8. *Marinating student's records:* When applying to NAAC, higher education institutions may have to update and refine student records, even though they have all the necessary information at the time of admission.
9. *Collaboration:* In order to provide their students with maximum exposure, HEIs should also collaborate with other institutions and organizations.
10. *Finance matter:* Successful higher education institutions require robust financial management. In order to increase the potential and quality of education offered by NAAC, a steady flow of income is expected and the income will be invested judiciously.

NAAC accreditation is a laborious, time-consuming process that requires extensive paperwork and formalities. The application process takes 45 to 60 days to complete each step. In order to determine the institution's transparency and overall contribution to the education sector, we consider communication within the administrative team and communication with other colleges, universities, and industry. An institution may have to undergo a long and arduous process to become NAAC accredited. Once a higher

education institution gets accreditation, it is easier to gain student trust and offer talented students better opportunities.

Proposed Binary Accreditation

According to NEP, there has been an excessive amount of regulation of higher education in last few decades, with little to show for it. Basic issues including extreme power concentrations among a few bodies, conflicts of interest among these bodies, and a subsequent lack of accountability have plagued the regulatory system's mechanistic and disempowering nature. It must be noted that NEP 2020 does not clearly define the role of NAAC, hence we need to elaborate on that. According to NEP 2020, a strong system of graded accreditation should be implemented right away. It also suggests that staged targets for all HEIs to reach predetermined levels of quality, self-governance, and autonomy be specified in the evaluation and graded accreditation. Over time, there has been a significant rise in the value of NAAC accreditation as seen by stakeholders. Because of its connection to government money and other advantages, NAAC accreditation and grades are now more attractive. The advent of for-profit organizations and self-described consultants as a result has given rise to the "compliance culture" and mentality of "cracking" the systems. Such a mindset might not encourage continuous development; it might even work against the fundamental goal of accreditation, which is continuous quality improvement. In order to achieve the goal of binary accreditation by 2030, it is recommended that the structural approach to evaluation be replaced with the pragmatic functional approach as presented in white paper on Assessment and Accreditation of Higher Education Institutions (HEIs) in India. According to that it is anticipated that accreditation "will eventually turn into a binary procedure." According to this paper the interpretation of the phrase "accreditation will become a binary procedure," accreditation will only be applicable to HEIs, whilst grading will be applicable to their Units/Programs. As a result, the evaluation itself might not be a binary process.

Every college is to eventually grow into either an Autonomous degree-granting college or a constituent college of a university as per recommendation of NEP 2020. Assessment-based grading of constituent units or programmes based on anticipated outcomes, with the HEIs having the option to follow the current grading scale (A to C) if necessary. The creation of manuals for the evaluation of discipline-based programmes may benefit from the existing specialist manuals. Depending on the caliber of the instruction and research conducted for the relevant units or programmes, grades ranging from A to C may be given. It is advised that units and programmes be graded rather than accredited. Units also include departments, so this would apply to the assessment of faculty, laboratories, and financial resources shared by the department's programs. The creation of an effective and efficient rubric for assessment, accreditation, and grading is required in order to put these recommendations into practice. The purpose of education must come first in this rubric, followed by HEIs and their programmes in terms of both general education and specialized education.

Suggestive roadmap: Summary NAAC Whitepaper Draft 44 -May 31, 2022

A thoughtful investigation into the procedures followed in other countries' accreditation processes reveals a few noteworthy considerations that could prove useful in rethinking the NAAC and SAA Systems. During the accreditation process, the majority of international organisations believe that it is important to provide both active mentorship and a strong spirit of enablement. Even if the applicant does not meet the requirements of the organisation, the process does not come to an end. The organisation is continuing to provide direction to the institute in order to fill in the blanks and complete the cycle. It offers the applicant opportunities and resources to help them improve and meet the standards that have been established. The procedure as a whole is labour-intensive and frequently takes a considerable amount of time (three to five years). The accreditation that has been granted will not be permanent nor will it maintain the status quo. This only applies for a limited time period, let's say five years. Accredited organizations are required to present evidence of ongoing improvement and submit an application for re-accreditation. This process involves review cycles conducted at regular intervals and ensures that the accredited party continues to improve, develop, and evolve.

Over 40,000 HEIs are in India and that many HEIs can't be assessed and accredited by NAAC alone. Given this, multiple assessment and accreditation bodies of the educational system would need to evolve and get involved. Multiple accreditation agencies must be approved so that specialized education and research are also assessed competently. Such accreditation bodies must be trained to assess general education and higher-order cognitive skills. State Higher Education Council may be needed to create this accreditation ecosystem. These mandatory non-profit accrediting bodies must not compete, as this can lead to unfair practices. Educator quality assessors may be useful. These cadre officers will be trained and tested by the National Institutions made for the purpose. They can then perform assessment work alongside their current jobs. Academicians can make lateral and in-service moves into education management with this approach. Creating Education Quality Professionals would fill a huge gap. The NEP 2020 recommends making full use of the potential offered by technology on every front. The burden placed on HEIs to provide various types of data, frequently to a number of different agencies at a number of different times, could be eased through the use of technology. It is past time to make the transition from the current system of fixed time-point data entry (IIQA, SSR, DVV) and peer team visit-based summative assessment to the next generation technology-enabled formative assessment (TEFA), which is powered by artificial intelligence, fractals, data analytics, blockchain, and other cutting-edge technology to capture real-time data and continuous assessment of education quality and expected outcomes.

At the moment, criteria like as the journal's impact factor, h-index, etc. are used to evaluate the quality of research as proxies for quality indicators. It is advised that a set of procedures and rubrics be created to assess the originality, inventiveness, and effect of the research work performed in a HEI, in line with the whitepaper's objective to transition to an outcome-based assessment and accreditation. At local, regional, and international

scales, the research's influence can be evaluated while giving both pure and applied research equal weight. Additionally, it is advised that research be evaluated at the HEI level rather than the unit level to encourage HEIs to engage with research questions that cross disciplinary boundaries or require a multidisciplinary approach and to facilitate unconventional research collaborations between disciplines. Research evaluation is only relevant for Ph.D-granting HEIs. Research from HEIs that only offer Bachelor's degrees may not be meaningful or useful. In such HEIs, expecting faculty to have Ph.Ds or publish papers is unreasonable. Those who are in charge of evaluating the research conducted by the Professors and Ph.D students at the university need to be excellent researchers themselves. Because of this, it is impossible to limit the people who serve on the committees that review research to those who are only located in India. It would be something that would need to be carefully worked out in order to obtain the agreement of overseas experts to evaluate the research that has been conducted by the faculty and students of an HEI, as well as the steps that have been instituted to promote high-quality research. Equally crucial is minimising cronyism in peer research reviews in HEIs. In double-blind peer reviews, neither the reviewer nor the author knows the other's identity. Similar efforts must be used in HEIs and programmes to eliminate positive and negative biases.

Conclusion

A white paper that was prepared by NAAC stated that the system of assessment and accreditation in India must be aligned with NEP 2020 and Sustainable Development Goals 2030. As a result of this statement, it is possible that NAAC and its accreditation processes will undergo a significant overhaul in the years to come. In addition to this, it suggests that real-time formative assessments that are enabled by technology should be implemented in order to simplify the entire process. In the coming years, the NAAC may decide to implement binary accreditations rather than graded accreditations for higher education institutions. This would be one of the most significant changes that could transform the Indian higher education system in thrive to compete with global world for excellence.

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ENSURING HOLISTIC AND MULTI-DISCIPLINARY EDUCATION:ROLE OF IQACs IN HEIs

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Abstract

Quality Assurance (QA) and Quality Enhancement (QE) are two major attributes of Internal Quality Assurance cell of any higher education institution. It is maintained through the proper quality framework of IQAC in the institution through its policies and procedures is meant for planning, guiding and monitoring the quality initiatives in the HEIs. IQAC has a vital and crucial to play in designing a quality benchmarking procedure for its institution in par with the directions and guidance of UGC and NAAC.

NEP 2020 envisages that all higher education institutions must explore and ensure opportunities for multidisciplinary learning and a holistic education. NAAC has integrated NEP components to the AQAR too. At the same time, the preparedness from the art of institution and the state government are yet to take shape too. It is found very difficult to satisfy the needs of stakeholders as per the recommendation of the government through NEP.

The proposed research paper, explores the scope and prospects of familiarizing multi-disciplinary education through the proper introduction of certificate / add on courses and some similar activities integrating cross cutting issues like gender issue, human rights issues etc too. IQAC can strategize the annual academic activities for each upcoming year with sufficient needy sessions. This paper tries to explore the scope of doing certificate course/ add on courses/ value added courses and other similar practices at the institution to ensure academic mobility, flexibility and multi-disciplinary learning.

Keywords: *Quality frameworks, Quality sustenance, academic flexibility and mobility, multi-disciplinary learning, NEP 20220.*

Introduction

NEP–2020 states that such "education would be aimed at developing all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner" (NEP, 2020). The policy emphasises the scope and prospect of multidisciplinary education in the higher education institutions to bring a holistic development among the learners in order to equip them with 21st century learning skills and life skills. NEP 2020 envisages a learning that can impart critical thinking skills, human values, professional skills, adaptability skills, environmental awareness and self-management skills among the learners. Hence the insistence on innovative and dynamic curricula is particularly stressed in the policy.

In any higher education institution, affiliated to a university, the curriculum and syllabus designed by the university is transacted at UG and PG levels, whereas the significance for multi-disciplinary approach and holistic learning are minimum. The scope for the same are also considerably low in a disciplinary system implemented at the institutions. The curriculum and syllabus are particularly framed to transact disciplinary

skills for its learners. NEP 2020 insists on the significance of multi-disciplinary approach and the 21st century skills. At the same time the preparedness of the institution within a curricular framework to impart the same in a rigid system of disciplinary programmes is a challenge.

In order to take forward the vision of NEP 2020, translate the ideals into practice and to achieve the goals of this educational policy, the institutions have to remodel the curricular delivery within the system by enhancing and opening platform for multi-disciplinary or Inter Disciplinary learning. Apart from a traditional subject centred approach to curriculum, this design of curricular delivery with the additional learning opportunities, if put forwarded by the institutions, can ensure more academic flexibility and room for holistic education. The lack of multi-disciplinary learning can thus be addressed by the institutions through proper implementation of add on/ certificate/ value added courses. This paper reflects upon the role of Internal Quality Assurance Cell (IQAC) of HEIs in strategizing methods for proper implementation of add on courses/ certificate courses/value added courses at the institutional level in order to translate the NEP goals of multi-disciplinary learning openings as part of 21 st century learning skills.

Role of IQACs at HEIs in Strategic Planning of Multi-disciplinary Learning

The National Education Policy 2020 states, "multi-disciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multi-disciplinary world in order to ensure the unity and integrity of all knowledge" (NEP, 2020). In the disciplinary curricular approach, learner gets minimum opportunity for multi-disciplinary learning. The learning outcome as it is visualised by the NEP 2020, cannot be achieved in such a disciplinary mode of programme. Here if the IQAC of the institution takes proper steps in redesigning the courses through add on courses in each discipline, the scope of multi-disciplinary learning can be maximised within the system. This can be implemented through different stages as follows:

1. Faculty training for familiarising goals of NEP 2020.
2. Faculty empowerment session on designing Add on/ certificate courses.
3. Faculty enrichment programme on outcome-based learning, programme learning outcome and course learning outcomes (PLOs and CLOs).
4. Designing add on courses under each teaching department to address the lack in syllabus such as employability skills, adaptive skills etc.
5. Designing certificate courses by teaching departments for students of other disciplines with a multi-disciplinary perspective to impart holistic learning skills.
6. Designing value added courses that are suitable for all students in the institution, that can impart generic outcomes for any learner.
7. Delivery of courses.
8. Making the courses available in the online platforms/ LMS to enhance distance learning and self-paced learning.
9. Need based Practical sessions.
10. Evaluation and grading.

If the IQAC takes proper measures for needy and suitable course designing and delivery in the college level by the above-mentioned procedures, all the students of the institution can achieve the skills envisaged in the NEP 2020, in a multi-disciplinary way.

Scope and prospect of Multi-disciplinary Approach

Education is seen not just about knowledge of one discipline but about the transferable skills that are gained through multidisciplinary education. These include skills such as critical thinking, analysis, reasoning, logical thinking, problem solving as well as adaptability, communication and flexibility. It is well accepted that employers today are keenly looking for such skills in their potential employees and learners with such portfolios are viewed as being more versatile and adaptable and hence more employable (Anita Priyadarshini and Deeksha Dave 71).

The current curriculum and syllabus are not exactly matching with the needs of students for the 21st century. Often the multi-disciplinary view and approach are missing in the syllabus. For example, a student of psychology learns the wellness and health in the psychological perspective but often lack the same in the physical or physiological perspectives. Here, if the student of psychology could join a certificate course offered by the department of physical education on "Health and Wellness", it will lead the learner to look at her/ his domain of study in a multiple perspective of other discipline too. In the same way, different teaching departments can offer various courses as per the demand of students in the 21st century which will bridge the disciplinary divide and will also widen the leaner's knowledge and skills into a wider perspective.

If all the courses are made available as a pool of certificate courses/add on courses, in advance by the institution, learner can choose the course that cater their interest and meet their needs. Such a learning environment will create a system with sufficient choices. In a three-year degree programme, a learner will get a minimum of three courses that can be carefully chosen from the field of various knowledge systems.

Scope of Professional and Employability Skills

It can be observed that the current CBCSS in the HEIs under university of Calicut is having least choices for a learner. The open course delivered in the semester five is the major choice given for a learner. Moreover, curriculum and syllabus are not catering the diverse needs of the learner today like employability skills, professional competency, current research trends in the disciplinary fields, ICT skills, technology-based learning skills, entrepreneurial skills etc. Certificate courses/Add on courses/ Value added courses that discuss the cross-cutting issues like environmental issues, ethics, gender, etc. will offer the right choices for a learner to learn the current aspects of a discipline and create the environment for multi-disciplinary learning. The rigidity in the system of disciplinary divide can be solved effectively through this approach. This system of introducing certificate courses in each year to meet the standards of learning in the 21st century, will be a solution for the rigidity in the current system at HEIs and will create a flexible curricular

design and system in which all learner can get sufficient choices for learning other disciplines that are matching with the needs of the learner.

Each Leaner needs to achieve the employability skills with critical skills, ICT skills, communicational skills, adaptability skills, organizational skills, empathy, human values etc. But the disciplinary system in the institutions seems insufficient to meet such needs of the learner. NEP 2020 clearly states the role of institution in equipping the learner with 21st century skills. If the IQAC can devise such courses as value added course or certificate course, each learner will be enriched with these generic learning outcomes.

When this system is introduced through proper preparedness like making the courses clearly available in the website in the beginning of the academic year by IQAC, informing the learners regarding course delivery schedules, enhancing the technology-based learning through LMS if possible, etc., it imparts real opportunity for choice-based learning system with following highlights.

- Flexibility for the learner to move from one disciplinary area of study to another within the duration of study.
- Opportunity for learners to choose the subject/learning area of interest.
- Facilitating online or flipped learning.
- Employability skills.
- Multi-disciplinary approach.
- Holistic idea about the course of study from diverse perspectives of various disciplines.
- Enhances the researches in the future in multi-disciplinary way.

Conclusion

IQAC can ensure the selection and designing of most needy courses in each discipline. Moreover, if the courses can be designed in collaboration with some reputed agency and industry, it will add to the value and quality of the course too. As it is insisted in NEP 2020, the transformational role of a learner and institution can be successfully performed only through the effective strategic planning and deployment through IQAC of the institution. Certificate courses, value added courses and add on courses are the means of effective curricular red designing in HEIs. A learner will be able to achieve the 21st century learning skills and transferable skills through the selection of right courses that will add to the values and bridge the divide too.

INCLUSIVE ENVIRONMENT IN HIGHER EDUCATION INSTITUTIONS FOR SUSTENANCE OF QUALITY

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Abstract

Higher education is on the path of transformation. Quality benchmarks are being upgraded regularly. Policy making and subsequent restructuring are imperative to attain outcomes. More than implementing processes, the sustenance of quality always remains a challenge. Revamping the higher education system calls for a visionary perspective to cohesively organise the components that can, without any impediment, address the necessity of global reach. Inclusivity is one such component. Diversity is inherent in society. Progress can be made only when there is equal opportunities and resources for all. Interventions to assess the nature of inclusion practised in higher education institutions (HEIs) present a very bleak picture. High-quality educational opportunities are a myth, in a diverse nation like ours. Socio-economic barriers are omnipresent in the societal structure. This paper argues that strategies to overcome the under-representation of disadvantaged groups in education, somehow do not meet with success, due to the extensive demographics. Gender, disability, ethnicity and similar parameters contribute to exclusion, instead of significantly strengthening the realm of inclusivity in HEIs. Implementing a pluralistic approach in transactions and interactions applicable is sure to enhance the creation of an inclusive environment of an HEI.

Keywords: *quality, diversity, inclusion, strategies, pluralistic*

Introduction

Inclusivity is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having physical or mental disabilities or belonging to other minority groups. The practice is often motivated by profitable factors. A genuine awareness regarding inclusivity is a late entrant into sectors including education. The objective of the paper is to identify the challenges in the attainment of inclusive environment in higher education institutions (HEIs) and to propose strategies to overcome those challenges. The challenges seem to come from policies, curriculum and social outlook.

Fundamental aims of education as delineated in National Education Policy 2020 (NEP) are economic and social mobility, inclusion and equality. Inclusive practices in education ensure quality education without discrimination to any learner. It fulfils diverse needs in a responsive and supportive manner. Higher education institutions (HEIs) need to create a common learning platform that is flexible and accessible for all the students to learn together including those from varied backgrounds and diverse abilities. Such an inclusive environment benefits not only the learners but also forms a strong foundation of social

inclusion and accessible environments as a whole (UGC 2021). NEP in its attempt to transform higher education has delineated a roadmap to attain its goals by 2030.

Inclusive Education

Creating an inclusive-accessible environment for learners requires intensive planning and execution. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities (NAAC 2022).

Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities (MHRD 2020). NEP has identified Socio-Economically Disadvantaged Groups (SEDGs) who need to be uplifted and made part of the larger education sector. The table below shows the type of identities/disadvantages and the individuals included in each:

Sl. No.	Type of disadvantage/identity	Individuals/Communities
1	Gender identities	Female and transgender individuals
2	Socio-cultural identities	Scheduled Castes, Scheduled Tribes, OBCs, and minorities
3	Geographical identities	Students from villages, small towns, and aspirational districts
4	Disabilities	including learning disabilities
5	Socio-economic conditions	Migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor

Source: National Education Policy 2020

Sustainability in Education and Inclusive Learning Environment

Diversity is perceived as an asset. The fourth of the seventeen United Nations Sustainable Development Goals (SDGs) is Quality Education, which ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. The entrenched inequities have only worsened during the pandemic. The Higher Education Sustainability Initiative (HESI) of United Nations convened a group of higher education

experts to discuss challenges and opportunities around integrating the SDGs into teaching, researching, partnerships and organizational practices of higher education (United Nations 2022). HESI has identified certain areas to enhance sustainability in education, as given below:

1. Importance of leveraging the flexibility of online educational opportunities that exists currently.
2. Holistic approach to education by embracing sustainability
3. Need to change behaviour, mindset and attitudes, including developing adaptive change mindset and skill sets as a result of new curricula (United Nations 2022).

Learner disabilities range from physical disabilities to learning disabilities; whereas diversities spring from social, economic, geographical and allied factors. An HEI providing inclusive environment must develop a learner support system addressing the specific disabilities. University Grants Commission has prescribed guidelines under following sections for developing a holistic perspective and understanding as (i) Promoting Inclusive Practices and Accessibility, (ii) Need Assessment and Support Provisions, (iii) Accessibility of ICT, (iv) Mobility Infrastructure, (v) Built Infrastructure, (vi) Accessible Curriculum, Teaching and Learning (vii) Accessible Assessment or Examination (viii) Accessibility in Resources/Services, (ix) Inclusive Campus Living, and (x) Governance and Monitoring of Accessibility and Inclusive Practices (UGC 2021).

Inclusive learning environment can steer the movement towards sustainable education too. The SEDGs referred to in the NEP has representation from all terrains of the country, whereby the need of sustainability is implicitly hinted at. Indigenous communities can contribute to nation building through sharing their knowledge of land and nature, for the benefit of humanity as a whole. The real essence of global reach of education must start with the marginalised non-elite, being brought to HEIs that foster inclusivity. The higher education systems not only comprises built environments like classrooms, laboratories or libraries, etc. but also of learning and social environments where students from various social and diverse backgrounds participate and become productive and responsible citizens of the country. Hence each environment needs to be accessible to all students irrespective of their abilities and disabilities. Effective guidelines and policies can support HEIs to achieve this important goal. Inclusive policies lead to inclusive practices and that ultimately further leads to an inclusive culture in HEIs by creating an atmosphere where everybody feels valued and supported (UGC 2021).

Inclusivity and Accreditation/Ranking Frameworks

Accreditors and also ranking frameworks have placed inclusivity as an indicator of quality.

National Assessment and Accreditation Council (NAAC):

The largest accreditor of HEIs in India is NAAC. Criterion 7 of NAAC Revised Accreditation Framework (RAF) has the keywords Inclusion and Situatedness, probably a

manifestation of 'Inculcating a Value System among Students', which is one of the Core Values of NAAC. Sensitising all learners in an HEI about the socio-economic diversity among learners is a step to inculcate values.

State Assessment and Accreditation Centre (SAAC):

The State Assessment and Accreditation Centre (SAAC), the first State-level accreditation agency in the country, has been operationalised for higher education institutions in Kerala (TH 2019). SAAC also places adequate emphasis on inclusivity in education. The proof is in its vision containing the keywords quality, adaptability and inclusiveness. Two among the core values of SAAC are Ensuring Social Inclusiveness and Striving for Equity & Excellence, which is manifest in Criterion 8 appropriately labelled as Social Inclusiveness.

National Institutional Ranking Framework (NIRF):

NIRF parameter 4 is Outreach and Inclusivity. Women Diversity (WD), Economically and Socially Challenged Students (ESCS) and Physically Challenged Students (PCS) are addressed in this parameter.

Strategies to Ensure Inclusivity

Programmatic interventions can ensure inclusivity in HEIs. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation (MHRD 2020). It is to be noted that teacher education degrees are not a recruitment criterion in HEIs, except in that of teacher education institutions. But the NEP recommendation of sensitization of learners towards the multitude of disadvantageous categories of co-learners, can be incorporated into the faculty development as well as professional development programmes organised by HEIs. Specific recommendations of NEP to ensure learner inclusivity in HEIs are as follows:

1. Alternative pedagogies: This calls for change in the conventional curricula to accommodate the diverse needs/competencies of learners. Integration of subjects including science and languages in school level, will motivate students to take up higher education and not stay away from it. The orientation thus received will be useful by pursuing undergraduate programmes and subsequent degrees. Learning resources of different dimensions shall be made available with flexibility in academic transactions.
2. Gender-inclusion fund: The Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education. Funds will also enable States to

support and scale effective community-based interventions that address local context specific barriers to female and transgender children's access to and participation in education. Similar 'Inclusion Fund' schemes shall also be developed to address analogous access issues for other SEDGs (MHRD 2020).

3. PARAKH: NEP has proposed PARAKH, National Assessment Centre, to accommodate the needs of learners with various kinds of disabilities and thus can be well considered as a student support mechanism. It will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities (MHRD 2020).

Conclusion

Sustainable education makes it imperative that inclusivity is practiced in the education sector from the foundational stage itself. Real change at both policy as well as practice levels is required. Philanthropic contributions, to an extent, can solve the financial concerns of HEIs in establishing a true inclusive learning environment. The wider goal of global citizenship can be surely achieved through strategic and perspective planning, catering to the requirements of the pluralistic learner community. The learners in advantageous settings shall be made the torchbearers to bring about a substantial change in the outlook of the general public regarding disability, diversity and inclusivity. Goal-oriented inclusive education will justify the recommendations in new policies. Inclusivity shall be made a part of everyday transactions, converging into the essence of social life and at the same time diverging out of social awareness and sensibility.

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A COMPARATIVE STUDY OF FINNISH, SINGAPORE AND INDIAN EDUCATION SYSTEM

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Abstract

In this fast-changing world, we must do everything to promote the ideas and perception of educational system for motivating the students to obtain the necessary knowledge and skill to nurture in this competitive world. The union cabinet of India on July 29, 2020 started the National Education Policy with the aim to transform India's educational system by 2030. Different countries follow different teaching and learning style. In this paper, we explored the educational system of Finland, Singapore, and India, and also how India can improve in the field of education to provide an enthusiastic learning experience to the students within the context of NEP 2020.

***Keywords**: Knowledge, Competitive, National Education Policy*

Introduction

Education plays a vital role in the prosperity of individuals and nations. A nation with a strong population of workers treats all citizens with equal respect. It is accomplished by putting greater focus on transforming and restructuring the education sector, which leads to significant development but also minimize problems caused by the nations in its ongoing transformations. Every citizen falls under the broad category of human resource. There is a need to create a favourable atmosphere for learning by implementing efficient strategies and instructions in the domain of enhancing the skills that are critical for this century in order to become a powerful growing economy. As a result, economies might perform better by balancing their accomplishments with factors such as emotional and physical well-being in order to improve educational quality. The Indian Educational system began with the lessons of traditional elements from religion, mathematics, and logic. In the earlier period, the Indian education system was closely confined to different religion existing in the country. In the 19th century, 'The modern Education System' has been developed due to the arrival of Britishers. They taught a curriculum which is similar to public schools.

India is a county that providing home to over 444 million children, and one of the largest child and adolescent population (https://www.statista.com/topics/9677/children-in-india/). The constitution of India guarantees fundamental right to all, and "*Sarva Siksha Abhiyan*" is implemented with the aim of free and compulsory education to children between the age of 6 and 14. But according to the OECD indicators of 2019, "Educational achievement is still low in India, especially for women. The share of adults without upper secondary education is 71% compared to 36% on an average across G20 countries. The student to teacher ratio and the number of doctoral degree awardees are also very low".

To cope up with the drastic changes in the knowledge landscape at the global level, India bridges the current gap in the learning outcome through implementing major reforms that inculcate the highest quality, equity, and integrity into the system from early childhood care to higher education. In order to promote and regulate education, Government of India formulate the National policy on Education with various objectives. In this article we are trying to compare the educational system of India with the global best educational practices of Finnish and Singapore Education System.

There are several researches has been undertaken in the areas of educational system focusing on their transition towards knowledge-based economies. The research by Tan (2005) examines Singapore's Ability Driven Education (ADE) initiative, emphasizing stakeholder involvement and suggestions for student improvement. Yue (2014) highlights Singapore's pursuit of a knowledge-based economy and the role of government leadership in economic competitiveness. Mughul & Pekkola (2009) examined and compared how internationalisation of higher education is realised in the education policies of Finland and Pakisthan. (Kaul, 2006) discusses existing policies and strategies to enhance the quality of higher education in India. Richa & Unnimaya (2018) explored the educational system in Singapore and India and also provided some measures to how India can improve in educational field. It is evident from the previous literatures that there was a fewer number of studies has been conducted by researchers in comparing the educational practices of Finland, Singapore and India.

Finland Education System

The education system of Finland is of excellent standard. The preprimary education, comprehensive education, and upper secondary education and higher education is almost free. This education system is providing education to everyone irrespective of the family income, socio economic background and geographic locations. All people have equal opportunity of accessing high quality education and to evolve up to the active members of the society. Finland also has a rigorous selection process for the appointment of prospective teachers. They give focus on professional autonomy, trust and collaboration with other professionals. They were provided ample opportunities of professional developments in the forms of training, and research. Finnish education is based on a child centered approach. The curriculum is designed in the manner in which it promotes the wellbeing creativity and joy of learning among students. It also given priority to team

work; collaborative learning classroom facilitates competition at the minimum level. Instead of continuous assessment and teacher led evolution, Finnish education were opted a standardized testing. This allows the teachers to having more flexibility in their instructions and assessment method. One of the major highlights are the Finnish schools given priority on students well-being and promote a healthy lifestyle.

Singapore Education System

Singapore is well known for various reforms in educational system that focuses on teaching quality, attracting top talent and providing rigorous training and professional development opportunities. The system emphasis on high quality academic standards and performance through a well-structured and standardised curriculum followed with rigorous assessment. Singapore has recently introduced a new education initiative called Ability Driven Education (ADE). This program aims to create a knowledge-based environment for students, equipping them with the skills necessary to tackle real-life challenges while alleviating stress. By focusing on individual abilities and strengths, ADE seeks to enhance students' overall performance. The countries education system given emphasis on meritocracy, that would increase the competition level among students.

Indian Education System

In India, the educational reforms were taking place in the form of National Education Policy. The national policy on education outlines the government goals, principles, and strategies to the development of education within a country. It was announced by the government of India to ensure equal opportunities for accessing quality education to all individuals. The policy is for establishing and reframing curriculum and setting national standards for learning outcomes.

Table 1
Overview of National Policy on Education in India

Year	Prime Minister	Recommended Committee	Major Objectives and Take Aways
1968	Indira Gandhi	Kothari Commission	• Called for "Radical Restructuring". • Emphasis is on "Equal educational opportunities in order to achieve national integration and greater cultural and academic development"
1986	Rajiv Gandhi		• Called for the "special emphasis on the removal of disparities and to equalise educational opportunity". • Launched "Operation Blackboard" • Child centred approach in primary education

			• Creation of the "Rural University Model" based on the philosophy of Mahatma Gandhi.
2020	Narendra Modi	K. Kasthurirangan	• Comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India. • "10+2" system is replaced with 5+3+3+4 model with multiple exit option. • M.Phil courses are to be discontinued. • Allowed foreign universities to establish campuses in India and also given permission to set up companies for IITs in overseas

The National Education Policy 2020 also given emphasis on faculty and institutional autonomy, foundational literacy and numeracy through the capability to engage home environment so as the parents and communities to reach the remotest location, school to work transition by giving emphasis on making students job ready in a quicker manner, teacher capability building, encouraging online education and also promotes the research in universities and colleges.

Discussion

This study is undertaken to compare the educational system existing in Finland, Singapore, and India. The adoption of measures from Finnish education system in India would require careful adaptation to suit the specific cultural, social, and economic context of the country. While India can draw inspiration from the Finnish system in case of considering the health and physical wellbeing of the students. India is a diverse nation with 15 main languages with 844 dialects. The cultural disparities in the case of custom, religion and language make the application of Finnish education system in India is a complex task.

Singapore is undergoing a transition towards a knowledge-based economy by promoting skill development and specialization among students in their chosen fields. India could benefit from embracing a similar learning culture, where the focus is not solely on achieving high grades but on nurturing unique skills and qualities that set individuals apart. This requires educational institutions to prioritize equipping teachers and staff with essential skills, knowledge, and expertise to effectively train students in these areas.

By the announcement of NEP 2020 represents an important turning point for the Indian educational system, it incorporates most of the key measures of both Finnish and Singapore education system. The Indian government is trying to make it reality in a step-

by-step process. It replaces challenges faced by the Indian education system such as the division of higher education system, poor learning outcome, lack of quality in higher education and poor research funding etc. Undoubtedly, the agendas of NEP 2020 make India an appealing destination for higher education all around the world.

Conclusion

The comparative study of the education systems in Finland, Singapore, and India reveals both similarities and areas for improvement. Finland's education system emphasizes equality, well-being, and a child-centred approach, while Singapore focuses on high academic standards and skill development. India, through its National Education Policy (NEP) 2020, aims to address challenges and implement reforms that align with global best practices.

India can learn from Finland's emphasis on student well-being, creativity, and holistic development. It can also draw inspiration from Singapore's focus on teaching quality, skill enhancement, and creating a knowledge-based environment. By incorporating elements from these successful systems, India can work towards providing an enthusiastic learning experience and improving educational outcomes.

However, implementing foreign educational practices requires careful adaptation to suit India's unique cultural, social, and economic context. Factors like cultural diversity, language variations, and regional disparities must be considered. The NEP 2020 represents a significant step in transforming India's education system, addressing key challenges and aligning with global trends.

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